

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability

### 2012-2013 District Improvement and Assistance Plan

#### District: Broward



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Last Modified on: 31-10-2012

#### Title I District Improvement Plan

Title I, Section 1116(c)(7)

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

#### Title I District Improvement Plan - (Part1\_1)

##### 1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.

School Improvement Plan Comprehensive Reviews are conducted for all Focus and Priority schools to determine strengths and weakness at the schools based upon student performance data and school grades. In order to ensure the development of a plan that addressed the needs of each school, District and school-based staff (coaches and administrators).

Meetings were conducted to review the needs of each of the schools requiring District assistance and to determine how the support services would be delivered.

#### Title I District Improvement Plan - (Part1\_2)

##### STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

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#### Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
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			<p>Poorly conceptualized or ineffective reading instruction (one size fits all, teacher directed, lack of modeling, lack of personalization or differentiation to meet student needs).</p> <ul style="list-style-type: none"> <li>• Instruction is not motivating or engaging (students are bored and do not see relevance in learning tasks or texts, pacing is too slow, etc.).</li> <li>• Lack of culturally relevant and engaging texts that offer role models of success.</li> <li>• Inadequate assessment practices (not using assessment to inform instruction, not targeting assessments to meet specific needs of students, lack of corrective feedback on student work, over assessment and lack of instruction).</li> <li>• Schools do not use Response to Instruction/ Intervention (RtI) to guide Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction and interventions of increasingly higher intensity, based on the differentiated needs of students.</li> <li>• Instruction is over-scaffolded to the point that students do not need to actually read the text to gain knowledge or information to complete an instructional task.</li> </ul>		
		<p>1. Teaching and learning that supports students in achieving college and career readiness of the Common Core State Standards supports students in achieving mastery of FCAT 2.0 benchmarks.</p> <p>2. Students must read independently the range and complexity of texts required for college and career readiness.</p> <p>3. Engaging and motivating instruction focused on meaningful and relevant student inquiry.</p> <p>4. Teaching and learning must reflect effective, practices as reflected in the “shifts” of the Common Core State Standards:</p>			

1st Shift: Balancing Informational & Literary Text:	<ul style="list-style-type: none"> <li>• Instruction is not rigorous and teachers' expectations for students are too low.</li> <li>• While scaffolding of instruction using the gradual release process of "I do, We do, You do," is essential for supporting striving and struggling readers, when too much instructional time is taken up with scaffolds and pre-reading strategies, background knowledge building, constructing graphic organizers, etc. such that students do not actually read texts everyday, then they do not develop the metacognitive processes, strategies, and resilience to read texts independently and use "fix-up" strategies to build their own comprehension with complex texts.</li> </ul>	<p>Make close reading and re-reading of texts central to instruction, rather than ancillary.</p> <p>Provide scaffolding that does not preempt or replace text.</p> <p>Ask text dependent questions from a range of question types.</p> <p>Support students in asking and answering their own text dependent questions.</p> <p>Require students to support answers based upon evidence from the text rather than have them offer their opinions or simply make connections to the text.</p> <p>Model and support students in writing arguments based on substantive claims.</p> <p>Model and support students in writing informational or explanatory texts to examine and convey ideas.</p> <p>Model and support students in writing narratives to develop real or imagined experiences.</p> <p>Narrative writing should not occupy more than 20% of writing instruction by the time the student is in high school as more writing instruction is devoted to analysis and writing argument.</p> <p>Support students in pursuing inquiry and research using the research process model (FINDS).</p> <p>Provide opportunities for students to share ideas, evidence and/or research findings through speaking, listening and digital media presentation skills.</p>	<p>District resources and professional development support (webinars, model lessons, collaborative discussions and PLCs) to support the district's implementation of the Common Core State Standards on <a href="http://sbbcccss.com/index.html">http://sbbcccss.com/index.html</a></p> <p>CCSS Institutes</p> <p>Qualitative, Quantitative, and Reader and Task Considerations of Text Complexity</p> <p>Strategies for close analytical reading and rereading of complex texts.</p> <p>Writing Text Dependent Questions</p> <p>Document Based Questions</p> <p>Strategies for effective analytic and informational writing, especially text-evident writing (e.g. Cornell Notes, Research Process, PARCC Content Model Frameworks)</p> <p>Strategies for effective writing (e.g. writing process aligned to FCAT 2.0 and CCSS)</p> <p>SpringBoard, IB, ACT/SAT and other college readiness initiatives</p> <p>Comprehension Instructional Sequence (CIS)</p> <p>Inquiry and the research process model (FINDS)</p>
2nd Shift: Building Knowledge in the Disciplines:	<ul style="list-style-type: none"> <li>• Underexposure to quality, complex texts. Especially as students get older, teachers do not facilitate opportunities for students to read from a rich diversity of classic and contemporary literary texts or challenging informational texts reflecting a wide range of subjects.</li> <li>• Much instructional knowledge in classrooms, especially content area classrooms, is conveyed, if not via</li> </ul>		
3rd Shift: Staircase of Complexity:	<ul style="list-style-type: none"> <li>• Students read a true balance of informational and literary texts (50/50 in grades K-5, 60/40 in 6-8, and 70/30 in 9-12)</li> <li>• Elementary school classroom places where students access the world – science, social studies, the arts and literature – through text.</li> <li>• At least 50% of what elementary students read is informational, with a focus on the building Foundational Skills and early identification and prevention of reading problems.</li> <li>• By third grade, students are expected to know the fundamentals of reading and be able to apply their reading skills across the curriculum.</li> </ul> <p>In grades 6-12, content area teachers outside of the English language arts classroom emphasize literacy experiences in planning and instruction. Students learn through domain-specific texts in science and social studies classrooms. Rather than referring students to the text, students are expected to learn from what they read.</p>		

Total	Reading	<ul style="list-style-type: none"> <li>• The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.</li> <li>• The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.</li> <li>• Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.</li> </ul>	<p>teacher lecture or powerpoint, then from a textbook rather than student reading of complex texts, research, and accessing and analyzing digital and multimedia.</p> <ul style="list-style-type: none"> <li>• Teachers do not set high expectations that students should build knowledge, gain insights, explore possibilities and broaden their perspective through texts.</li> <li>• Teachers do not provide enough time in instruction for close reading and rereading of complex texts.</li> <li>• Teachers ask text-based questions in which students talk about the text or relate personal experiences and unsubstantiated opinions, rather than ask text-dependent questions in which students must substantiate their claims with evidence from the text.</li> <li>• Teachers focus on singular instructional approaches to vocabulary (word walls, word of the day, lists of domain specific words to memorize for a test, etc.) rather than taking a multi-tiered approach through instructional practices involving speaking, listening, language, reading and writing.</li> </ul>	<p>Students should be reading and engaged in text-dependent discussions every day.</p> <p>Help students grow their vocabularies through conversations (speaking and listening), direct instruction (language instruction and word study), writing, and reading complex texts.</p> <p>Ensure wide reading from complex texts that vary in length.</p> <p>Provide explicit instruction in applied grammar and conventions.</p> <p>Require students to use formal English in their writing and speaking but help them to make informed, skillful choices among the many ways to express themselves through language.</p> <p>Cultivate students’ independence through the gradual release model of I do, We do, You Do, making sure that students do the You do independently.</p> <p>Provide students opportunities to use digital tools, strategies, and devices to support 24/7 learning.</p> <p>Facilitate close analytic reading using the Comprehension Instructional Sequence (CIS) and/or other close reading models aligned to the Common Core State Standards.</p> <p>Facilitate text dependent discussions that guide students to the challenging sections of complex text through text dependent questions.</p> <p>Teach students use to fix-up strategies to enhance comprehension when they do not understand a text.</p> <p>Support below level learners with before, during, and post-reading instruction and strategies that do not preempt the actual reading and rereading of complex texts.</p>	<p>Strategies for enhancing speaking and listening skills (e.g. Debate)</p> <p>Using data from the Florida Assessments for Instruction in Reading (FAIR) to inform instruction (K-12).</p> <p>Instruction aligned to the PARCC Model Content Frameworks</p> <p>Next Generation Content Area Reading Professional Development (NGCAR-PD)</p> <p>Discipline specific literacy (particularly in Social Studies, Science and Career and Technical Subjects)</p> <p>Effective instruction aligning the CCSS and Reading Programs instruction (e.g Treasures or Impact)</p> <p>Reading Endorsement</p> <p>Comprehensive, supplemental, and intensive intervention literacy programs and strategies that address specific needs in one or all areas of literacy (such as Treasures, Foundations, Rewards, Vocabulary Through Morphemes, etc.)</p> <p>Technology integration, digital tools and strategies for teaching and learning (e.g. Project Based Learning, GLIDES, etc.)</p> <p>Response to Intervention/Instruction (RtI)</p> <p>Professional Learning Communities (PLCs)</p> <p>Lesson Study</p> <p>Digital tools, resources, and strategies for facilitating customized and personalized learning.</p>	<p>Dr. Marie Wright, Executive Director, Instruction and Interventions</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p>
		<p>4th Shift: Text Dependent Discussions</p> <ul style="list-style-type: none"> <li>• Students engage in rich and rigorous conversations dependent on a common text.</li> <li>• Teachers insist that classroom experiences stay deeply connected to the text on the page.</li> <li>• Students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess a student’s comprehension of a text.</li> </ul>	<p>4th Shift: Text Dependent Discussions</p> <ul style="list-style-type: none"> <li>• Teachers ask text-based questions in which students talk about the text or relate personal experiences and unsubstantiated opinions, rather than ask text-dependent questions in which students must substantiate their claims with evidence from the text.</li> <li>• Teachers focus on singular instructional approaches to vocabulary (word walls, word of the day, lists of domain specific words to memorize for a test, etc.) rather than taking a multi-tiered approach through instructional practices involving speaking, listening, language, reading and writing.</li> </ul>	<p>Provide students opportunities to use digital tools, strategies, and devices to support 24/7 learning.</p> <p>Facilitate close analytic reading using the Comprehension Instructional Sequence (CIS) and/or other close reading models aligned to the Common Core State Standards.</p> <p>Facilitate text dependent discussions that guide students to the challenging sections of complex text through text dependent questions.</p> <p>Teach students use to fix-up strategies to enhance comprehension when they do not understand a text.</p> <p>Support below level learners with before, during, and post-reading instruction and strategies that do not preempt the actual reading and rereading of complex texts.</p>	<p>Effective instruction aligning the CCSS and Reading Programs instruction (e.g Treasures or Impact)</p> <p>Reading Endorsement</p> <p>Comprehensive, supplemental, and intensive intervention literacy programs and strategies that address specific needs in one or all areas of literacy (such as Treasures, Foundations, Rewards, Vocabulary Through Morphemes, etc.)</p> <p>Technology integration, digital tools and strategies for teaching and learning (e.g. Project Based Learning, GLIDES, etc.)</p> <p>Response to Intervention/Instruction (RtI)</p> <p>Professional Learning Communities (PLCs)</p> <p>Lesson Study</p> <p>Digital tools, resources, and strategies for facilitating customized and personalized learning.</p>	
		<p>5th Shift: Writing from Sources:</p> <ul style="list-style-type: none"> <li>• Students use evidence from the text to inform</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers do not create time in the curriculum for students to engage in substantive research requiring analysis,</li> </ul>	<p>Support below level learners with before, during, and post-reading instruction and strategies that do not preempt the actual reading and rereading of complex texts.</p>	<p>Digital tools, resources, and strategies for facilitating customized and personalized learning.</p>	

<p>or make an argument rather than engage in personal narrative and other forms of decontextualized prompts.</p> <ul style="list-style-type: none"> <li>• While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.</li> </ul> <p>6th Shift Academic Vocabulary Students build academic vocabulary to access grade level complex texts.</p> <ul style="list-style-type: none"> <li>• By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas.</li> </ul>	<p>synthesis and presentation of ideas across multiple texts and digital media, reflecting multiple genres including speeches, criticism, primary source document accounts, and other complex information texts.</p> <ul style="list-style-type: none"> <li>• Students are not encouraged or supported in using digital literacy tools or new media for gaining or presenting new insights or knowledge.</li> <li>• Teachers do not model nor demand that students write using standard English conventions, correct grammar, clear and concise writing except possibly for some formal English Language Arts writing tasks.</li> <li>• Most students writing is to decontextualized prompts rather than based on claims and evidence from text.</li> <li>• Teachers do not provide corrective feedback that helps students learn from their mistakes.</li> <li>• Use of remedial worksheets and packets are given to students in a misguided effort that the worksheets themselves are providing instruction for students (e.g. AMSCO).</li> <li>• For adolescent students, school tasks become more challenging and less connected to students’ lives at same time when young</li> </ul>	<p>Strategies and tools for engaging and motivating students who are not engaged in the learning environment.</p>
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			people develop nonacademic interests (such as sports, jobs, relationships) and have the autonomy to decide how to spend their time.		
				<p>1. Direct and Explicit Instruction</p> <p>Direct instruction is a teacher-centered instructional approach that is most effective for teaching basic or isolated skills. It can be a scripted program that is very systematic with a step-by-step format requiring student mastery at each step. Teachers can implement a “Think Aloud” strategy so students can hear the thought process during the step-by-step instruction.</p> <p>1. Concrete-Representational-Abstract Instruction</p> <p>The CRA sequence of instruction provides a graduated and conceptually supported framework for students to create a meaningful connection among concrete, representational, and abstract levels of understanding. Beginning with visual, tactile, and kinesthetic experiences to establish understanding, students expand their understanding through pictorial representations of concrete objects and move to the abstract level of understanding</p> <p>2. Scaffolding Instruction</p> <p>When students are learning new or difficult tasks, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for their learning, the teacher provides less support.</p> <p>3. Generating Questions / Prompting:</p> <p>Teachers will engage students</p>	

				in dialogue that promotes the development of student-generated problem solving strategies and reflective thinking.		
				4. Cooperative Learning Strategies Teachers will promote student-to-student interactions, working towards common goals through facilitated discussions and further processing of information.		
				6. Metacognitive Strategies Students monitor their own thinking and strategies to represent and solve word problems.		
				7. Verbalization while Problem Solving Students will be encouraged to verbalize during problem solving to make them think of new reasons for their strategies and facilitate both the discovery of general principles and their employment in solving successive problems.	1. PD provided by the Division of Instruction and Intervention: • Common Core State Standards 3-Day Institute (combined Literacy/Science & Social Studies/Mathematics PD) (Grades K-2)	
			1. The placement and scheduling of students with the greatest mathematics needs must be with the best, most highly qualified teacher (mathematics certified).		• Effective Math Centers (Grades K-5)	
			2. The Master Schedule should reflect correct placement and support, reinforce, and facilitate teacher collaboration, peer-observation, and co-teaching.	8. Model Drawing Using this method, students represent the information in the problem pictorially using bars to represent numbers. The models show explicitly the problem structure, the known and unknown quantities, and provide a visual tool that enables students to determine what operations to use to solve the word problems.	• Geometry/Measurement (Grades K - 5)	
			3. Instruction should be engaging and motivating, bell-to-bell, not just teachers simply assigning work.		• Singapore Number Sense/Model Drawing Strategies (Grades K - 6)	
				9. Mnemonics A mnemonic device is a mind memory and/or learning aid: mnemonics are verbal—such as a very short poem or a special word used to help a person remember something—but may be visual, kinesthetic or auditory.	• Common Core State Standards/FCAT 2.0 Math Blended (Grades 3-8)	Dr. Marie Wright, Executive Director, Instruction and Interventions
Total	Mathematics	Students across the District need to show improvement in the areas of Algebraic Thinking, Geometry/Measurement, and Numbers with Operations.	4. Implementation of district adopted and approved core and supplemental mathematics materials and programs with fidelity.		• GEM Math (Great Explorations in Mathematics: Middle School Accelerated Curriculum) (Grades 6-8) • Algebra 1 EOC	Dr. Desmond Blackburn, Chief School Performance & Accountability Officer



<p>5. Deep, targeted, ongoing professional development must address the teaching and learning needs of all students, the strategies that improve mathematics learning, especially for struggling adolescent learners, and mentoring and follow-up support such that professional development leads to changed teacher practices.</p>	<p>Mnemonics rely on associations between easy-to-remember constructs, which can be related back to the data that is to be remembered. This is based on the principle that the human mind much more easily remembers spatial, personal, surprising, or humorous or otherwise meaningful information than arbitrary sequences.</p>	<p>(Grades 6 - 12)</p> <ul style="list-style-type: none"> <li>• Geometry EOC (Grades 6 - 12)</li> <li>• Project-Based Learning and Common Core State Standards (Grades K-12))</li> </ul> <p>2. PD provided by HRD:</p> <ul style="list-style-type: none"> <li>• High Yield-Cooperative Learning</li> <li>• High Yield Strategies</li> <li>• Meeting the Needs of ELLs</li> </ul>
	<p>10. Graphic Organizers: Visual representations that show relationships, connections, and aid in problem solving.</p>	
	<p>11. Structured Note Taking / Worksheets Students use general guidelines to direct themselves to re-read information for clarity, to diagram representations of problems, and to write expressions / equations for arriving at solutions.</p>	
	<p>12. Computer-Aided Instruction Surround economically disadvantaged students with Dynamic Geometry/ Algebra software, responders, math videogames, projectors, and a highly qualified teacher.</p>	
	<p>13. Planned Discovery Experiences Teachers will plan experiences through which students will develop an active process of inquiry based learning that encourages them to build on prior knowledge through experience and to search for new information / relationships in mathematical concepts</p>	
	<p>14. Comprehension Monitoring Strategies: Adhering to the school-based monitoring plan of both formative and summative assessments.</p>	
	<p>15. Corrective and Positive Feedback Teachers will reinforce strategy application through feedback.</p>	



				<p>16. The district K-12 ESOL Plan details the effective program models for ESOL instruction. Schools should refer to this plan when considering professional development, instructional materials, and scheduling guidelines for ELL students.</p> <p>17. The teacher of ELLs will use the ESOL Instructional Strategies Matrix to provide comprehensible instruction to ELLs. ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs, and will provide students with cognitive practice to improve processing and production of the content material.</p> <p>18. ELL students will be provided with approved accommodations when participating in daily classroom instruction, district and statewide assessments.</p>		
White	Reading	See section for Total students in Reading. In addition to factors identified across all students: Students have low achievement scores that do not qualify them for placement in Advanced Placement or other rigorous courses. Students are being placed continuously in reading intervention year after year.				
White	Mathematics	See section for Total students in Mathematics. In addition to factors identified across all students: Students have low achievement scores that do not qualify them for placement in Advanced Placement or other rigorous courses.				
			<p>See section for Total students in Reading.</p> <p>In addition to factors identified across all students:</p> <p>Low expectations and less demanding</p>	<p>See section for Total students in Reading.</p> <p>In addition to factors identified across all students:</p> <p>Students read, write, research, and connect with the world through culturally relevant and highly engaging texts from classic and</p>		

			reading instruction.	contemporary authors.		
			Lack of personalization.	Students build textual lineages with quality texts that offer role models that students believe in themselves as smart, creative, capable human beings; that build them build resiliency against the forces that can negatively impact their in and out of school lives; and that can inspire them to take positive action for themselves and the social good.		
			Underexposure to quality, complex texts.			
			Teachers do not demand that students read as much as students in their other classes.			
			Out-of-school factors that impact in-school lives (poverty, family or community turmoil, jobs).	Provide culturally relevant texts that highlight the positive impacts of African-American culture and history.		
			Sociocultural factors. “Culture, social class, home literacy and language experiences, family background advantages, environmental factors—work together to interrupt reading achievement.” (Lareau 2003; Neuman 2008; Noguera 2003; Snow et al. 2007).	Communicate and maintain high expectations for learning  Provide rigorous, not more remedial, instruction. Intervention instruction is only called for when data through progress monitoring or diagnostic assessments warrants it. Curriculum needs to be enhanced with rigor not 'dumbed' down.		
				Personalized learning and support.	Culturally Literacy Initiative (ID)	
		See section for Total students in Reading.	Language differentials from students who had access to rich language experiences in the home and those that did not (Tatum 2012).	Role models and mentors	Professional learning around current research on effective instructional practices with African American students (example: Literacy Practices for African American Male Adolescents (Student at the Center for Teaching and Learning in the Era of the Common Core Jobs for the Future Series), Alfred Tatum (August 2012).	
		In addition to factors identified across all students:		“Three types of factors may affect the reading achievement of African-American male adolescents: instructional, sociocultural, and personal: Instructional research has identified essential elements of teaching reading comprehension, such as differentiating instruction, building subject-matter knowledge, expanding vocabulary, integrating reading and writing, encouraging classroom discussion, and providing exposure to a volume and range of motivating texts.		
		Students have low achievement scores that do not qualify them for placement in Advanced Placement or other rigorous courses.	John Guthrie and Angela McRae (2011) found that behavioral engagement (effort, time, and persistence in reading) is a significant predictor of reading achievement for African-American students. According to the researchers, behavioral engagement outdistanced all demographic variables (e.g., gender, socioeconomic status) and cognitive aptitude in spoken and reading vocabulary in generating academic performance for African-American adolescents.	“Sociocultural research provides evidence that many variables—such as culture, social class, home literacy and language experiences, family background, and environmental factors—work together to interrupt reading achievement. For example, far too many African-American male youth come from homes without the rich language		
Black	Reading	Students are been placed continuously in reading intervention year after year.			Strategies and tools for engaging and motivating students who are not engaged in the learning environment.	Dr. Marie Wright, Executive Director, Instruction & Interventions; Vicky Saldala, Director, ESOL

			<p>“Other research has found that school grades in language arts and vocabulary test scores are uniquely predicted by two qualities of behavioral engagement: school participation and expectations that students will continue their education beyond high school” (Tatum, 2012).</p> <p>“The constraints of testing and curricular requirements might decrease students’ interest in their school-related reading as they progress through school. (Tatum, 2012)</p>	<p>experiences—such as frequent engaged reading and vocabulary knowledge—common in more affluent, white homes.</p> <p>“Research into personal factors shows that certain individual experiences and behaviors contribute to reading achievement. These include effort, time, and persistence, as well as positive attitudes toward school and connection with long-term goals.</p> <p>“Moreover, embracing an ethnic group identity may enhance school engagement for African-American males, which in turn will increase achievement. This contradicts the notion of oppositional identity and rejects the idea that African-American students do not want to be viewed as smart to avoid “acting white” (Tatum 2012).</p>		
Black	Mathematics	See section for Total students in Math.				
Hispanic	Reading	See section for Total students in Reading.				
Hispanic	Mathematics	See section for Total students in Math.				
Asian	Reading	See section for Total students in Reading.				
Asian	Mathematics	See section for Total students in Reading.				
American Indian	Reading	See section for Total students in Reading.				
American Indian	Mathematics	See section for Total students in Math.				
Economically Disadvantaged	Reading	See section for Total students in Reading.				
Economically Disadvantaged	Mathematics	See section for Total students in Math.				
			<p>The FCAT is not just measuring the achievement of the Sunshine State Standards for ELLs but is also measuring their English language proficiency. The FCAT in English is a</p>	<p>The district K-12 ESOL Plan details the effective program models for ESOL instruction. Schools should refer to this plan when considering professional development, instructional materials, and scheduling guidelines for ELL students.</p> <p>The teacher of ELLs will use the ESOL Instructional Strategies Matrix to provide comprehensible instruction to ELLs. ESOL instructional</p>	<p>1. Academic Achievement for ELLs</p> <p>2. Building Blocks for Elementary ESOL</p>	Dr. Marie Wright,

English Language Learners	Reading	Students need direct instruction in language acquisition. They also require need for explicit, systematic instruction in all areas of reading instruction.	test of English language proficiency for ELLs, and may not be an accurate measure of their ability to comprehend the SSS. According to district data, the LY population scored lower than the LF population and was a factor in preventing the district from achieving the goals set forth for the elementary, middle and high school level.	<p>strategies are crucial to the development of academic and oral language skills of ELLs, and will provide students with cognitive practice to improve processing and production of the content material.</p> <p>ELL students will be provided with approved accommodations when participating in daily classroom instruction, district and statewide assessments.</p> <p>Ongoing systematic communication and collaboration between ESE Providers, General Education teachers, and Coaches. Utilize programs that are research based, taught with fidelity and age appropriate.</p>	<p>3. Developmental Language Arts through ESOL</p> <p>4. Meeting the Needs of ELLs (school site professional development)</p>	<p>Executive Director, Instruction and Interventions</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p>
English Language Learners	Mathematics	Lack of English Language Proficiency; Interrupted Schooling; No prior schooling	See explanation for ELLs in Reading	<p>In addition to the strategies included for the "Total" subgroup, the following strategies are specific to ELL.</p> <p>The district K-12 ESOL Plan details the effective program models for ESOL instruction. Schools should refer to this plan when considering professional development, instructional materials, and scheduling guidelines for ELL students.</p> <p>2. The teacher of ELLs will use the ESOL Instructional Strategies Matrix to provide comprehensible instruction to ELLs. ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs, and will provide students with cognitive practice to improve processing and production of the content material.</p> <p>3. ELL students will be provided with approved accommodations when participating in daily classroom instruction, district and statewide assessments.</p>	<p>In addition to the Professional Development (PD) included for the "Total" subgroup, the following PD is specific to ELL students. are specific to ELL.</p> <p>Meeting the Needs of ELLs</p>	<p>Dr. Marie Wright, Executive Director, Instruction and Interventions</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p>
				1. Effective assessment administration and interpretation.		

Students with Disabilities	Reading	Students with Disabilities have individual and varied learning styles, which must be considered through teacher lesson planning and differentiated instruction. Specific instructional strategies should be selected based on the impact of the student's disability and diverse learning needs.	Due to the impact of a student's disability, performance on a standardized assessment such as the FCAT may not be an accurate measure of mastery of the Sunshine State Standards.	<p>2. Data analysis.</p> <p>3. Students with disabilities who exhibit severe deficits in decoding that impact their ability to comprehend grade level text need daily instruction in a scientifically based multi-sensory reading program, in addition or in lieu of, the core reading program offered in general education. The strategies outlined below can be used by general education teachers in content area subjects to support reading comprehension.</p> <p>4. Decoding - Take multisyllabic words and break into syllables, teach prefixes and suffixes.</p> <p>5. Decode multisyllabic words using key words and phonic rules.</p> <p>6. Fluency - Repeated readings of sight words, phrases, passages</p> <p>Use of multisensory techniques that include highlighting of patterns, phrases, texts.</p> <p>Vocabulary/Oral language - Developing imagery and visual representation of key words and concepts; Use graphic organizers and concept maps to sort vocabulary by feature, category, function, comparison, and association.</p>	<p>Meaningful Difference - training focused on Accommodations and Modifications for SWDs.</p> <p>Online Professional Development - Multi-Level Instruction, Differentiated Instruction, and Accommodations &amp; Modifications.</p> <p>Interventions that Work - teaching data analysis linked to scientifically based interventions.</p> <p>Intermediate REWARDS</p> <p>Foundations Wilson Reading Just Words Great Leaps</p> <p>Classroom Suites 4</p> <p>Visualizing and Verbalizing Thinking Maps</p> <p>Strategies for the Disorganized Learner</p>	<p>Kathrine Francis, Executive Director, Support Services/ESE</p> <p>Dr. Marie Wright, Executive Director, Instruction and Interventions</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p>
				<p>In addition to the above-mentioned instructional strategies, the following can be helpful and should be considered for SWD when specific to mathematics instruction.</p> <p>1. Concrete- Representational – Abstract (CRA): using concrete/hands-on objects to teach basic to higher order thinking skills while also using visuals, pictures, items from Boardmaker, etc. are highly effective while incorporating the abstract tasks. SWD may not become completely abstract or representational</p>		

thinkers thus always needing the support of concrete teaching and learning opportunities. Age appropriate items should always be considered when working with SWD. Older students with disabilities should not be expected to work without the aids of objects or visuals if so stated on the student's IEP.

2. Color-Coding: Using colored-coded columns (green – ones place/ yellow-tens/ pink – hundreds) to show place value or to interpret or compare “values” when comparing multi-digit number. Highlight numbers or key words on the page when student needs to focus on specific detail of task.

\*\*Certain students with disabilities may adjust better to certain colors or color combinations:  
~ Visually impaired: blue background with yellow writing  
~ ASD: monochromatic colors (light blue background with dark blue lettering, etc.)  
~EBD: dark colors such as purple, brown, blue  
ADHD: pink and green combinations

3. Highlighter Tape: To use on paper or within textbook – to focus on specific details of problems.

4. Visual Vocabulary: Pairing a visual picture or symbol within or around the word to “show” the definition. For students with more complex language deficits, pairing the visual vocabulary with the tangible or real-world item will be more meaningful for learning.

5. Peer/Cooperative Learning: Students with disabilities may benefit from peers who can help guide them through tasks, encourage them to participate, teach “each other” and learn from each other's strengths

TouchMath®

Focuses on the computational components of the TouchMath® program to include addition, subtraction, skip counting, multiplication, division, and fractions.

Students with Disabilities	Mathematics	Students with Disabilities have individual and varied learning styles, which must be considered through teacher lesson planning and differentiated instruction. Specific instructional strategies should be selected based on the impact of the student's disability and diverse learning needs.	Due to the impact of a student's disability, performance on a standardized assessment such as the FCAT may not be an accurate measure of mastery of the Sunshine State Standards. The SWD subgroup, although not meeting the target, has made continual gains.	6. Music: As with mnemonics, SWD benefit from pairing musical lyrics to newly learned material, such as jingles or raps. Music may also benefit some to work on independent projects and stay focused, although this is not for all students.	Moving with Math/ Math by Topic® Addresses the Moving with Math/Math by Topic Series from Levels A-D (elementary through high) to the Middle School and High School Intervention components (Topics).
				7. Movement: SWD pair movement activity with learned skill, such as making a human number line or graph, plotting points on floor mat coordinate plane. Younger students benefit from movement before and after tasks as well as every 10-12 minutes. Older students benefit from movement when learning a brand new skill as well as within a lesson every 45 minutes – 1 hour.	Brain-Based Strategies for Mathematics based on national research and the findings of Eric Jensen, strategies to address student learning styles and preferences, classroom design and environment as well as techniques for engaging students is addressed.
				8. Fluency Drills: Offer quick (1- to 3- minute) repeated practice of speed drills to build fluency. Use <a href="http://www.thatquiz.org">www.thatquiz.org</a> to allow students to work on computer with pre-made fluency drills.	Differentiating Instruction for Student Success
				9. Response Cards: Quick assessment reflections to use during or after a task. Students with language disabilities or who demonstrate poor participating show increased engagement.	2-day workshop addressing the foundations of Differentiating Instruction, based on the works of Carol Ann Tomlinson and Jay McTighe, and other researchers/educators; addressing the components of content, process and product based on student readiness, interest, and learning styles.
				10. Stop & Reflect: Student paired with a peer, stops after 10 minutes of lecture to reflect on material with peer.	Differentiating Instruction in the Math Class
				11. Can Do – Must Do: Students are given opportunities to choose particular tasks to complete but with the parameters that they complete specific teacher-chosen tasks so benchmark skills are monitored.	Brief overview (half-day) of Differentiating Instruction and how it relates to mathematics classroom instruction.
				12. Low-Tech Tools: and magnified numbers, Coin-U-Lator, Math fact tables, See-through flip rulers, Highlighters, Digital/Measureable pen (will	Keys of Problem Solving (KoPS)
					Strategies to use for increasing student engagement, problem solving, and critical thinking skills based on the models of RtI.
					Thinking Maps® Addresses the 8 graphic organizers that promote

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Dr. Marie Wright, Executive Director, Instruction and Interventions

Dr. Desmond Blackburn, Chief School Performance & Accountability Officer



<p>automatically measure a length when rolled on a surface). Talking calculator, moveable number lines, rulers with grip</p> <p>Many of these items can be found at <a href="http://www.onionmountaintech.com">www.onionmountaintech.com</a>, within LoTTie Kits or sold at various discount stores individually.</p>	<p>organization, processing, extended thinking, compare/contrast and other problem solving skills across content areas.</p> <p>Strategies for the Disorganized Learner</p>
<p>13. Consider these 8 approaches for increasing accessibility for students in the math class:</p> <ul style="list-style-type: none"> <li>• Helping students understand tasks <ul style="list-style-type: none"> <li>-reword questions, provide visual and auditory, show examples</li> </ul> </li> <li>• Helping students access math in varied ways <ul style="list-style-type: none"> <li>-use multiple representations</li> <li>use technology, provide kinesthetic learning</li> </ul> </li> <li>• Building student independence <ul style="list-style-type: none"> <li>-offer timers to complete work, provide an organizer folder or notebook for work, use rubrics to clarify, provide instructions prior to task and repeat often</li> </ul> </li> <li>• Providing tools and handouts <ul style="list-style-type: none"> <li>-use resource sheets, table, graphs, make a word bank for vocabulary</li> </ul> </li> <li>• Promoting understanding <ul style="list-style-type: none"> <li>-keep discussions short &amp; focused, provide hints and prompts</li> </ul> </li> <li>• Helping students manage tasks <ul style="list-style-type: none"> <li>-provide a work checklist, reduce amount of student copying, allow for extra workspace</li> </ul> </li> <li>• Adjusting to student needs <ul style="list-style-type: none"> <li>-break complex tasks into smaller parts</li> <li>create multiple versions of same task, allow for repeated practice</li> </ul> </li> </ul> <p>Creating a supportive/reflective learning environment</p> <ul style="list-style-type: none"> <li>-post expectations and reinforce, use student groups for seating and adjust based on vision, auditory learners, etc., use nonverbal cues to gain attention, be consistent and slow down</li> </ul>	<p>(See TouchMath® and Moving with Math® information mentioned above)</p> <p>DVD training on 5 diagnostic assessments</p>
<p>14. General education teachers in content area subjects, supporting</p>	

			<p>mathematics processing and skill development, can use the strategies outlined above.</p> <p>15. Students with disabilities who exhibit significant or severe /complex deficits in number sense and vocabulary are impacted with their inability to problem solve or complete tasks at grade level. They need daily instruction in a research- or evidenced-based multi-sensory approach intervention program in addition to or in lieu of the core mathematics program offered in general education.</p> <p>16. Strategies used with SWD should be highly considered based on diagnostic assessment information, progress monitoring, and formative assessments throughout the school year.</p>	
Other (e.g. Migrant) [as needed]	Reading	N/A		
Other (e.g. Migrant) [as needed]	Mathematics	N/A		

#### Title I District Improvement Plan - (Part3\_1)

#### 3) List and describe specific scientifically research-based reading programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Reading and Scientifically Research-Based Program(s)
	<p>The District's Response to Instruction/Intervention (RtI) model will guide school Collaborative Problem Solving (CPS) teams with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the Comprehensive Core Reading Program (CCRP) and supplemental reading interventions of increasingly higher instructional intensity. This multi-tiered approach to providing initial and intervention instruction to students at increasing levels of intensity is based on students' needs as evidenced through analysis of diagnostic and progress monitoring data. Collaborative Problem Solving at all tier levels is a cyclical process that involves analyzing data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the instructional plan to ensure effective response to the intervention.</p> <p>As part of Tier 1 universal instruction, all students will be provided a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instructional plan of the Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP). The Treasures CCRP is state adopted and meets the criteria of a scientifically, research based reading series that incorporates the reading and language arts Next Generation Sunshine State Standards. Full implementation of the Common Core State Standards in kindergarten began in the fall of 2011. Curriculum Frameworks (instructional focus calendars) corresponding to the scope and sequence of the Treasures CCRP for kindergarten were revised in the fall of 2011 to reflect the new Common Core State Standards. Revisions to the first and second grade Curriculum Frameworks (instructional focus calendars) will be made to reflect the Common Core State Standards in preparation for full implementation in first and second grades, during the 2012-13 school year.</p> <p>In addition to revising the Curriculum Frameworks (instructional focus calendars) incorporating the Common Core State Standards, additional supplemental instructional resources including informational texts and mentor writing texts of greater complexity with accompanying instructional lesson plans have been provided to all elementary schools. These supplemental instructional resources support the integration of reading, writing, listening, and speaking standards in an interdisciplinary approach to literacy instruction through science, social studies, and mathematics content.</p> <p>The Treasures CCRP provides comprehensive lesson plans for both whole and small group instruction using an explicit, systematic, and</p>

interactive instructional design focused on the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). The Treasures CCRP provides guidance to teachers in delivering differentiated instruction for diverse learners with lesson plan sequences coordinated to move instructional delivery from cognitively simple skills and strategies to more complex skills and strategies. Just as the skill and strategy levels increase in complexity, the variety of text genres increase from the simple to more complex levels. Techniques such as modeling, previewing and predicting, visualizing, summarizing, clarifying, and direct instruction in strategic reading are embedded throughout the program.

Lesson plans for whole group instruction that include the introduction of skills and strategies, embedded teacher modeling opportunities, systematic and explicit lesson sequences, guided and independent application, and review of skills and strategies with frequent re-teaching opportunities are also provided in the Treasures CCRP. Whole group instruction focuses on the introduction of skills and strategies embedded in the context of grade level resources for the teacher to provide scaffolded support as needed by all students. Supplemental interdisciplinary, inquiry-based units are also provided through the Treasures CCRP. These inquiry-based units provide opportunities for students to apply close analytical reading, writing to text sources, and additional research process skills to deepen knowledge and improve overall reading comprehension and fluency across content areas.

Small group instructional lesson plans that are aligned to the whole group lessons and differentiated to meet the needs of on-level learners, advanced learners, below-level learners, and English language learners are also provided in the Treasures CCRP. Integrated within the small group lesson plans is a scope and sequence that provides teachers guidance in delivering strategy and skill instruction based on the specific differentiated needs of all students. Daily lessons for small group incorporate the use of leveled readers and decodable texts to provide numerous reading opportunities for application and mastery of skills and strategies within and across a variety of reading contexts that include multiple genres. A variety of both informal and formal assessment opportunities are included in the Treasures CCRP and recommended on the District's Elementary Struggling Reader Chart to monitor students' progress and match students with appropriately leveled text for independent, instructional, and challenging reading experiences.

To achieve mastery of the Next Generation Sunshine State Standards and align instruction to the Common Core State Standards, literacy instruction must be focused across all content areas using the CCRP and all supplemental resources available in schools. Teachers provide rigorous instruction in the essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension); high-level reasoning using critical thinking skills through close analytical reading of complex text; writing to sources using claims and evidence from the text; and presentation tasks involving speaking, listening, language, research, and digital media tools. Teachers infuse the Next Generation Sunshine State Standards and the Common Core State Standards in daily instruction using a gradual release model that moves students towards independence with complex, grade level content area and literary texts.

The instructional focus of literacy includes, but is not limited to the following:

- Use complex informational text for instruction at a ratio matching FCAT Reading 2.0 and the Common Core State Standards (50% informational text to 50% literary text)
- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding
- Provide effective instructional scaffolding that enables all students to access complex texts directly without preempting or replacing a text by translating its contents for students
- Provide a gradual release of responsibility towards decreasing teacher scaffolding and increasing student independence as demanded for success on accountability measures such as FCAT Reading 2.0 and the forthcoming Partnership for Assessment of Readiness for College and Careers (PARCC)
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate they follow the details of what is explicitly stated as well as make inferences from the text, ensuring valid claims are based on evidence in the text
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) to support logical inferences and reasoning, present careful analyses, and construct objective summaries of information
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation
- Support students in writing arguments and analyses using valid reasoning and relevant evidence

#### ELEMENTARY

- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media
- Engage students in research to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources
- Ensure that word study focuses on students using a variety of strategies to acquire and use academic and content-specific words sufficient for reading, writing, speaking, and listening

The following technology and digital tool resources available in the District's BEEP Teacher Portal include but are not limited to:

- Mini Benchmark Assessment Tests

- K-12 Comprehensive Reading Plan
- Support for English Language Learners (ELL)
- Destiny Instructional Resources
- A+ Rise Strategies
- Compass Learning and Destination Learning
- netTrekker Academic Search Engine
- Discovery Education Streaming Multimedia/Video Library
- Virtual Counselor
- Learning Village Portal
- Online Textbooks

The following technology and digital tool resources available in the District's BEEP Learning Village Portal K-5 Reading Resources include but are not limited to:

- Instructional Lesson Plans
- Florida Assessments for Instruction in Reading (FAIR) Resources
- LEARN Video Tutorials and Resources
- Next Generation Sunshine State Standards – Project CPALMS Link
- Extended Learning Opportunities
- Common Core State Standards Links
- Elementary Struggling Reader Chart
- Response to Intervention/Instruction (RtI) Guidance
- District Assessment Chart

The following technology and digital tool resources available in the District's BEEP Student Portal include but are not limited to:

- Online Textbooks
- Online Databases (e.g., Multimedia Encyclopedias, World Book, Gale Group)
- Sun Sentinel Online Newspaper)
- Homebound Instructional Lessons
- Online Dictionary
- Links to Online Learning Sites (e.g., TumbleBooks Library and TeachingBooks.Net)
- eTutor

The following digital classroom tools bring learning alive for students and allow the teacher to provide explicit, visual modeling of instruction. Teachers also use Promethean or Smart Flipcharts with their Interactive Whiteboards to make learning more interactive and explicit for students.

- Interactive Whiteboards (Promethean or SMART)
- LCD/Video Projector
- Document Camera
- Student Interactive Responders
- Electronic Readers or Digital Devices (e.g., iPods or iPads)
- Tablet PCs
- Wireless Laptops and Desktop Computers

An inviting and engaging literacy environment supports literacy learning for all students and includes the following components:

- Designated areas for whole group/direct instruction, small group differentiated instruction, and literacy centers for independent and/or collaborative literacy learning
- Designated areas for teachers to use digital tools and strategies to enhance instruction such as interactive whiteboards, LCD projectors, document cameras, and student interactive responders
- Designated areas for students to use digital tools, eBooks, and/or computers for accessing digital content and online resources
- Classroom libraries of quality literary and informational texts, of varying levels of complexity to build background knowledge, engage students in reading for pleasure and information, and to explore for self-selected independent reading
- Classroom walls that reflect the community culture of the teacher and students, providing engaging, high interest visual tools for learning; displays of student work; interactive word walls; and motivating art, photographs, and other visual materials
- Folders, notebooks, or portfolios of student work products
- Student work reflects teacher constructive feedback and exemplary work is displayed publically on bulletin boards or classroom walls
- Teachers frequently rotate the display of meaningful student work
- Student book reviews and reflections of text are displayed to peak the interest of peers

- Neatly organized teacher tools, including textbooks, supplemental resources, and other print/paper resources are displayed or filed for retrieval and/or safe storage

To achieve mastery of the NGSSS benchmarks and achieve College and Career Readiness as defined by the Common Core State Standards, literacy instruction must be focused across all content areas. All teachers provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills through close analytic reading of complex text, writing to sources using claims and evidence from the text, and presentation tasks involving speaking, listening, language, research and digital media, tools, and strategies. Teachers infuse NGSSS benchmark strategies and Common Core State Standards in daily instruction using a gradual release model with highly complex, grade level content area and literary texts.

This literacy instructional focus includes, but is not limited to:

- Use complex informational text for instruction at a ratio matching FCAT 2.0 and the Common Core State Standards (60% informational text to 40% literary text).
- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
- Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- Provide a gradual movement towards decreasing scaffolding and increasing independence as demanded for college and the workplace and for success on high stakes tests such as end of course exams (EOCs), FCAT 2.0, and the forthcoming Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments.
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is explicitly stated as well as make inferences from the text, ensuring that valid claims square with all the evidence in the text.
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, evaluate reasoning, themes, purposes, and rhetorical features, presenting careful analyses, well-defended claims, and clear objective summaries of information.
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students should demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
- Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media, including quantitative, visual, and oral media sources.
- Engage students in extensive research at least once a quarter to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources.
- Ensure that word study focuses on students using a variety of strategies to acquire and use academic and domain-specific words sufficient for reading, writing, speaking, and listening at the college and career readiness level, including figurative, connotative, and technical meanings, and multiple meaning words.
- Model instruction using the gradual release model that moves students towards independence with complex, grade level texts.

The Common Core State Standards place an increasing emphasis on helping students to independently read the range and complexity of texts required to be college and career ready. For success, change in instructional processes and focus must accompany implementation of the Common Core State Standards. Middle school students reading on grade level need to build deep knowledge across the disciplines. Students learn through domain-specific texts in science and social studies and technical subjects and rather than just referring to the text, they are expected to learn from what they read. Students write from sources using evidence to inform their writing or as the basis for an argument. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. Students build academic vocabulary to access grade level complex texts.

Although not required by the District, some middle schools provide “reading for all” or advanced reading and/or critical thinking/research classes for students reading at or above grade level (FCAT 2 Levels 3-5). The literacy curriculum for these students incorporates complex literary fiction and nonfiction texts using Socratic Seminars as the foundation for increasing critical thinking and delivering high quality instruction in vocabulary and comprehension skills. Socratic Seminars is a method of teaching in which students examine complex text and the teacher facilitates inquiry dialogue around the text, responding to student questions with more open-ended, text-based questions instead of answers.

The reading for all class may include the study of literary fiction and nonfiction (or novel study) using Junior Great Books, texts aligned with the exemplars in Appendix B of the Common Core State Standards, engaging and culturally relevant texts reflecting a wide diversity of perspectives and points of view, and/or texts worthy of close analytic reading drawn from contemporary and classic authors. Through complex, age-appropriate literature and non-fiction text, students engage in the shared inquiry method of discussion. In addition to quality

young adult literature, novel study engages students in authentic and meaningful experiences with biographies, autobiographies, historical novels, textbooks, and other non-fiction and content-area texts that help students build background knowledge and support content learning across the curriculum with increasingly complex text. The focus on close analytic reading of complex texts help students develop the essential skills of reading deeply, thinking critically, listening intently, and speaking and writing persuasively. Students use Socratic questioning techniques to increase critical thinking and develop skills in formulating their own questions to guide their inquiry.

In addition to novel study and to meet College and Career Readiness objectives, students should complete short and/or extended literacy/research projects each semester incorporating a cross section of Common Core State Standards in reading, writing, speaking and listening, and language. Through critical reading, writing, thinking, speaking, listening, and research, students engage in rigorous writing and research using print and multimedia resources, digital tools and strategies, project based learning, through extended interdisciplinary literacy sequences following the PARCC Content Model Frameworks. Students may pursue inquiries initiated in their content area classes, especially in social studies/history, science and technical subjects. Using complex informational and literary texts, students write to sources, research to build and present knowledge, extend literacy skills through speaking and listening activities and the development of academic language, access digital resources in the District's Curriculum Portal, including the multimedia databases (such as Gale Group Opposing Viewpoints), and use the Florida research process model, FINDS, for extensive writing and research to incorporate complex texts and instructional tasks across all content areas to supplement instruction using the core textbooks.

As part of the District's transition to the Common Core State Standards and meeting the College and Career Readiness objectives and goals that all students will read complex text independently and proficiently, the District facilitated during the 2011-12 school year, and will continue to facilitate during the 2012-13 school year professional learning and support for teachers and schools on text complexity and close analytical reading. To help schools build exposure to complex texts needed for high-level comprehension instruction and complex cognitive tasks, Broward is using the Three Part Model of Text Complexity as outlined in Appendix A of the Common Core State Standards to identify supplemental complex texts for instruction.

This model includes the Quantitative Dimensions of Text Complexity, the Qualitative Dimensions of Text Complexity, and Reader and Task Considerations. Taken together, they define a three-part model for determining how easy or difficult a particular text is to read which, with the grade-by-grade specifications for increasing text complexity in successive years of schooling as defined by Career and College Readiness Anchor Standard 10 of the Common Core State Standards. Using rubrics for analyzing texts, the District and schools use this model to identify complex texts to enhance learning with paired texts, for creating Comprehension Instructional Sequences and other close, analytic reading activities, and to add College and Career Readiness rigor to instruction across all content areas.

In many cases, finding, analyzing and aligning additional complex texts to current reading instruction are readily available in the ancillary materials in current text adoptions (such as the primary sources documents library for World History and US History). Additional sources for complex texts are available in the District's curriculum portal, BEEP, including informational databases (such as the Gale Group Opposing Viewpoints or SIRS Researcher), the American Memory Project at the Library of Congress, in public library collections, and through Destiny, the online catalog of resources in Broward County Public Schools.

The Common Core State Standards place an increasing emphasis on helping students to independently read the range and complexity of texts required to be college and career ready. For success, change in instructional processes and focus must accompany implementation of the Common Core State Standards:

- Building Knowledge in the Disciplines in grades 6-12: Content area teachers outside of the English language arts classroom emphasize literacy experiences in planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
- Staircase of Complexity to prepare students for the complexity of College and Career Ready texts: Students read grade appropriate texts around which instruction is centered. Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.
- Students engage in rich and rigorous conversations dependent on a common text: Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- Writing from sources: Students use evidence from the text to inform or make an argument rather than engage in personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
- Students build academic vocabulary to access grade level complex texts: By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas.

The District supports and provides professional learning for the Just Read, Florida! “Ten Guiding Principles for Close Analytic Reading”:

- Make close reading and rereading of texts central to instruction, rather than ancillary.
- Provide scaffolding that does not preempt or replace text.
- Ask text dependent questions from a range of question types.
- Emphasize students supporting answers based upon evidence from the text.
- Provide extensive research and writing opportunities (claims and evidence).
- Offer regular opportunities for students to share ideas, evidence and research.



- Offer systematic instruction in vocabulary.
- Ensure wide reading from complex text that varies in length.
- Provide explicit instruction in applied grammar and conventions.
- Cultivate students' independence.

To achieve mastery of the NGSSS benchmarks and achieve College and Career Readiness as defined by the Common Core State Standards, literacy instruction must be focused across all content areas. All teachers provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills through close analytic reading of complex text, writing to sources using claims and evidence from the text, and presentation tasks involving speaking, listening, language, research and digital media, tools, and strategies. Teachers infuse NGSSS benchmark strategies and Common Core State Standards in daily instruction using a gradual release model with highly complex, grade level content area and literary texts.

This literacy instructional focus includes, but is not limited to:

- Use complex informational text for instruction at a ratio matching FCAT 2.0 and the Common Core State Standards (70% informational text to 30% literary text).
- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
- Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- Provide a gradual movement towards decreasing scaffolding and increasing independence as demanded for college and the workplace and for success on high stakes tests such as end of course exams (EOCs), FCAT 2.0, ACT and SAT, and the forthcoming PARCC Assessments.
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is explicitly stated as well as make inferences from the text, ensuring that valid claims square with all the evidence in the text.
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, evaluate reasoning, themes, purposes, and rhetorical features, presenting careful analyses, well-defended claims, and clear objective summaries of information.
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students should demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
- Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media, including quantitative, visual, and oral media sources.
- Engage students in extensive research at least once a quarter to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources.
- Ensure that word study focuses on students using a variety of strategies to acquire and use academic and domain-specific words sufficient for reading, writing, speaking, and listening at the college and career readiness level, including figurative, connotative, and technical meanings, and multiple meaning words.
- Model instructional using the gradual release model that moves students towards independence with complex, grade level texts.

The Common Core State Standards place an increasing emphasis on helping students to independently read the range and complexity of texts required to be college and career ready. For success, change in instructional processes and focus across all content areas must accompany implementation of the Common Core State Standards:

- Building Knowledge in the Disciplines: Content area teachers outside of the English language arts classroom emphasize literacy experiences in planning and instruction. Students learn through domain-specific texts in science, social studies, and technical subjects. Rather than referring to the text, they are expected to learn from what they read.
- Staircase of complexity to prepare students for the complexity of College and Career Ready texts: Students read grade appropriate texts around which instruction is centered. Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.
- Students engage in rich and rigorous conversations dependent on a common text: Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.



HIGH	<ul style="list-style-type: none"> <li>• Writing from sources: Students use evidence from the text to inform or make an argument rather than engage in personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.</li> <li>• Students build academic vocabulary to access grade level complex texts: By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas.</li> </ul> <p>The District supports and provides professional learning for the Just Read, Florida! “Ten Guiding Principles for Close Analytic Reading”:</p> <ul style="list-style-type: none"> <li>• Make close reading and rereading of texts central to instruction, rather than ancillary.</li> <li>• Provide scaffolding that does not preempt or replace text.</li> <li>• Ask text dependent questions from a range of question types.</li> <li>• Emphasize students supporting answers based upon evidence from the text.</li> <li>• Provide extensive research and writing opportunities (claims and evidence).</li> <li>• Offer regular opportunities for students to share ideas, evidence and research.</li> <li>• Offer systematic instruction in vocabulary.</li> <li>• Ensure wide reading from complex text that varies in length.</li> <li>• Provide explicit instruction in applied grammar and conventions.</li> <li>• Cultivate students’ independence.</li> </ul> <p>As part of the District’s transition to the Common Core State Standards and meeting the college and career readiness objectives and goals that all students will read complex text independently and proficiently, the District facilitated during the 2011-12 school year, and will continue to facilitate during the 2012-13 school year professional learning and support for teachers and schools on text complexity and close analytical reading. To help schools build exposure to complex texts needed for high-level comprehension instruction and complex cognitive tasks, the District is using the Three Part Model of Text Complexity as outlined in Appendix A of the Common Core State Standards to identify supplemental complex texts for instruction. This model includes the Quantitative Dimensions of Text Complexity, the Qualitative Dimensions of Text Complexity, and Reader and Task Considerations.</p> <p>Taken together, they define a three-part model for determining how easy or difficult a particular text is to read which, with the grade-by-grade specifications for increasing text complexity in successive years of schooling as defined by Career and College Readiness Anchor Standard 10 of the Common Core State Standards. Using rubrics for analyzing texts, the District and schools use this model to identify complex texts to enhance learning with paired texts, for creating Comprehension Instructional Sequences (CIS) and other close, analytic reading activities, and to add college and career readiness rigor to instruction across all content areas.</p> <p>In many cases, finding, analyzing and aligning additional complex texts to current reading instruction are readily available in the ancillary materials in current text adoptions (such as the primary source documents library for world history and US history). Additional sources for complex texts are available in the District’s curriculum portal, BEEP, including informational databases (such as the Gale Group Opposing Viewpoints or SIRS Researcher), the American Memory Project at the Library of Congress, and in public library collections available through Destiny, the online catalog of resources in Broward County Public Schools.</p> <p>At the high school level, the District has identified informational, non-fiction texts on varying topics to pair with the themes and topics in the texts in the Comprehensive Intervention Reading Program (CIRP) for grades 9-10, Hampton Brown Edge and in the Supplemental Intervention Reading Programs (SIRP) for grades 11-12, Ten Steps to Improving College Reading Skills and Ten Steps to Advancing College Reading Skills. In addition, Comprehension Instructional Sequence (CIS) lesson plans were developed for supplementing and extending both the CIRP instruction and content area instruction. Additional supplemental texts and CIS model lessons are planned for development during the 2012-13 school year.</p> <p>To meet college and career readiness objectives, students should complete short and/or extended literacy/research projects each semester incorporating all of the Common Core State Standards. Through critical reading, writing, thinking, speaking, listening, and research, students engage in rigorous writing and research using print and multimedia resources, digital tools and strategies, project based learning, through extended interdisciplinary literacy sequences following the Partnership for Assessment of Readiness for College and Careers (PARCC) Content Model Frameworks. Students may pursue inquiries initiated in their content area classes, especially in social studies/history, science and technical subjects. Using complex informational and literary texts, students write to sources, research to build and present knowledge, extend literacy skills through speaking and listening activities and the development of academic language, access digital resources in the District’s Curriculum Portal, including the multimedia databases (such as Gale Group Opposing Viewpoints), and use the Florida research process model, FINDS, for extensive writing and research to incorporate complex texts and instructional tasks across all content areas to supplement instruction using the core textbooks.</p> <p>In addition, students participating in the Culturally Relevant Literacy Initiative (Scholastic ID, after Alfred Tatum) build text lineages with literary role models that help students to define self, counter some of the larger (negative) out-of-school forces in their lives, believe in themselves, and build road maps of positive action. They are given opportunities through frequent, daily writing to have their own voices be heard, write reflectively and critically to texts they have read, and participate in short term and extended research projects about social justice topics they explore through their reading.</p>
Additional Information	

Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
	<p>Student data, from the administration of screening, progress monitoring, and diagnostic assessment measures as recommended on the District's Elementary Struggling Reader Chart and the electronic Progress Monitoring Plan (PMP), are analyzed by teachers to guide them in developing reading instructional plans that are relevant and intensive, and designed to specifically target the individual differentiated needs of their students. Reading resources used in the classroom during the normal school day, such as the Comprehensive Core Reading Program (CCRP), Comprehensive Intervention Reading Programs (CIRP), and Supplemental Intervention Reading Programs (SIRP), are extended for use beyond the school day to maintain consistency of instruction.</p> <p>Reading intervention instruction is provided daily to all struggling readers during the normal school day, beyond and in addition to, the daily 90-minute initial reading block. This intervention instruction is delivered in small group and is based on the targeted differentiated needs of students. For students attending schools that are identified as one of Florida's 100 lowest-performing elementary schools based on the state reading assessment, an additional hour per day of intensive reading instruction will be provided beyond the normal school day. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on assessment data to meet students' specific reading needs; explicit and systematic reading development in the essential reading components (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics content area text reading, text discussion, and writing in response to reading. An integrated curriculum using scientific, research-based resources will be implemented and delivered by highly qualified teachers or reading/literacy specialists who have been identified as effective in teaching reading.</p> <p>Supplemental reading resources can be used to differentiate instruction for all students across the continuum of instructional intensity levels of Tiers 1 (initial universal), 2 (strategic intervention), and 3 (intensive intervention). When data show that students need additional explicit and systematic intensive instruction in a specific component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension) supplemental intervention resources can be used as an extension beyond the universal Tier 1 initial instruction of the Comprehensive Core Reading Program (CCRP). As part of Tier 2 (strategic) or Tier 3 (intensive) intervention instruction, the following Supplemental Intervention Reading Programs (SIRP) are recommended for use in providing targeted differentiated intervention support to meet the specific needs of struggling readers.</p> <p>Elements of Reading: Vocabulary is an oral vocabulary instructional program, designed for kindergarten through third grade students. This intervention program is based on the research of Drs. Isabel Beck and Margaret G. McKeown. Elements of Reading: Vocabulary is one component of a modular reading program series published by Steck-Vaughn, an imprint of Harcourt Achieve. Each of the individual components of this modular reading program, Elements of Reading (Vocabulary, Fluency, Comprehension, Phonemic Awareness, and Phonics), have been flexibly designed to implement separately or in combination to supplement initial reading instruction, based on the targeted differentiated needs of students.</p> <p>Great Leaps is implemented as an intervention for kindergarten through third grade students needing supplemental support in reading fluency instruction. The program consists primarily of student practice lessons, with an instructor manual that includes assessment guidelines. Teachers, volunteers, or paraprofessionals work individually with students using timed readings to employ immediate error corrections that incorporate the modeling of correct responses. Independent research conducted in 2000, and reviewed by the Florida Center for Reading Research (FCRR), showed that Great Leaps produced statistically significant gains in fluency for students with learning disabilities. FCRR has carefully reviewed Great Leaps and determined it is consistent with current scientifically based reading research in design and content, and that independent research was found to be encouraging with regard to the efficacy of Great Leaps for improving students' reading fluency development.</p> <p>QuickReads is used as an intervention program targeting fluency instruction. Specifically designed to improve students' reading fluency, the QuickReads program additionally contains strong elements of comprehension, vocabulary, and background knowledge building. QuickReads consists of expository passages that are short, informational texts covering a variety of topics in science and social studies. Ninety-eight percent of the words in QuickReads are a combination of high-frequency words and words with a grade-appropriate set of phonic/syllabic patterns. Additional content-related words are also included. The instructional content and principles of QuickReads are soundly based on the research findings conducted by Hiebert and Fisher, 2002. This study was designed to test the effectiveness of the QuickReads program in a California school district, and statistical analyses of the results identified a strong, consistent effect on reading fluency development.</p> <p>Road to the Code is a phonological awareness program designed for small group and large group intervention instruction for primary grade-level students. Over the years, the Road to the Code program has been modified and expanded based on the knowledge of successful methods such as Say-It-and-Move-It (Elkonin, 1973), and on instructional implementation evaluations. Results of one particular research study demonstrated that by the end of grades one and two, students were better readers than their counterparts who did not participate in the program.</p> <p>Soar to Success is a reading intervention program designed for students reading below grade level in third through eighth grades. Delivered in a small group setting, Soar to Success provides specialized, structured instructional lessons to struggling readers and is based on extensive research addressing the effective application of reading comprehension strategies. The core principle of Soar to Success is the reciprocal teaching model, with rich dialogue exchanges between teachers and students that focus on using the cognitive comprehension strategies of clarifying, predicting, summarizing, and questioning.</p> <p>Wilson Foundations is based on the adaptation of the research-based Wilson Reading System program designed for students in kindergarten through third grades. Systematic and explicit phonics and word study instruction is emphasized in the Foundations program</p>

and is presented in a cumulative and scaffolded format incorporating assessment, instruction, and practice opportunities. Home Support Packets are included to encourage parental involvement and bridge the home-school connection. Materials include a detailed teacher's manual, a CD-ROM that contains lesson demonstrations, and manipulatives for use in multi-sensory and interactive learning opportunities.

Rigby Newcomer (ELL) Kits - Levels I, II, III provide practice with basic classroom language, academic language, thematic concepts, phonemic awareness/phonics skills, and beginning literacy skills for students in kindergarten through fifth grades. This supplemental resource complements any program for English language learners and supports independent practice. Each kit contains a teacher's guide, language learning masters, oral language development audio, Newcomer books, picture cards, reading strategy cards, and interactive language and phonics CD-ROM.

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When assessment data indicate that a student is not making adequate progress despite differentiated instruction, the school-based Collaborative Problem Solving (CPS) team meets to analyze the problem and design an intensive intervention instructional plan that includes the implementation of a Comprehensive Intervention Reading Program (CIRP). CIRPs typically provide explicit instructional lesson plans that address multiple essential components of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) employing explicit and systematic instruction beyond the Comprehensive Core Reading Program (CCRP). A CIRP, however, may not provide as powerful and explicitly intensive instruction in a single targeted reading component (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension) as a Supplemental Intervention Reading Program (SIRP), which is designed to focus instruction on one single component of reading. Both SIRPs and CIRPs can be used together to meet the needs of struggling readers as part of the instructional continuum of Tier 2 (strategic) and Tier 3 (intensive) intervention. In addition to the abundant resources included in the CCRP implemented to deliver initial instruction, the following CIRPs are recommended for use in providing targeted differentiated intervention support to meet the specific needs of struggling readers.

Accelerated Literacy Learning (A.L.L.) is an intensive early intervention program designed for students in first and second grades who are performing in the lowest 20th percentile of their class in reading. The daily comprehensive instructional plan for A.L.L. includes appropriate administration of early reading assessments, the analysis of assessment data to guide differentiated instructional planning, and the delivery of targeted instruction that best meets the needs of struggling readers. Similar to Reading Recovery, A.L.L. was originally designed for implementation in a one-on-one, pullout delivery format with a reading/literacy specialist, but has been adapted for implementation more efficiently in classrooms, with services offered to a greater number of struggling readers. To effectively serve more at-risk students and empower classroom teachers to provide reading skill and strategy instruction that focuses on developing appropriate strategy talk related to the cueing systems through scaffolded student support, A.L.L. has been adapted for classroom use to include differentiated instruction delivered in small-group settings.

Fast Track Reading is an intervention program for struggling readers in fourth through eighth grades. The primary goal of the program is to rapidly accelerate the achievement of struggling readers toward reaching grade level proficiency. Fast Track Reading is not a stand-alone program, as it is intended for use in conjunction with a comprehensive core reading program. Fast Track Reading is divided into the following three strands: word work (including phonics and word study), fluency, and comprehension. This program includes a multitude of teacher aides and support features. There are numerous magazine passages for students to read that are written on six different reading levels and include both fiction and nonfiction texts.

Triumphs Intervention is a state-adopted comprehensive reading intervention program designed for students in first through fifth grades who have been identified as at-risk readers with an instructional reading level of up to two years below grade placement level. This intervention program is designed to be implemented in conjunction with the Treasures comprehensive core reading program, as both of these Macmillan/McGraw-Hill reading resources are highly correlated, providing consistency in thematic content as well as consistency in strategy and skill instruction. Triumphs Intervention provides the resources, instructional tools, and practice opportunities to assist struggling readers with improving key reading skills and strategies using appropriately leveled texts.

The Wilson Reading System is a highly structured systematic reading intervention program that supports struggling readers in third through twelfth grades with learning the structure of words and language. This intensive intervention program provides for the development of total word construction, employing interactive and multi-sensory instruction that focuses on the development of fluent decoding and encoding (spelling) of words. Wilson Level A resources include age-appropriate reading material for younger students, while Wilson Level B resources include age-appropriate reading material for older students.

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## ELEMENTARY

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As part of the District's transition to the Common Core State Standards and meeting the college and career readiness objectives and goals that all students will read complex text independently and proficiently, the District facilitated during the 2011-12 school year and will continue to facilitate during the 2012-13 school year and beyond, professional learning and support for teachers, support staff, and administrators on text complexity and close analytical reading. To help schools build exposure to complex texts needed for high-level comprehension instruction and complex cognitive tasks, the District is using the Three Part Model of Text Complexity as outlined in Appendix A of the Common Core State Standards to identify supplemental complex texts for instruction. This model includes the Quantitative Dimensions of Text Complexity, the Qualitative Dimensions of Text Complexity, and Reader and Task Considerations.

Taken together, they define a three-part model for determining how easy or difficult a particular text is to read, with the grade-by-grade specifications for increasing text complexity in successive years of schooling as defined by Career and College Readiness Anchor Standard 10 of the Common Core State Standards. The District and schools use this model to identify complex texts to enhance learning with paired texts, for creating lesson sequences of close analytical reading experiences for more rigorous instruction across all content areas.

The District supports and provides professional learning specific to the following "Ten Guiding Principles for Close Analytical Reading" as provided by Just Read, Florida!

- Make close reading and rereading of texts central to instruction, rather than ancillary
- Provide scaffolding that does not preempt or replace text
- Ask text dependent questions from a range of question types
- Emphasize supporting answers based upon evidence from text
- Provide extensive research and writing opportunities (claims and evidence)
- Offer regular opportunities for students to share ideas, evidence, and research
- Offer systematic instruction in vocabulary
- Ensure wide reading from complex text that varies in length
- Provide explicit instruction in applied grammar and conventions
- Cultivate students' independence

Extensive professional learning opportunities on implementing the Common Core State Standards have been provided to school-based reading/literacy coaches, support staff, administrators, and primary-level kindergarten, first, and second grade teachers. Professional learning opportunities will continue to be provided to all elementary level teachers with full implementation of the Common Core State Standards in the primary grades (kindergarten, first, second) and a blended implementation of the Next Generation Sunshine State Standards and Common Core State Standards in the intermediate grades (third, fourth, fifth). School-based reading/literacy coaches provide mentoring to teachers through coaching practices and facilitation of Lesson Study and Professional Learning Communities (PLC) focusing on implementation of the Common Core State Standards. In addition to understanding the Common Core State Standards, guidance has been provided to support the selection and implementation of more rigorous instruction using more complex texts across a wide variety of genres.

Schools have been provided supplemental resources with accompanying exemplar lesson plans to guide teachers in adjusting their instructional practice to provide close analytical reading experiences using a wide range of texts with greater complexity. With full implementation of the Common Core State Standards in kindergarten this year, all kindergarten teachers received the Buzz About IT! supplemental interactive read aloud program developed by Dr. Nell K. Duke, a leading educational researcher in reading and writing informational text in the primary grades. The Buzz About IT! program is a collection of strategically selected informational trade books and lesson plans that address a wide variety of nonfiction text features and text structures. The program supports teachers with modeling proficient reading of text and facilitating interactive discussion that supports the analytical understanding of the text content, which includes taking the information extracted from the text to a variety of written formats capturing explanation and justification as evidenced in the text. The detailed lesson plans guide teachers with increasing the rigor of their instructional delivery using the provided texts, and further supports teachers in developing their ability to transfer this integrated instructional practice to any piece of complex informational text.

Additional resources have been provided to kindergarten teachers to help them align instruction to the Common Core State Standards using collections of both literature and informational texts as mentor texts for modeling both close analytical reading and effective writing techniques of accomplished authors. Thematic book bundles in a variety of genres along with content-rich texts in science, social studies, and mathematics have also been provided to support teachers with integrating the literacy standards through interdisciplinary instruction. These additional resources provide teachers the support to integrate instruction by incorporating reading, writing, listening, and speaking into all instructional practice including cross-disciplinary learning.

A supplement to the Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP) is an online leveled reader database supported by Macmillan/McGraw-Hill that provides teachers and students electronic access to a vast, diversified collection of texts in a variety of genres that are searchable by reading level, genre, and content topic. The District's web-based library information system Destiny also provides 24/7 access to both print and digital resources in a similar format. Through the Destiny system, students and staff can access supplemental resources such as eBooks, magazines, newspapers, and multi-media interactive digital content via district subscriptions to online databases such as World Book, Gale Group, and TumbleBooks. These web-based research databases provide robust and differentiated reading resources for both literary and informational text to support instructional and learning opportunities for teachers to model close analytical reading, the application of reference and research skills, and the use of text resources for writing in a variety of genres to evidence what has been read. These additional instructional opportunities provide scaffolded support through modeling proficient reading, writing, speaking, listening, and critical thinking behavior as students become more proficient in these practices independently and collaboratively with their peers.

A vital component of an effective literacy program is to provide students time to self-select reading material with guidance for determining appropriate texts. The relationship between successful reading achievement and the amount of time students read is clearly supported by research, "The more students read, the higher they achieve" (Samuels and Wu, 2008; Anderson, Wilson, & Fielding, 1988; Anderson, Hiebert, Scott, & Wilkerson, 1985; Elley & Mangubhai, 1983; Ingham, 1981; Taylor, Frye, & Maruyama, 1990). Increasing the time students spend reading supports fluency, vocabulary, and comprehension development. Students will more likely be motivated to read independently if text is self-selected and of interest. When opportunities to self-select texts are provided to students, they often choose to read texts of higher complexity because of their interest in the topic/content. Classroom libraries and school media centers host a wide range and selection of reading materials to support a variety of student interest levels, thus increasing motivation to read.

There are several district-supported reading incentive programs that are currently being implemented throughout Broward Public Schools. The Accelerated Reader (AR) technology program, a computer based reading management and motivational system designed to complement any comprehensive core reading program, is a very popular incentive program. As part of the AR program, schools maintain a collection of trade books that offer students a variety of texts in which to choose for reading. Each AR book is accompanied by an AR quiz, providing students the opportunity to demonstrate their understanding of the selected text. Students receive immediate feedback based on quiz performance. The number of quizzes taken and scores achieved are recorded in the school's electronic AR database, providing student data for teachers and administrators to analyze time spent reading, number of books read, and quiz score results, which can all be correlated to student reading achievement data.

Additional district-sponsored incentive programs, generally organized by school library media specialists, are the Florida Reading Association Award (FRAA) program for kindergarten, first, and second grade students and the Sunshine State Young Readers Award (SSYRA) program for third, fourth, and fifth grade students. Through these programs students are encouraged to read books from a state-selected list and cast a vote for their favorite book, along with other elementary school peers throughout the state. Some schools also participate in book battles associated with the FRAA and SSYRA books. Reading Across Broward is yet another district-supported motivational program that offers reading incentive awards and is recognized annually by the superintendent of schools. The Book IT! program, sponsored by Pizza Hut, provides a venue for classroom teachers to distribute free pizza certificates based on books read. Classroom teachers also implement additional reading motivation programs personalized to their classroom instructional plan, such as daily reading log challenges.

To encourage students and increase motivation, most schools conduct book fairs and coordinate school-wide reading days where special community guests, parents, and volunteers are invited to the school to read with students. School library media specialists conduct additional literacy events, such as book talks, readers' theatre, read alouds, poetry readings, story telling contests, book clubs, author visits, student author nights, and distance learning opportunities. All reading incentive programs provide a venue for guiding students to select appropriate texts that will individually challenge them, based on ability and interest, and nurture their love for reading and learning.

As part of Tier 1 universal instruction, all students including struggling readers receive daily initial instruction (ii) in reading during a dedicated, uninterrupted reading block of at least 90 minutes duration. The Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP), the major instructional resource tool used to deliver initial reading instruction, is implemented with fidelity during the initial reading block. The Treasures CCRP includes lesson plans for delivering both whole group and small group differentiated high quality reading instruction that is explicit, systematic, and scaffolded to meet the individual needs of all students. Small groups are flexible, as instructional focus and participants are closely monitored using frequent progress monitoring and diagnostic data analysis to regroup students as needed.

As part of the Response to Instruction/Intervention (RtI) model, when assessment data indicate that students are not making adequate progress, the school Collaborative Problem Solving (CPS) team meets to analyze the problem and design an intensive instructional intervention plan targeted to meet students' specific needs. In addition to the initial instruction (ii) provided through a CCRP, struggling readers who exhibit a substantial deficiency in reading are provided additional daily immediate intensive intervention (iii) instruction until the deficiency is remedied. Tier 2 or Tier 3 immediate intensive intervention (iii) instruction focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the initial 90-minute reading block as a double or triple dose of targeted instruction. "The purpose of providing extra instructional support time is to help children achieve levels of literacy that will enable them to be successful through their school careers and beyond" (Snow, Burns, & Griffin, 1998, p. 247).

The reading progress of all students is monitored frequently, at a minimum of three times per year to include a baseline, mid-year, and end-of-year assessment. Struggling readers, exhibiting substantial deficiencies in reading, receive immediate intensive intervention (iii) instruction that includes frequent progress monitoring and diagnostic evaluation. The Literacy Leadership Team at each school site, consisting of administrators, reading/literacy coaches, reading/literacy resource specialists, curriculum facilitators, and teacher leaders, collaborates with classroom teachers to analyze student diagnostic and progress-monitoring assessment data that are used to guide effective instructional decisions for targeting the specific needs of all students, including struggling readers.

To address the specific needs of struggling readers, the CCRP is complemented with additional reading instructional resources at each school site, such as Comprehensive Intervention Reading Programs (CIRPs) and Supplemental Intervention Reading Programs (SIRPs). The CIRPs and SIRPs are designed specifically for targeting the wide range of differentiated needs students with reading deficiencies exhibit, and provide support to teachers with the delivery of an explicit, systematic, and intensive instructional reading plan. The CIRP identified for use is the Macmillan/McGraw-Hill Triumphs Intervention program. This CIRP provides instruction in a broad range of reading skills designed for students who read approximately one to two years below grade level, and is implemented with fidelity in combination with the accompanying Treasures CCRP.

District curriculum and program specialists have carefully reviewed a variety of SIRPs to support the CCRP. These supplemental intervention resources are listed on the District's Elementary Struggling Reader Chart. The chart is used to organize research-based programs according to the essential components of reading and student instructional reading levels, to provide schools guidance in the selection of appropriate immediate intensive interventions (iii). The recommended supplemental intervention resources have received favorable research-based reviews by the Florida Center for Reading Research (FCRR) and/or the What Works Clearinghouse, and are supported by scientifically valid evidence indicating the programs are highly effective for addressing the deficiencies of struggling readers. Some of the recommended SIRPs include Accelerated Literacy Learning, Destination Reading, Elements of Reading: Vocabulary, Fast Track Reading, Great Leaps, Phonics for Reading, QuickReads, Road to the Code, Soar to Success, Super QAR, Wilson Foundations, Wilson Reading System, and Words Their Way.

Our most fragile students who have been retained two times at the same grade level and are spending their third year in that same grade level are provided a more intensive, explicit, systematic, and scaffolded instructional plan. For these identified students, initial instruction is delivered using an alternative Comprehensive Core Reading Program (CCRP) that differs from the CCRP used during the previous school year. Several alternative CCRPs have been reviewed by the Florida Center for Reading Research. The review reports, conducted by FCRR staff, are accessible on their website at [www.fcrr.org](http://www.fcrr.org). The reviewed alternative CCRPs that have been identified for implementation with students who are spending their third year at the same grade level include SRA/Open Court Kaleidoscope, Voyager Passport, and Wilson Reading System. If Voyager Passport is selected for use as the alternative CCRP, the Macmillan/McGraw-Hill Treasures CCRP must be used in conjunction as a supplemental resource, as the Voyager Passport program is not as comprehensive as



the other stand-alone alternative CCRPs listed above.

Additional classroom support for struggling readers may be provided by resource teachers, ESOL teachers, ESE teachers, speech/language pathologists, and highly-qualified paraprofessionals within the classroom, when implementation of the intervention warrants that delivery method.

For struggling readers just as for all learners, emphasis on the sophistication of what students read and the skills with which they read are important to their development toward proficiency. In addition to the interventions listed above it is imperative to provide students with grade-appropriate connected texts to apply their learned skills and strategies. When using higher-leveled texts with struggling readers, teachers must provide adjusted scaffolded support to assist students with accessing these texts for reading and understanding. Through the year the expectation is that students will use progressively more complex text to apply their learned skills and strategies. Whatever students are reading, they must also show a steadily growing ability to make fuller use of text, including making an increasing number of connections among ideas and between texts, and considering a wider range of textual evidence.

As part of the District's transition to the Common Core State Standards and meeting the College and Career Readiness objectives and goals that all students will read complex text independently and proficiently, the District facilitated during the 2011-12 school year, and will continue to facilitate during the 2012-13 school year professional learning and support for teachers and schools on text complexity and close analytical reading. To help schools build exposure to complex texts needed for high-level comprehension instruction and complex cognitive tasks, Broward is using the Three Part Model of Text Complexity as outlined in Appendix A of the Common Core State Standards to identify supplemental complex texts for instruction.

This model includes the Quantitative Dimensions of Text Complexity, the Qualitative Dimensions of Text Complexity, and Reader and Task Considerations. Taken together, they define a three-part model for determining how easy or difficult a particular text is to read which, with the grade-by-grade specifications for increasing text complexity in successive years of schooling as defined by Career and College Readiness Anchor Standard 10 of the Common Core State Standards. Using rubrics for analyzing texts, the District and schools use this model to identify complex texts to enhance learning with paired texts, for creating Comprehension Instructional Sequences and other close, analytic reading activities, and to add College and Career Readiness rigor to instruction across all content areas.

In many cases, finding, analyzing and aligning additional complex texts to current reading instruction are readily available in the ancillary materials in current text adoptions (such as the primary sources documents library for World History and US History). Additional sources for complex texts are available in the District's curriculum portal, BEEP, including informational databases (such as the Gale Group Opposing Viewpoints or SIRS Researcher), the American Memory Project at the Library of Congress, in public library collections, and through Destiny, the online catalog of resources in Broward County Public Schools.

The Common Core State Standards place an increasing emphasis on helping students to independently read the range and complexity of texts required to be college and career ready. For success, change in instructional processes and focus must accompany implementation of the Common Core State Standards:

- Building Knowledge in the Disciplines in grades 6-12: Content area teachers outside of the English language arts classroom emphasize literacy experiences in planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
- Staircase of Complexity to prepare students for the complexity of College and Career Ready texts: Students read grade appropriate texts around which instruction is centered. Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.
- Students engage in rich and rigorous conversations dependent on a common text: Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- Writing from sources: Students use evidence from the text to inform or make an argument rather than engage in personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
- Students build academic vocabulary to access grade level complex texts: By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas.

The District supports and provides professional learning for the Just Read, Florida! “Ten Guiding Principles for Close Analytic Reading”:

- Make close reading and rereading of texts central to instruction, rather than ancillary.
- Provide scaffolding that does not preempt or replace text.
- Ask text dependent questions from a range of question types.
- Emphasize students supporting answers based upon evidence from the text.
- Provide extensive research and writing opportunities (claims and evidence).
- Offer regular opportunities for students to share ideas, evidence and research.
- Offer systematic instruction in vocabulary.
- Ensure wide reading from complex text that varies in length.
- Provide explicit instruction in applied grammar and conventions.

MIDDLE

- Cultivate students' independence.

To achieve mastery of the NGSSS benchmarks and achieve College and Career Readiness as defined by the Common Core State Standards, literacy instruction must be focused across all content areas. All teachers provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills through close analytic reading of complex text, writing to sources using claims and evidence from the text, and presentation tasks involving speaking, listening, language, research and digital media, tools, and strategies. Teachers infuse NGSSS benchmark strategies and Common Core State Standards in daily instruction using a gradual release model with highly complex, grade level content area and literary texts.

This literacy instructional focus includes, but is not limited to:

- Use complex informational text for instruction at a ratio matching FCAT 2.0 and the Common Core State Standards (70% informational text to 30% literary text).
- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
- Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- Provide a gradual movement towards decreasing scaffolding and increasing independence as demanded for college and the workplace and for success on high stakes tests such as end of course exams (EOCs), FCAT 2.0, ACT and SAT, and the forthcoming PARCC Assessments.
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is explicitly stated as well as make inferences from the text, ensuring that valid claims square with all the evidence in the text.
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, evaluate reasoning, themes, purposes, and rhetorical features, presenting careful analyses, well-defended claims, and clear objective summaries of information.
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students should demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
- Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media, including quantitative, visual, and oral media sources.
- Engage students in extensive research at least once a quarter to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources.
- Ensure that word study focuses on students using a variety of strategies to acquire and use academic and domain-specific words sufficient for reading, writing, speaking, and listening at the college and career readiness level, including figurative, connotative, and technical meanings, and multiple meaning words.
- Model instructional using the gradual release model that moves students towards independence with complex, grade level texts.

The Common Core State Standards place an increasing emphasis on helping students to independently read the range and complexity of texts required to be college and career ready. For success, change in instructional processes and focus across all content areas must accompany implementation of the Common Core State Standards:

- Building Knowledge in the Disciplines: Content area teachers outside of the English language arts classroom emphasize literacy experiences in planning and instruction. Students learn through domain-specific texts in science, social studies, and technical subjects. Rather than referring to the text, they are expected to learn from what they read.
- Staircase of complexity to prepare students for the complexity of College and Career Ready texts: Students read grade appropriate texts around which instruction is centered. Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.
- Students engage in rich and rigorous conversations dependent on a common text: Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- Writing from sources: Students use evidence from the text to inform or make an argument rather than engage in personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

- Students build academic vocabulary to access grade level complex texts: By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas.

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- Emphasize students supporting answers based upon evidence from the text.
- Provide extensive research and writing opportunities (claims and evidence).
- Offer regular opportunities for students to share ideas, evidence and research.
- Offer systematic instruction in vocabulary.
- Ensure wide reading from complex text that varies in length.
- Provide explicit instruction in applied grammar and conventions.
- Cultivate students’ independence.

As part of the District’s transition to the Common Core State Standards and meeting the college and career readiness objectives and goals that all students will read complex text independently and proficiently, the District facilitated during the 2011-12 school year, and will continue to facilitate during the 2012-13 school year professional learning and support for teachers and schools on text complexity and close analytical reading. To help schools build exposure to complex texts needed for high-level comprehension instruction and complex cognitive tasks, the District is using the Three Part Model of Text Complexity as outlined in Appendix A of the Common Core State Standards to identify supplemental complex texts for instruction. This model includes the Quantitative Dimensions of Text Complexity, the Qualitative Dimensions of Text Complexity, and Reader and Task Considerations.

Taken together, they define a three-part model for determining how easy or difficult a particular text is to read which, with the grade-by-grade specifications for increasing text complexity in successive years of schooling as defined by Career and College Readiness Anchor Standard 10 of the Common Core State Standards. Using rubrics for analyzing texts, the District and schools use this model to identify complex texts to enhance learning with paired texts, for creating Comprehension Instructional Sequences (CIS) and other close, analytic reading activities, and to add college and career readiness rigor to instruction across all content areas.

In many cases, finding, analyzing and aligning additional complex texts to current reading instruction are readily available in the ancillary materials in current text adoptions (such as the primary source documents library for world history and US history). Additional sources for complex texts are available in the District’s curriculum portal, BEEP, including informational databases (such as the Gale Group Opposing Viewpoints or SIRS Researcher), the American Memory Project at the Library of Congress, and in public library collections available through Destiny, the online catalog of resources in Broward County Public Schools.

At the high school level, the District has identified informational, non-fiction texts on varying topics to pair with the themes and topics in the texts in the Comprehensive Intervention Reading Program (CIRP) for grades 9-10, Hampton Brown Edge and in the Supplemental Intervention Reading Programs (SIRP) for grades 11-12, Ten Steps to Improving College Reading Skills and Ten Steps to Advancing College Reading Skills. In addition, Comprehension Instructional Sequence (CIS) lesson plans were developed for supplementing and extending both the CIRP instruction and content area instruction. Additional supplemental texts and CIS model lessons are planned for development during the 2012-13 school year.

To meet college and career readiness objectives, students should complete short and/or extended literacy/research projects each semester incorporating all of the Common Core State Standards. Through critical reading, writing, thinking, speaking, listening, and research, students engage in rigorous writing and research using print and multimedia resources, digital tools and strategies, project based learning, through extended interdisciplinary literacy sequences following the Partnership for Assessment of Readiness for College and Careers (PARCC) Content Model Frameworks. Students may pursue inquiries initiated in their content area classes, especially in social studies/history, science and technical subjects. Using complex informational and literary texts, students write to sources, research to build and present knowledge, extend literacy skills through speaking and listening activities and the development of academic language, access digital resources in the District’s Curriculum Portal, including the multimedia databases (such as Gale Group Opposing Viewpoints), and use the Florida research process model, FINDS, for extensive writing and research to incorporate complex texts and instructional tasks across all content areas to supplement instruction using the core textbooks.

In addition, students participating in the Culturally Relevant Literacy Initiative (Scholastic ID, after Alfred Tatum) build text lineages with literary role models that help students to define self, counter some of the larger (negative) out-of-school forces in their lives, believe in themselves, and build road maps of positive action. They are given opportunities through frequent, daily writing to have their own voices be heard, write reflectively and critically to texts they have read, and participate in short term and extended research projects about social justice topics they explore through their reading.

Additional  
Information

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	

MIDDLE	<a href="#">Click here to Professional Development in Reading web page</a>
HIGH	
Additional Information	

### Title I District Improvement Plan - (Part 3\_2)

**3\_2) Describe the extended learning opportunities for reading that will be provided before school, after school, during the summer, or during an extension of the school year.**

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
	<p>Based on the number of students requiring additional support in reading instruction, each school site has the flexibility to independently maintain and operate before, during, and after school mentoring and tutoring activities. Attendance eligibility for tutoring and mentoring activities is left to the discretion of the school-based administrator.</p> <p>The need for extended learning services and interventions for students is based on progress monitoring and data analysis. The Literacy Leadership Team at each school collaborates with staff to analyze student assessment data to identify their student population eligible for participation in tutoring and mentoring activities. Through the Response to Intervention/Instruction (RtI) Collaborative Problem Solving (CPS) process student assessment data are further analyzed collaboratively to guide in developing reading instructional plans that are relevant and intensive, and designed to implement a tiered approach to instructional delivery that includes interventions of increasingly higher intensity based on students' needs that are not being met during the initial universal core instructional reading block. Schools may select from any of the program recommendations on the District's Elementary Struggling Reader Chart. Priority for services is for struggling readers who have not achieved reading proficiency on FCAT 2.0 Reading or whose progress monitoring data indicates a need for intervention instruction. The intervention, intensity level, and instructional time are individually determined to meet each student's differentiated needs.</p> <p>Reading resources used in the classroom during the school day, such as the Comprehensive Core Reading Program (CCRP), Comprehensive Intervention Reading Programs (CIRP), and Supplemental Intervention Reading Programs (SIRP), are extended for use in tutoring and mentoring activities that occur beyond the school day. Extending the use of these resources and accompanying intensive skill and strategy instruction into tutoring and mentoring activities provides consistency of learning that links directly from the classroom instruction delivered during the normal school day to supplemental instruction delivered beyond the school day.</p> <p>For students attending schools that are identified as one of Florida's 100 lowest-performing elementary schools based on the state reading assessment, an additional hour per day of intensive reading instruction is provided beyond the normal school day. The intensive research-based reading instruction delivered during this additional hour is proven to accelerate the progress of students exhibiting a reading deficiency; differentiated based on assessment data to meet students' specific reading needs; explicit and systematic for each of the essential reading components (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) with more extensive opportunities for guided practice, error correction, and feedback. An integrated curriculum of social studies, science, and/or mathematics content area text reading, text discussion, and writing in response to reading is a major component. Delivering this intensive instruction are highly qualified teachers or reading/literacy specialists who have been identified as effective in teaching reading.</p> <p>Schools identified as being in need of improvement under the School Improvement Grant (SIG), provide extended learning opportunities throughout the year. Identified schools work with the District's Accountability Department to design, implement, and fund an extended day program that is focused on literacy learning to complement and</p>		Dr. Marie Wright, Executive Director, Instruction and Interventions

ELEMENTARY	<p>extend instruction that targets specific student needs as evidenced by data and is aligned with the District’s Response to Intervention/Instruction (RtI) model.</p> <p>Students scoring Level 1 on FCAT Reading meet the criteria for eligibility to participate in the Third Grade Summer Reading Camp. The curriculum implemented during the Third Grade Summer Reading Camp includes a comprehensive intervention reading program utilizing an extensive collection of leveled readers. Explicit and systematic lesson plans are provided for each of the leveled readers, and focus on the essential components of reading instruction in oral language, phonics, fluency, vocabulary, and comprehension. The leveled reader resources include a balance of fiction and nonfiction authentic texts that address a wide range of student readability levels, providing ample resources for use during daily intensive small group differentiated guided reading instruction and skill and strategy application during frequent independent and peer supported reading opportunities. Heavy emphasis is placed upon students effectively learning and applying comprehension skills and strategies across a variety of fiction and nonfiction text types. Also embedded in the curriculum is an instructional focus on the FCAT Reading benchmarks, with the provision of an additional opportunity to meet promotion criteria by the end of the Third Grade Summer Reading Camp program.</p> <p>The qualifications for teachers providing reading intervention instruction in elementary schools, third grade summer reading camp, and one hour extended day programs include a highly qualified status with state certification to teach students reading at the elementary level (e.g., elementary education certification, primary education certification, reading certification, reading endorsement, etc.). Additionally, teachers are required to have three years experience teaching third grade students to be considered for placement in the Third Grade Summer Reading Camp instructional position.</p> <p>Reading intervention instruction is provided daily to all struggling readers during the normal school day, beyond and in addition to, the daily 90-minute initial reading block. This intervention instruction is delivered in small groups and is based on the targeted differentiated needs of students. For students attending schools that are identified as one of the 100 lowest-performing elementary schools based on the state reading assessment, an additional hour per day of intensive reading instruction will be provided beyond the normal school day. The intensive reading instruction delivered in this additional hour shall include: research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on assessment data to meet students' specific reading needs; explicit and systematic reading development in the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading. An integrated curriculum using scientific, research-based resources will be used for instructional delivery that will be provided by teachers or reading specialists who have been identified as effective in teaching reading.</p> <p>Although the eligible schools have not been identified, pending student FCAT Reading data, logistical and financial planning for this extended hour has begun focusing on all aspects that will require adjustment to extend the school day by one hour (e.g., schedules for school staff, bus transportation, food services, site management, and all associated funding, etc.). Once the schools have been identified across the District, principals will be notified and the District management plan for this extended day will be shared with all stakeholders associated with these schools. School principals and their District Directors will manage the effective implementation of this school-wide extended instructional hour.</p>	<p>Different components require different amounts of duration/frequency. See narrative and Part 3_3 for more information.</p>	<p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p> <p>Maurice Woods, Chief Strategy and Operations Officer</p> <p>Tracy Clark, Public Information Officer</p>
	<p>Students entering middle school that are not reading on grade level have a variety of reading intervention needs. No single program or strategy will be successful in the remediation of all of these students’ needs. Schools must facilitate instruction based on students’ needs and skills, as evidenced by student data. The District’s Response to Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction with the core programs and interventions of increasingly higher intensity, based on students’ needs. This multi-tiered approach to providing instruction and interventions at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the</p>		



instruction and/or intervention.

As part of Tier 1 instruction, all students are instructed in using literacy strategies across all content areas as a tool for “reading and writing to learn.” Reading instruction across all content areas support students’ literacy development, enhances vocabulary, comprehension and critical thinking and reasoning skills, and supports the comprehension and mastery of increasingly complex text and content knowledge.

As part of Tier 2 instruction, all students who are reading below grade level (FCAT Reading Level 1 or 2) participate in a daily 55-minute or 90-minute block of uninterrupted reading instruction with a highly qualified teacher who is either Reading Certified or Reading Endorsed. Students who have been identified with intervention needs in the areas of decoding and/or text reading efficiency are placed in Intensive Reading instruction for an extended block of instruction of at least 90 minutes per day, 5 days per week. Students who do not need instruction in decoding and text reading efficiency are placed in Intensive Reading instruction for at least 55 minutes per day, 5 days per week for the full school year (180 days). Students are placed in the specific Intensive Reading program that best meets their need based on data and the criteria for each placement is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

The Comprehensive Intervention Reading Programs (CIRP) in middle school provide explicit instruction for whole and small groups that include introduction of skills, modeling, teaching, independent and guided application, and review of skills and concepts. Strategies such as modeling, previewing and predicting, visualizing, summarizing, asking and generating questions, and direct instruction in strategic reading are embedded throughout each program. Integral to both programs is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading as defined by the National Reading Panel that includes oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The most intensive Level 1 students who have intervention needs that impact all areas of reading as defined by the National Reading Panel and the State of Florida (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) are placed into Wilson Reading for a double block of intervention instruction daily to address severe deficits that impact all those areas of reading. Students in Wilson Reading need extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies, infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity. Wilson Reading is a highly structured, systematic reading and writing program that serves as comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. Wilson Reading resources include age-appropriate reading material for older students.

Progress monitoring for students in Wilson Reading is conducted through in-program Step mastery tests. Annual growth in reading is monitored by pre- and post-Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), FAIR, and FCAT results. The progress monitoring schedule for all students is outlined on the Middle School Assessment Chart.

Level 1 and 2 students who have mastered basic decoding and encoding skills but still have significant intervention needs in phonics (especially with multisyllabic words) and fluency are placed in PWImpact and Scholastic Read XL with Sopris West’s REWARDS and REWARDS Plus Social Studies for a double block of Intensive Reading daily. Students in the double block of Impact/Scholastic Read XL need extensive intervention instruction on applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies, and infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Each Comprehensive Intensive Reading Program (CIRP) provides guidance to teachers in delivering differentiated instruction for diverse learners within the reading block. The programs contain integral instructional sequences coordinated by strands of instruction and are carefully planned to spiral through cognitively simple to more complex skills. Each program provides practice opportunities for mastery of skills and strategies. Each program provides rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. NGSSS benchmark strategies are infused with

scaffolded support using increasingly complex grade level content area and literary texts.

Daily lesson plans are focused around essential questions and provide teachers guidance in facilitating strategy and skill instruction across multiple text selections, both literary and informational. Relevant, contemporary literature engages adolescent learners and provides opportunities to access increasingly more challenging text. A variety of assessments, both informal and formal, are included in both programs and are used regularly to monitor students' progress and identify targeted instructional needs.

Lesson sequences are enhanced with strategies, resources, and supplemental instruction to meet the differentiated needs of on-level learners, advanced learners, below-level learners, and English-language learners. The Secondary Struggling Reader Chart identifies Supplemental Intensive Reading Programs (SIRP) and materials specifically targeted to meet instructional needs of students with deficits in phonics, fluency, vocabulary, comprehension and/or critical thinking skills. Through ongoing progress monitoring and in-program assessments, teachers identify these needs, implement supplemental instruction to target these specific student needs, and assess frequently, both informally and formally, to ensure student progress.

Progress monitoring for students in PWImpact/Read XL w/REWARDS is conducted through in-program assessments, the Florida Assessment for Instruction in Reading (FAIR) or an equivalent literacy assessment, and FCAT results. The progress monitoring schedule for all students is outlined on the Middle School Assessment Chart.

When targeted supplemental instruction does not yield desired results, the school Collaborative Problem Solving Team (CPST) will use the collaborative problem-solving approach to identify more targeted interventions for Tier 3 students following Florida's Formula for Effective and Powerful Instruction. This may include additional instruction through extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the Tier 3 student's specific learning needs.

Tier 2 and Tier 3 Literacy Interventions:

Fluency:

In addition to the supplemental intervention reading programs (SIRP) identified on the Struggling Reader Chart, the National Reading Panel (2000) found that classroom practices that encourage repeated oral reading with feedback lead to meaningful improvement in students' fluency. Recommended fluency routines for high school classrooms that do not require specialized programs and materials include:

- Modeling: Teacher reads aloud to model the expression and prosody (phrasing, expression, and intonation).
- Choral Reading: Students read in unison following the teacher's phrasing, expression, and intonation.
- Echo Reading: Students echo the teacher's phrasing, expression, and intonation.
- Listening while Reading: Students listen to a recording while following the text in print.
- Paired Reading: Students read aloud to an adult or peer, for practicing prosody (phrasing, expression, and intonation).
- Reading Recording: Students use recording tools to record their own reading, listen and analyze it, and repeat readings to develop accuracy and rate.
- Timed Repeated Readings: Students establish specific targeted goals to increase their reading rate with good accuracy with texts they have previously read.
- Reader's Theater: Students read and/or perform individual or choral parts in dramatic texts (such as poetry, plays).

• NOTE: Round Robin Reading is NOT a recommended practice for secondary reading or content area classrooms under any circumstance.

Vocabulary:

In addition to the supplemental intervention reading programs (SIRP) identified on the Struggling Reader Chart, teachers help build vocabulary and comprehension skills by immersing students in rich and varied language experiences, word study, playing with words, and making words their own through authentic reading, writing, speaking, and listening activities. Teachers should model daily the use of targeted, complex language in



natural contexts. Explicit and systematic vocabulary routines and word study that do not require specialized programs and materials include:

- Vocabulary notebooks
- Vocabulary study cards
- Vocabulary graphic organizers (such as Frayer Models and Semantic Maps)
- Word sorts
- Word games
- Word walls and word wall activities

#### Comprehension:

The Comprehension Instructional Sequence (CIS) is a research-based sequence of instruction that supports deeper engagement with complex, grade level texts. Students will deeply process and comprehend a literary or informational text through reading and rereading, generating questions and answers based on the text, and participating in extended text discussions.

In addition, a free resource shared with all reading coaches and posted for all teachers in BEEP, the Adolescent Toolkit: Content Area Literacy Guide, provides concrete literacy strategies for supporting all students as they progress from “learning to read” to “reading to learn.” The guide includes a collection of strategies that support students’ literacy development and understanding of content. Each strategy includes a description, purpose, step-by-step directions for use, and suggestions for differentiated applications. Each description also contains a quadrant chart that illustrates how each instructional strategy might be implemented in an English, mathematics, science, or social studies classroom.

This chart identifies the literacy intervention for students in the middle grades with deficits that impact some or all areas of reading:

#### Grade Text Intervention Focus

6 -8 Principle Woods Impact (w/Scholastic Read XL) and Rewards and Rewards Plus Social Studies Extended block of instruction for students with deficits in decoding and text reading efficiency

6-8 Principle Woods Impact (w/Scholastic Read XL) and Vocabulary Through Morphemes and Novel Study Single block of instruction for students without deficits in decoding and text reading efficiency

6-8 Junior Great Books/Novel Study with Critical Thinking and Research.

Developmental reading for students reading on or above grade level (FCAT 3-5)

6-8 SpringBoard ELA, Levels 1-3 with novels and complex texts and articles aligned to themes in SpringBoard. Comprehensive middle level English curriculum encompassing all the standards and elements of literacy as defined by the Common Core State Standards

6-8 Content Area Reading Intervention For FCAT Level 2 students without deficits in decoding and text reading efficiency who can be placed with a teacher who has completed the Next Generation Content Area Reading Professional Development (NGCAR-PD)

6-8 Wilson Reading For FCAT Reading Level 1 students with deficits that impact all 5 areas of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

6-8 Reading Waiver from state mandated reading intervention with implementation of an Academic Improvement Plan signed by school, parent, and student for the year in which the waiver is granted. For FCAT Level 1 or 2 students who have three previous, consecutive years of FCAT Reading scores at Level 3 or above.

#### Screening Assessments and Progress Monitoring Plan:

All Level 1, Level 2, (and in some cases Level 3) middle school students are administered a screening at the beginning of the year and progress monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or equivalent literacy assessment. Both FAIR and Non-FAIR schools use Grade Level Lexiled Passages and the NAEP Fluency Rubric as additional screening assessments. Annual growth in reading is demonstrated by the Scholastic Reading Inventory (SRI), the Florida Assessments for Instruction in Reading (FAIR) or equivalent assessments, and FCAT results.

MIDDLE	<p><b>Middle Grades Placement Options:</b></p> <p>Under specific conditions outlined below, some Level 2 students who do not need instruction in decoding and text reading efficiency may be served in content area reading in the advanced reading/critical thinking class. The content area teacher will be the reading teacher of record and will provide students with additional reading instruction using reading strategies embedded within the content area curriculum. If the student meets the criteria for placement in content area reading, the teacher of record must be Reading Certified, Reading Endorsed, or completed the NGCAR-PD package.</p> <p>Students with three previous consecutive years of FCAT Reading scores at Level 3 and above may receive a one-year waiver from state mandated reading intervention. An academic improvement plan must be in place and signed by the school, student, and parent for the year in which the exemption is granted.</p> <p>Students in middle school should be placed in the highest level of program in which student data suggests the student can succeed. In some cases, the student’s formal assessment data, such as FCAT score, does not provide the full picture of a student’s strengths and their needs, and the reading coach may need to administer an additional diagnostic assessment or administer a previously administered assessment again to determine the best placement for the student. The school’s Literacy Leadership Team reviews placement criteria to ensure the proper placement of students in programs that will challenge them and best meet their reading intervention needs. Schools are allowed some flexibility, but they may not bend state mandates to meet school scheduling parameters.</p> <p><b>Daily Middle School Reading Intervention Classes Literacy Instructional Design:</b></p> <ul style="list-style-type: none"> <li>• <b>Essential Questions</b> – Instruction focuses on the deep and abiding questions students face in their lives, such as “Does an individual’s success depend on the individual or the environment?” or “What keeps us together and what pulls us apart?” Essential questions have no right or wrong answers, and allow students and teachers to assume varied roles in the process of inquiry around topics that matter.</li> <li>• <b>Teacher Read Aloud/Think Aloud</b> - Teachers model fluent and motivational reading daily. Reading aloud includes teacher think-aloud, as well as highlighting key vocabulary and text structure.</li> <li>• <b>Academic Vocabulary/Word Study</b> - Word walls contain continuous and current academic and content specific vocabulary words. Word wall activities are interactive and engaging, and students review words through whole group activities, small group activities, and individual practices when appropriate to the daily instructional focus. Word study includes structural analysis of word parts (prefixes, root words, suffixes) as well as contextual analysis (context clues, signal words, punctuation clues, multiple meanings and other clues) to determine meanings of unknown words.</li> <li>• <b>Literacy Objective</b> - Objectives are aligned with the NGSSS benchmarks and CCSS (as appropriate during the transition to the Common Core State Standards) and written in study-friendly language. Teachers discuss the objectives, what students should know and be able to do as a result of the lesson, and facilitate discussion around the essential questions that help to drive instruction.</li> <li>• <b>Pre-Reading Instruction</b> – Scaffolding in the form of pre-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Pre-reading instruction includes building motivation and interest using authentic and relevant “hooks” to engage readers, including read think/think aloud around motivating and related topics. Pre reading instruction may include, when appropriate, anticipation guides, new vocabulary and word study, discussions to set purposes for reading, previewing text and text features, making and confirming predictions, identifying text structure and organization, and activating prior knowledge. Students may construct graphic organizers to use during and after reading.</li> <li>• <b>During Reading Instruction</b> - Scaffolding in the form of during-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. During reading instruction should focus on text-dependent questions. Students actively read in pairs, with the teacher, individually,</li> </ul>	<p>Different components require different amounts of duration/frequency. See narrative and Part 3_3 for more information.</p>	<p>Dr. Marie Wright, Executive Director, Instruction and Interventions</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p> <p>Maurice Woods, Chief Strategy and Operations Officer</p> <p>Tracy Clark, Public Information Officer</p>
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and/or silently. Students analyze text features, text structure, visuals and/or data and write to text using evidence or claims from the text to justify responses. Cooperative groups may jigsaw reading or engage in shared reading. Text-dependent questions aligned to reading benchmarks and higher levels of Bloom's Taxonomy or Webb's Depth of Knowledge are asked during reading and students are encouraged to pose their own questions to guide reflection and learning. Students discuss, write, practice and complete literacy tasks in pairs, small groups, or individually. Reciprocal teaching and evidenced based reading strategies such as text coding, margin notes, students generating their own questions, and writing to text helps students clarify ideas, paraphrase, summarize, predict, and comprehend complex text. The Comprehension Instructional Sequence (CIS) is a sequence of instruction used approximately once a month to help students comprehend complex grade level texts like those they will encounter on FCAT and tasks for College and Career Readiness.

- After Reading Instruction - Scaffolding in the form of after-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Students discuss, write and apply information from texts and make relevant and authentic connections within in and across other texts and literacy performance tasks. Students complete informal assessments such as reflective writing in journals and learning logs, tickets out the door, or writing to learn, such as summaries to complete graphic organizers. Students may also work on research/inquiry projects and/or complete program-specific assessments or district assessments that meet learning objectives. Student work is reviewed and students given reflective feedback for learning. Work is saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of NGSSS benchmarks and college and career readiness objectives as defined by the Common Core State Standards.

- Independent Reading – Students develop stamina and motivation for independent and sustained silent reading of increasingly more rigorous and complex texts when they can self-select texts that are relevant and culturally relevant and meaningful to them. Teachers model comprehension-monitoring strategies to help students build independence as readers. Teachers monitor independent reading for engagement, and connect with each student at least weekly to monitor progress. Reading logs or journals, text talk, book passes, and peer recommendations help students make connections to text. Classroom libraries should include a wide variety of reading genres, of varying complexities, including complex, stretch texts, as well as e-books and other text resources online, through the school's media center, and resources outside school.

- Differentiated Instruction - Teaching all students to read requires that every student is carefully monitored to determine that instructional content and delivery of the reading instruction that best meets student needs. Small teacher-directed groups meet for more intensive intervention in word study, fluency, comprehension or vocabulary if and as needed. Project based learning, writing, student inquiry and research, and authentic presentation tasks provide varied and motivating opportunities for students to demonstrate their learning using multiple, complex texts, integrating interdisciplinary performance tasks across various content areas.

- Assessments for Learning - Assessments are varied and include informal and formal assessments. Formal assessments include screening, diagnostic, progress monitoring, and outcome assessments such as the BAT, FAIR, and FCAT. Informal or content specific assessments include in-program assessments, graphic organizers, text-evident writing assignments, and mini-benchmark assessments. Assessments include performance tasks such as project based learning and oral, written, and multimedia presentations. Students engage daily in text-dependent writing by summarizing, paraphrasing, predicting, interpreting, analyzing, comparing, and speculating using admit slips/tickets out the door, in Learning Logs, on graphic organizers, as well as other more formal writing to text-evident responses and literacy experiences.

#### Technology and Digital Tools and Strategies:

The following resources in the District's BEEP Teacher Portal include but are not limited to:

- BATS and BAT Minis
- Comprehensive K12 Reading Plan
- ESOL Information
- Instructional Resources (such as direct links to Thinkfinity's ReadWriteThink or

Teachingbooks.net)

- Destiny online media center
- A+ Rise Strategies
- Compass Learning and Destination Learning
- neTrekker academic search engine (searches by Lexile level, translates and reads aloud)
- Discovery Education Streaming multimedia/video library
- Virtual Counselor
- Learning Village Portal
- Online Textbooks

The following resources in the District's Learning Village Portal 6-12 Reading

Resources include but are not limited to:

- Lesson Plans
- FAIR Resources
- Glossary of Reading Strategies
- LEARN Video tutorials and resources
- NGSSS – CPALMS
- Middle School Prescription for Success
- Common Core State Standards
- Assessment Chart and Placement Charts

The following resources in the District's Student Portal include but are not limited to:

- Online Textbooks
- Online databases (such as multimedia encyclopedias, World Book, Gale Group)
- SunSentinel online newspaper
- Homebound lessons
- Online dictionary
- Links to online newspapers around the world

Digital Tools for the Classroom:

Digital tools bring learning alive for students and allow the teacher to provide explicit, visual modeling of reading strategies. Teachers also use Promethean or Smart Flipcharts with their Interactive Whiteboards to make learning more interactive and explicit for students.

- Interactive Whiteboards (Promethean or SMART)
- LCD/video projector
- Document camera
- Student interactive responders
- Electronic Readers or Digital Devices (e.g., iPods or iPads)
- Tablet PCs
- Wireless laptops and desktop computers.

Physical Classroom Learning Environment:

- Should be an inviting and engaging literacy learning environment for all students
- Designated areas for whole group/direct instruction and small group collaborative and/or differentiated instruction, and independent reading and learning.
- Areas for teachers to use digital tools and strategies to enhance instruction such as an interactive whiteboard, LCD projector, document camera, and student interactive responders.
- Areas for students to use digital tools, eBooks and/or computers for access to digital content and online resources.
- Classroom libraries of quality literary and informational texts, of varying levels of complexity, to build background knowledge, engage students in reading for pleasure as well as for information, and to explore for self-selected, independent reading.
- Walls reflect the personality of the teacher and students, providing engaging, high interest visual tools for learning, displays of student work, interactive word walls, and motivating art, photographs and other visual materials.
- Students keep folders, notebooks, or portfolios of student work, including

vocabulary/word study lists, and reflective/learning logs to demonstrate progress towards achieving of mastery on NGSSS reading benchmarks and college and career readiness as reflected in the Common Core State Standards.

- Student work reflects teacher constructive feedback, and only exemplary work is displayed publically on bulletin boards or classroom walls. Constructive feedback is formative, authentic and meaningful. Checks (v) and check plusses (v+) and feedback such as “Good!” or “Great!” lack meaning in that they do not provide feedback that helps students understand what they mastered or need to learn from their work.
- Teachers rotate work frequently and post only meaningful student work that is current.
- Student book reviews and reflections to text may be posted to encourage other students to read those reviewed books and other texts and peak interest.
- Neatly organized teacher tools, including textbooks, supplemental resources, and other print/paper resources are numbered and displayed or filed for easy retrieval and/or safe storage.

Word Walls reflect a print and word-rich classroom:

Students must be surrounded by words and motivated to learn them. A word-rich classroom includes frequent use of words that have been taught and interesting words students have encountered in their reading. Engaging and effective classroom reading instruction should foster the desire in students to discover new words, new meanings, and understand a broad range of word uses.

As students move through the grade levels, they are exposed to varied and complex reading material, and vocabulary development becomes even more essential to student success. Vocabulary refers to knowledge of words, word meaning, and how to use words effectively to communicate. Scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, while other vocabulary must be taught directly. In order to develop deep understanding of words, students need to see, hear, and use new terms in many contexts. One strategy teachers use to create a word-rich environment is the word wall.

A word wall is an organized collection of words, definitions, and visual representations prominently displayed in a classroom. This display is used as an interactive tool for literacy learning for multiple contexts, including reading, spelling, and comprehension. There are many different types of word walls. Word walls may take the form of a “VIS” (Vocabulary Improvement Strategy), or concept map. Active Word Walls include words that are current to a lesson, unit, or topic of instruction, and tied to the current teaching. Interactive Word Walls incorporate student activities, such as chants or games, for learning new words and expanding students' understanding of how words work. Word walls have many benefits. They help students recognize and spell high frequency words, see patterns and relationships in word structure, and provide reference support for students during reading and writing and may include:

- Words that have been taught
- Interesting words students have encountered
- Word families based on structure (prefixes, suffixes, roots)
- Words related by theme or content
- Academic and discipline specific words
- Words displays as strategies or graphic organizers (e.g. “VIS” (Vocabulary Improvement Strategy) or Frayer map.
- Active word walls reflecting vocabulary current to the lesson, unit, or topic of instruction, and tied to instruction
- Interactive word walls incorporate student activities, such as chants or games, for learning new words and expanding students' understanding of how words work.

Schools offer varying before and after school programs and Saturday camps for students who need more instruction to achieve mastery of NGSSS Reading benchmarks and College and Career Readiness standards as reflected in the Common Core State Standards. Teachers may meet with small groups before or after school for tutorials and differentiated instruction using specific program materials. After-school and Saturday camps are offered for students who need additional reading instruction to

prepare for the state assessments. Tutoring programs are aligned to meet the needs of students differentiated needs. Schools use assessment data to allow students correct placement in tutoring programs to support each student's area of deficit. Each tutoring program looks different from school to school based on the needs of the students. Mentoring programs are aligned to meet the needs of students' differentiated needs. Schools-site administrators may choose any of the program recommendations on the Struggling Readers Chart.

The need for extended learning services and interventions for students is based on progress monitoring and data analysis. Schools use the Response to Intervention (RtI) Collaborative Problem Solving Team (CPT) for implementing a tiered approach to instructional delivery that includes interventions of increasingly higher intensity based on students' needs, such as students whose instructional needs are not being met during the regular instructional reading block. Schools may select from any of the program recommendations on the Struggling Readers Chart. Priority for services is for students who have not achieved reading proficiency on the FCAT Level 1 or 2 or whose progress monitoring or ongoing progress monitoring data from FAIR and other assessments such as the district's Benchmark Assessment Tests (BATs) and Mini-BATs indicates need. However, the intervention, intensity and time are individually determined to meet each student's needs.

Schools identified as being in need of improvement under the School Improvement Grant (SIG), provide extended learning opportunities throughout the year. Identified schools work with the District's Accountability Department to design, implement, and fund an extended day program that is focused on literacy learning to complement and extend instruction that targets specific student needs as evidenced by data, aligned with the District's Response to Intervention/Instruction (RtI) model.

Children's Services Council, public libraries, and other community organizations provide after-school academic programs. At the Broward County Boys and Girls Clubs, certified teachers work with small groups and individuals in reading instruction. This program coordinates their efforts with the student's home school, sharing data and providing feedback to the teacher at the student's school. Individual schools provide extended hours activities using a variety of materials, depending on their needs.

Students entering high school that are not reading on grade level have a variety of reading intervention needs. No single program or strategy will be successful in the remediation of all of these students' needs. Schools must facilitate instruction based on students' needs and skills, as evidenced by student data. The District's Response to Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction with the core programs and interventions of increasingly higher intensity, based on students' needs. This multi-tiered approach to providing instruction and interventions at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the instruction and/or intervention.

As part of Tier 1 instruction, all students are instructed to use literacy strategies across all content areas as a tool for "reading and writing to learn." Reading instruction across all content areas support students' literacy development, enhances vocabulary, comprehension and critical thinking and reasoning skills, and supports the comprehension and mastery of increasingly complex text and content knowledge.

Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Students who score at Level 2 may be served by an intensive reading course or a content area reading intervention course.

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12).

As part of Tier 2 instruction, students are placed in the specific Comprehensive Intervention Reading Program (CIRP) that best meets their need based on data, and the criteria for placement in each program is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.



The most intensive Level 1 students who have intervention needs that impact all areas of reading as defined by the National Reading Panel and the State of Florida (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) are placed into Wilson Reading for a double block of intervention instruction daily to address severe deficits that impact all those areas of reading. Students in Wilson Reading need extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies, infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Wilson Reading is a highly structured, systematic reading and writing program that serves as a comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. Wilson Reading resources include age-appropriate reading material for older students.

Progress monitoring for students in Wilson Reading is conducted through in-program step mastery tests. Annual growth in reading is monitored by pre- and post-Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), and FCAT results. Students are progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). The Progress Monitoring schedule for all students is outlined on the High School Assessment Chart.

Level 1 and 2 students who have mastered basic decoding and encoding skills but still have significant intervention needs in phonics (especially with multisyllabic words) and fluency are placed in National Geographic/Hampton-Brown Edge A (if 9th grade) or Edge B (if 10th grade) with Sopris West's REWARDS and REWARDS Plus Science for a double block of reading intervention daily. Students in the double block of Edge A or Edge B need extensive intervention instruction on applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies, and infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Progress monitoring for students in the double block of Edge A or Edge B is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or equivalent literacy assessments. Annual growth in reading is demonstrated by pre and post assessments and FCAT results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

Each Comprehensive Intensive Reading Program (CIRP) provides guidance to teachers in delivering differentiated instruction for diverse learners within the reading block. The programs contain integral instructional sequences coordinated by strand of instruction and are carefully planned to spiral through cognitively simple to more complex skills. Each program provides practice opportunities for mastery of skills and strategies. Each program provides rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. NGSSS benchmark strategies are infused with scaffolded support using increasingly complex grade level content area and literary texts.

Daily lesson plans are focused around essential questions and provide teachers guidance in facilitating strategy and skill instruction across multiple text selections, both literary and informational. Relevant, contemporary literature engages adolescent learners and provides opportunities to access increasingly more challenging text. A variety of assessments, both informal and formal, are included in both programs and are used regularly to monitor students' progress and identify targeted instructional needs.

Lesson sequences are enhanced with strategies, resources, and supplemental instruction to meet the differentiated needs of on-level learners, advanced learners, below-level learners, and English-language learners. The Secondary Struggling Reader Chart identifies Supplemental Intensive Reading Programs (SIRP) and materials specifically targeted to meet instructional needs of students with deficits in phonics, fluency, vocabulary, comprehension and/or critical thinking skills. Through ongoing progress monitoring and in-program assessments, teachers identify these needs, implement supplemental instruction to target these specific student needs, and assess frequently, both informally and formally, to ensure student progress.

When targeted supplemental instruction does not yield desired results, the school Collaborative Problem Solving Team (CPST) will use the collaborative problem-solving approach to identify more targeted interventions for Tier 3 students following Florida's Formula for Effective and Powerful Instruction. This may include additional instruction through extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the Tier 3 student's specific learning needs.

Tier 2 and Tier 3 Literacy Interventions:

Fluency:

In addition to the supplemental intervention reading programs (SIRP) identified on the Struggling Reader Chart, the National Reading Panel (2000) found that classroom practices that encourage repeated oral reading with feedback lead to meaningful improvement in students' fluency. Recommended fluency routines for high school classrooms that do not require specialized programs and materials include:

- Modeling: Teacher reads aloud to model the expression and prosody (phrasing, expression, and intonation).
- Choral Reading: Students read in unison following the teacher's phrasing, expression, and intonation.
- Echo Reading: Students echo the teacher's phrasing, expression, and intonation.
- Listening while Reading: Students listen to a recording while following the text in print.
- Paired Reading: Students read aloud to an adult or peer, for practicing prosody (phrasing, expression, and intonation).
- Reading Recording: Students use recording tools to record their own reading, listen and analyze it, and repeat readings to develop accuracy and rate.
- Timed Repeated Readings: Students establish specific targeted goals to increase their reading rate with good accuracy with texts they have previously read.
- Reader's Theater: Students read and/or perform individual or choral parts in dramatic texts (such as poetry, plays).

• NOTE: Round Robin Reading is NOT a recommended practice for secondary reading or content area classrooms under any circumstance.

Vocabulary:

In addition to the supplemental intervention reading programs (SIRP) identified on the Struggling Reader Chart, teachers help build vocabulary and comprehension skills by immersing students in rich and varied language experiences, word study, playing with words, and making words their own through authentic reading, writing, speaking, and listening activities. Teachers should model daily the use of targeted, complex language in natural contexts. Explicit and systematic vocabulary routines and word study that do not require specialized programs and materials include:

- Vocabulary notebooks
- Vocabulary study cards
- Vocabulary graphic organizers (such as Frayer Models and Semantic Maps)
- Word sorts
- Word games
- Word walls and word wall activities

Comprehension:

The Comprehension Instructional Sequence (CIS) is a research-based sequence of instruction that supports deeper engagement with complex, grade level texts. Students will deeply process and comprehend a literary or informational text through reading and rereading, generating questions and answers based on the text, and participating in extended text discussions.

In addition, a free resource shared with all reading coaches and posted for all teachers in BEEP, the Adolescent Toolkit: Content Area Literacy Guide, provides concrete literacy strategies for supporting all students as they progress from "learning to read" to "reading to learn." The guide includes a collection of strategies that support students' literacy development and understanding of content. Each strategy includes a description, purpose, step-by-step directions for use, and suggestions for differentiated applications. Each description also contains a quadrant chart that illustrates how each instructional strategy might be implemented in an English, mathematics, science, or

social studies classroom.

This chart identifies the literacy intervention for students in the high school with deficits that impact some or all areas of reading:

#### Grade Text Intervention Focus

9 Hampton Brown Edge A with REWARDS and REWARDS Plus Science with additional complex texts/Articles of the Week, and Edge novel units Extended block of instruction for students with deficits in decoding and text reading efficiency

9 Hampton Brown Edge B with additional complex texts/Articles of the Week, and Edge novel units Single block of instruction for students without deficits in decoding and text reading efficiency

10 Hampton Brown Edge B with REWARDS and REWARDS Plus Science and/or Vocabulary Through Morphemes, with additional complex texts/Articles of the Week, and Edge novel units Extended block of instruction for students with deficits in decoding and text reading efficiency

10 Hampton Brown Edge C with additional complex texts/Articles of the Week, and Edge novel units. Ten Steps to Improving College Reading Skills and/or Impact 3 may be used to provide additional, supplemental instruction Single block of instruction for students without deficits in decoding and text reading efficiency

11 Townsend Press Ten Steps to Improving College Reading Skills or Ten Steps to Advancing College Reading Skills with Impact 4.2, The Real ACT, with additional complex texts/Articles of the Week, and culturally relevant novel units Single block of instruction for FCAT Level 1 or 2 students who have not met graduation requirements with a Level 3 FCAT 2.0 Reading or Concordant Score on the ACT (18) or SAT (420)

12 Townsend Press Ten Steps to Advancing College Reading Skills or Ten Steps to Advanced Reading with Impact 5.2, The Real ACT, with additional complex texts/Articles of the Week, and culturally relevant novel units Single block of instruction for FCAT Level 1 students who have not met graduation requirements with a Level 3 FCAT 2.0 Reading or Concordant Score on the ACT (18) or SAT (420)

12 SpringBoard ELA Senior English

with additional complex informational texts and articles, and SpringBoard novels. Single block of instruction for FCAT Level 2 students who have not met achieved a College Readiness Score on the ACT (18), SAT (440), or PERT (104) that meets the student's reading intervention requirement and English 4 requirement simultaneously

9-12 Scholastic ID Culturally Relevant Literacy Initiative For students who are currently disengaged or vulnerable to not meeting graduation requirements with multiple graduation risk factors

9-12 Content Area Reading Intervention, with participation in Scholastic ID Culturally Relevant Literacy Initiative, as appropriate For FCAT Level 2 students without deficits in decoding and text reading efficiency who can be placed with a teacher who has completed the Next Generation Content Area Reading Professional Development (NGCAR-PD)

9-12 Wilson Reading For FCAT Reading Level 1 students with deficits that impact all 5 areas of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension

9-12 Reading Waiver from state mandated reading intervention with implementation of an Academic Improvement Plan signed by school, parent, and student. For FCAT Level 1 or 2 students who have three previous, consecutive years of FCAT Reading scores at Level 3 or above.

#### Screening Assessments and Progress Monitoring Plan:

All Level 1, Level 2, (and in some cases Level 3 if required by Differentiated Accountability) high school students are administered a screening at the beginning of the year and progress monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or equivalent literacy assessment. Both FAIR and Non-FAIR schools use Grade Level Lexiled Passages and the NAEP Fluency Rubric as additional screening assessments. Annual growth in reading is demonstrated by the the Florida Assessments for Instruction in Reading (FAIR) or equivalent assessments, and FCAT results.

#### High School Placement Options:

Students with three previous consecutive years of FCAT Reading scores at Level 3

HIGH	<p>and above may receive a one-year waiver from state mandated reading intervention. An academic improvement plan must be in place and signed by the school, student, and parent for the year in which the exemption is granted.</p> <p>Students in high school should be placed in the highest level of program in which student data suggests the student can succeed. In some cases, the student’s formal assessment data, such as FCAT score, does not provide the full picture of a student’s strengths and their needs, and the reading coach may need to administer an additional diagnostic assessment or administer a previously administered assessment again to determine the best placement for the student. The school’s Literacy Leadership Team reviews placement criteria to ensure the proper placement of students in programs that will challenge them and best meet their reading intervention needs. Schools are allowed some flexibility, but they may not bend state mandates to meet school scheduling parameters.</p> <p>Daily High School Reading Intervention Classes Literacy Instructional Design:</p> <ul style="list-style-type: none"> <li>• Essential Questions – Instruction focuses on the deep and abiding questions students face in their lives, such as “Does an individual’s success depend on the individual or the environment?” or “What keeps us together and what pulls us apart?” Essential questions have no right or wrong answers, and allow students and teachers to assume varied roles in the process of inquiry around topics that matter.</li> <li>• Teacher Read Aloud/Think Aloud - Teachers model fluent and motivational reading daily. Reading aloud includes teacher think-aloud, as well as highlighting key vocabulary and text structure.</li> <li>• Academic Vocabulary/Word Study - Word walls contain continuous and current academic and content specific vocabulary words. Word wall activities are interactive and engaging, and students review words through whole group activities, small group activities, and individual practices when appropriate to the daily instructional focus. Word study includes structural analysis of word parts (prefixes, root words, suffixes) as well as contextual analysis (context clues, signal words, punctuation clues, multiple meanings and other clues) to determine meanings of unknown words.</li> <li>• Literacy Objective - Objectives are aligned with the NGSSS benchmarks and CCSS (as appropriate during the transition to the Common Core State Standards) and written in study-friendly language. Teachers discuss the objectives, what students should know and be able to do as a result of the lesson, and facilitate discussion around the essential questions that help to drive instruction.</li> <li>• Pre-Reading Instruction – Scaffolding in the form of pre-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Pre-reading instruction includes building motivation and interest using authentic and relevant “hooks” to engage readers, including read think/think aloud around motivating and related topics. Pre reading instruction may include, when appropriate, anticipation guides, new vocabulary and word study, discussions to set purposes for reading, previewing text and text features, making and confirming predictions, identifying text structure and organization, and activating prior knowledge. Students may construct graphic organizers to use during and after reading.</li> <li>• During Reading Instruction - Scaffolding in the form of during-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. During reading instruction should focus on text-dependent questions. Students actively read in pairs, with the teacher, individually, and/or silently. Students analyze text features, text structure, visuals and/or data and write to text using evidence or claims from the text to justify responses. Cooperative groups may jigsaw reading or engage in shared reading. Text-dependent questions aligned to reading benchmarks and higher levels of Bloom’s Taxonomy or Webb’s Depth of Knowledge are asked during reading and students are encouraged to pose their own questions to guide reflection and learning. Students discuss, write, practice and complete literacy tasks in pairs, small groups, or individually. Reciprocal teaching and evidenced based reading strategies such as text coding, margin notes, students generating their own questions, and writing to text helps students clarify ideas, paraphrase, summarize, predict, and comprehend complex text. The Comprehension Instructional Sequence (CIS) is a sequence of instruction used approximately once a</li> </ul>	<p>Different components require different amounts of duration/frequency. See narrative and Part 3_3 for more information.</p>	<p>Dr. Marie Wright, Executive Director, Instruction and Interventions</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p> <p>Maurice Woods, Chief Strategy and Operations Officer</p> <p>Tracy Clark, Public Information Officer</p>
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month to help students comprehend complex grade level texts like those they will encounter on FCAT, the ACT, and tasks for College and Career Readiness.

- After Reading Instruction - Scaffolding in the form of after-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Students discuss, write and apply information from texts and make relevant and authentic connections within in and across other texts and literacy performance tasks. Students complete informal assessments such as reflective writing in journals and learning logs, "tickets out the door," or writing to learn, such as summaries to complete graphic organizers. Students may also work on research/inquiry projects and/or complete program-specific assessments or district assessments that meet learning objectives. Student work is reviewed and students given reflective feedback for learning. Work is saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of NGSSS benchmarks and college and career readiness objectives as defined by the Common Core State Standards.

- Independent Reading – Students develop stamina and motivation for independent and sustained silent reading of increasingly more rigorous and complex texts when they can self-select texts that are relevant and culturally relevant and meaningful to them. Teachers model comprehension-monitoring strategies to help students build independence as readers. Teachers monitor independent reading for engagement, and connect with each student at least weekly to monitor progress. Reading logs or journals, text talk, book passes, and peer recommendations help students make connections to text. Classroom libraries should include a wide variety of reading genres, of varying complexities, including complex, stretch texts, as well as e-books and other text resources online, through the school's media center, and resources outside school.

- Differentiated Instruction - Teaching all students to read requires that every student is carefully monitored to determine that instructional content and delivery of the reading instruction that best meets student needs. Small teacher-directed groups meet for more intensive intervention in word study, fluency, comprehension or vocabulary, if and as needed. Project based learning, writing, student inquiry and research, and authentic presentation tasks provide varied and motivating opportunities for students to demonstrate their learning using multiple, complex texts, integrating interdisciplinary performance tasks across various content areas.

- Assessments for Learning - Assessments are varied and include informal and formal assessments. Formal assessments include screening, diagnostic, progress monitoring, and outcome assessments such as the BAT and FCAT. Informal or content specific assessments include in-program assessments in Edge or the Ten Steps texts, graphic organizers, text-evident writing assignments, and mini-benchmark assessments. Assessments include performance tasks such as project based learning and oral, written, and multimedia presentations. Students engage daily in text-dependent writing by summarizing, paraphrasing, predicting, interpreting, analyzing, comparing, and speculating using admit slips/tickets out the door, in Learning Logs, on graphic organizers, as well as other more formal writing to text-evident responses and literacy experiences.

#### Technology and Digital Tools and Strategies:

The following resources in the District's BEEP Teacher Portal include but are not limited to:

- BATS and BAT Minis
- Comprehensive K12 Reading Plan
- ESOL Information
- Instructional Resources (such as direct links to Thinkfinity's ReadWriteThink or Teachingbooks.net)
- Destiny online media center
- A+ Rise Strategies
- Compass Learning and Destination Learning
- netTrekker academic search engine (searches by Lexile level, translates and reads aloud)
- Discovery Education Streaming multimedia/video library
- Virtual Counselor
- Learning Village Portal
- Online Textbooks



The following resources in the District's Learning Village Portal 6-12 Reading Resources include but are not limited to:

- Lesson Plans
- Adolescent Toolkit: Content Area Literacy Guide
- FAIR Resources
- Glossary of Reading Strategies
- LEARN Video tutorials and resources
- NGSSS – CPALMS
- High School Prescription for Success
- Common Core State Standards
- Assessment Chart and Placement Charts

The following resources in the District's Student Portal include but are not limited to:

- Online Textbooks
- Online databases (such as multimedia encyclopedias, World Book, Gale Group)
- SunSentinel online newspaper
- Homebound lessons
- Online dictionary
- Links to online newspapers around the world

Digital Tools for the Classroom:

Digital tools bring learning alive for students and allow the teacher to provide explicit, visual modeling of reading strategies. Teachers also use Promethean or Smart Flipcharts with their Interactive Whiteboards to make learning more interactive and explicit for students.

- Interactive Whiteboards (Promethean or SMART)
- LCD/video projector
- Document camera
- Student interactive responders
- Electronic readers or Digital Devices (e.g., iPods or iPads)
- Tablet PCs
- Wireless laptops and desktop computers.

Physical Classroom Learning Environment:

- Should be an inviting and engaging literacy learning environment for all students
- Designated areas for whole group/direct instruction and small group collaborative and/or differentiated instruction, and independent reading and learning.
- Areas for teachers to use digital tools and strategies to enhance instruction such as an interactive whiteboard, LCD projector, document camera, and student interactive responders.
- Areas for students to use digital tools, eBooks and/or computers for access to digital content and online resources.
- Classroom libraries of quality literary and informational texts, of varying levels of complexity, to build background knowledge, engage students in reading for pleasure as well as for information, and to explore for self-selected, independent reading.
- Walls reflect the personality of the teacher and students, providing engaging, high interest visual tools for learning, displays of student work, interactive word walls, and motivating art, photographs and other visual materials.
- Students keep folders, notebooks, or portfolios of student work, including vocabulary/word study lists, and reflective/learning logs to demonstrate progress towards achieving of mastery on NGSSS reading benchmarks and college and career readiness as reflected in the Common Core State Standards.
- Student work reflects teacher constructive feedback, and only exemplary work is displayed publicly on bulletin boards or classroom walls. Constructive feedback is formative, authentic and meaningful. Checks (v) and check plusses (v+) and feedback such as "Good!" or "Great!" lack meaning in that they do not provide feedback that helps students understand what they mastered or need to learn from their work.
- Teachers rotate work frequently and post only meaningful student work that is current.
- Student book reviews and reflections to text may be posted to encourage other students to read those reviewed books and other texts and peak interest.
- Neatly organized teacher tools, including textbooks, supplemental resources, and other print/paper resources are numbered and displayed or filed for easy retrieval and/or safe storage.

Word Walls reflect a print and word-rich classroom:

Students must be surrounded by words and motivated to learn them. A word-rich classroom includes frequent use of words that have been taught and interesting words students have encountered in their reading. Engaging and effective classroom reading instruction should foster the desire in students to discover new words, new meanings, and understand a broad range of word uses.

As students move through the grade levels, they are exposed to varied and complex reading material, and vocabulary development becomes even more essential to student success. Vocabulary refers to knowledge of words, word meaning, and how to use words effectively to communicate. Scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, while other vocabulary must be taught directly. In order to develop deep understanding of words, students need to see, hear, and use new terms in many contexts. One strategy teachers use to create a word-rich environment is the word wall.

A word wall is an organized collection of words, definitions, and visual representations prominently displayed in a classroom. This display is used as an interactive tool for literacy learning for multiple contexts, including reading, spelling, and comprehension. There are many different types of word walls. Word walls may take the form of a “VIS” (Vocabulary Improvement Strategy), or concept map. Active Word Walls include words that are current to a lesson, unit, or topic of instruction, and tied to the current teaching. Interactive Word Walls incorporate student activities, such as chants or games, for learning new words and expanding students' understanding of how words work. Word walls have many benefits. They help students recognize and spell high frequency words, see patterns and relationships in word structure, and provide reference support for students during reading and writing and may include:

- Words that have been taught
- Interesting words students have encountered
- Word families based on structure (prefixes, suffixes, roots)
- Words related by theme or content
- Academic and discipline specific words
- Words displays as strategies or graphic organizers (e.g. “VIS” (Vocabulary Improvement Strategy) or Frayer map.
- Active word walls reflecting vocabulary current to the lesson, unit, or topic of instruction, and tied to instruction
- Interactive word walls incorporate student activities, such as chants or games, for learning new words and expanding students' understanding of how words work.

Schools offer varying before and after school programs and Saturday camps for students who need more instruction to achieve mastery of NGSSS Reading benchmarks and College and Career Readiness standards as reflected in the Common Core State Standards. Teachers may meet with small groups before or after school for tutorials and differentiated instruction using specific program materials. After-school and Saturday camps are offered for students who need additional reading instruction to prepare for the state assessments. Tutoring programs are aligned to meet the needs of students differentiated needs. Schools use assessment data to allow students correct placement in tutoring programs to support each student's area of deficit. Each tutoring program looks different from school to school based on the needs of the students. Mentoring programs are aligned to meet the needs of students' differentiated needs. Schools-site administrators may choose any of the program recommendations on the Struggling Readers Chart.

The need for extended learning services and interventions for students is based on progress monitoring and data analysis. Schools use the Response to Intervention (RTI) Collaborative Problem Solving Team (CPT) for implementing a tiered approach to instructional delivery that includes interventions of increasingly higher intensity based on students' needs, such as students whose instructional needs are not being met during the regular instructional reading block. Schools may select from any of the program recommendations on the Struggling Readers Chart. Priority for services is for students who have not achieved reading proficiency on the FCAT Level 1 or 2 or whose progress monitoring or ongoing progress monitoring data from FAIR and other assessments such as the district's Benchmark Assessment Tests (BATs) and Mini-BATs indicates need. However, the intervention, intensity and time is individually determined to meet each student's needs.

Schools that have been identified as Schools in need of improvement under the SIG

	<p>grant, provide extended learning for 30 minutes each day or 300 hours per year. Identified schools work with the District's Accountability department to design, implement, and fund an extended day program that is focused on literacy learning that complements and extends instruction, targeted to specific student needs as evidenced by data, and which is aligned with the District's Response to Intervention/Instruction (RtI) model.</p> <p>Children's Services Council, public libraries, and other community organizations provide after-school academic programs. At the Broward County Boys and Girls Clubs, certified teachers work with small groups and individuals in reading instruction. This program coordinates their efforts with the student's home school, sharing data and providing feedback to the teacher at the student's school. Individual schools provide extended hours activities using a variety of materials, depending on their needs.</p>		
Additional Information			

#### Title I District Improvement Plan - (Part 3\_3)

**3\_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3\_1 and 3\_2. Provide the frequency, duration, and person responsible for monitoring.**

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	<p>1) Scoring Levels 1 and 2 on the FCAT2.0 -NGSSS Reading (grades 3-5)</p> <p>2) Students scoring Level 2 and 3 on the FCAT2.0 -NGSSS Reading</p> <p>3) Students in Grades 1 and 2 not meeting the specific PMP assessment criteria and therefore at risk for retention</p> <p>4) Students demonstrating low probability of success for future performance on the FCAT2.0 -NGSSS Reading (grades 3-5) on the Florida Assessments for Instruction in Reading (FAIR)</p> <p>5) Third graders scoring Level 1 on FCAT2.0 -NGSSS Reading regardless of promotion and/or students retained in the third grade.</p>	<p>30 - 90 minutes, 1- 5 times a week</p> <p>Third Grade Summer Program: 4 hours daily for 20 days</p>	<p>Dr. Marie Wright, Executive Director, Instruction and Intervention</p> <p>Dr. Desmond Blackburn, Chief School Performance and Accountability Officer</p>
MIDDLE	<p>1) Students scoring Levels 1 and 2 on the FCAT2.0 -NGSSS Reading in grades 6-8.</p> <p>2) Students scoring Level 3 on the FCAT2.0 -NGSSS Reading.</p> <p>3) Students demonstrating low probability of success as identified by data in the Florida Assessments for Instruction in Reading (FAIR)</p> <p>4) Students not on target for college and career readiness as identified by grade level benchmarks.</p>	<p>30 - 90 minutes, 1- 5 times a week</p>	<p>Dr. Marie Wright, Executive Director, Instruction and Intervention</p> <p>Dr. Desmond Blackburn, Chief School Performance and Accountability Officer</p>
HIGH	<p>1) Students scoring Levels 1 and 2 on the FCAT2.0 NGSSS Reading in grades 9-10.</p> <p>2) Students scoring Level 3 on the FCAT 2.0 -NGSSS Reading in grades 9-11.</p> <p>3) Students demonstrating low probability of success as identified by data in the Florida Assessments for Instruction in Reading (FAIR)</p> <p>4) Students not on target for college and career readiness as identified by grade level benchmarks.</p> <p>5) Students not on target for college and career readiness per criteria on the Post-secondary Educational Readiness Test (PERT), the ACT and/or the SAT.</p> <p>4) Students who have not met high school graduation with a Level 3 on FCAT 2.0 or a concordant score on the ACT or SAT.</p>	<p>30 - 90 minutes, 1- 5 times a week</p>	<p>Dr. Marie Wright, Executive Director, Instruction and Intervention</p> <p>Dr. Desmond Blackburn, Chief School Performance and Accountability Officer</p>

#### Title I District Improvement Plan - (Part 4)

**4) List and describe specific scientifically research-based mathematics programs and instructional strategies the district will use at each level (elementary, middle, high).**

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies

ELEMENTARY	Houghton Mifflin Harcourt “Go Math!” Series	<p>Primary Grades:  Everyday Counts Calendar Math  ETA FractionWorks  ETA MeasureWorks  First In Math Online  Fastt Math Online  Destination (Riverdeep) Math  V Math Live  National Library of Virtual Manipulatives (NLVM)  Content Area Vocabulary System (CAVS)</p> <p>Intermediate Grades:  Everyday Counts Calendar Math</p> <p>Hands on Equations</p> <p>ETA FractionWorks</p> <p>ETA MeasureWorks</p> <p>ETA AlgebraWorks</p> <p>First In Math Online</p> <p>Fastt Math Online</p> <p>Riverdeep Math</p> <p>V Math Live</p> <p>National Library of Virtual Manipulatives</p> <p>Content Area Vocabulary System (CAVS)</p> <p>Elementary Enrichment:  Selected lessons from Glencoe McGraw Hill “Math Connects” Series</p> <p>Enrichment Projects</p> <p>Elementary SWD:  TouchMath®  Primary K-2  Intermediate – Upper Grades  Moving with Math®  ETA  MeasureWorks  and FractionWorks</p>	<p>Professional Development is provided to support teaching and learning of mathematics K-2:</p> <p>New Textbook Training  Critical Content Big Ideas</p> <p>Big Ideas Fractions</p> <p>Big Ideas Multiplication</p> <p>Big Ideas Algebra</p> <p>Big Ideas Measurement</p> <p>Big Ideas Division</p> <p>Big Ideas</p> <p>Fractions/Decimals/Percents</p> <p>Effective Strategies</p> <p>Singapore Math</p> <p>Math Lessons for Promethean Board Users</p> <p>Professional Learning Communities/  Lesson Study</p> <p>Professional Development to be provided by Instruction &amp; Intervention/STEM and Career and College Readiness Departments</p> <p>Professional Development to support teaching and learning is provided for:  TouchMath® (half- and full-day training workshops)</p> <p>Moving with Math® workshops</p> <p>MeasureWorks and FractionWorks overview mini-trainings</p>
		<p>Glencoe McGraw Hill  “Math Connects Plus”</p> <p>ETA MeasureWorks</p> <p>ETA AlgebraWorks</p> <p>First In Math Online</p>	<p>Singapore Math</p> <p>Tabula Digita Training</p> <p>GeoGebra for Middle Grades</p> <p>Promethean for Middle Grades</p> <p>Springboard Strategies</p>

MIDDLE	Series, Chapters 1-9 plus additional chapters and enrichment lessons	GeoGebra Wiki Riverdeep Math	CRISS for Math  Algebra 1 End of Course Exam Readiness  Geometry End of Course Exam Readiness  Critical Friends in Algebra 1  Learning Communities/Lesson Study
	McDougal Larson Algebra I (8th Grade)	National Library of Virtual Manipulatives Tabula Digita	
	Holt McDougal Larson Pre-Algebra (6th Grade)	Hands On Standards Compass Odyssey	
	Holt McDougal Larson Algebra I (7th Grade)	Algebra Ready	Professional Development to be provided by Instruction & Intervention/STEM & Career and College Readiness Departments
	Glencoe McGraw-Hill Geometry (8th Grade)	ACCESS Math TouchMath® Upper Grades Kit	Professional Development to support teaching and learning is provided for:  TouchMath® (half-and full- day training workshops)
	Same as noted previously (depending on course/grade level)	Moving with Math Math by Topic®  ETA MeasureWorks FractionWorks AlgebraWorks	Moving with Math® workshops  MeasureWorks, FractionWorks and AlgebraWorks overview mini-trainings.
HIGH			Professional Development is provided to support teaching and learning of mathematics 9-12:  New Textbook Training  Infusing the Next Generation Sunshine State Standards  Infusing Discrete Math into Algebra 1  Circles in Geometry  Rational Functions in Algebra 2  GeoGebra for Algebra 1  GeoGebra for Geometry  Promethean for Algebra 1  Promethean for Geometry  Springboard Strategies  CRISS for Math  Algebra 1 End of Course Exam Readiness  Geometry End of Course Exam Readiness  Critical Friends in Algebra 1  Learning Communities/Lesson Study
		AlgebraWorks First In Math Online GeoGebra Wiki Riverdeep Math National Library of Virtual Manipulatives Hands On Standards Compass Odyssey	
	Pearson -Prentice Hall Algebra 1, Geometry, Algebra 2	Algebra Ready	
	AP courses	APEX Learning	
	Same as noted previously (depending on course/grade level)	AP research has shown completion of AP courses relates to college success and college readiness  TouchMath® Upper Grades Kit  Moving with Math Math by Topic®  ETA Fraction Works Algebra Works	
			Professional development provided by the Department of Advanced Academic Programs.



		Inside Algebra  AGS Globe Math	Professional Development to support teaching and learning is provided for:  TouchMath® (half- and full- day training workshops)  Moving with Math® workshops  FractionWorks and AlgebraWorks overview mini-trainings
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**Describe the extended learning opportunities for mathematics that will be provided before school, after school, during the summer, or during an extension of the school year.**

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Before and After School FCAT Camps for Elementary, Middle, and High Schools.	The before and after school camps will target Level 1 and Level 2 students.	The before and after school camps will start in the Fall of the school year for Level 1 students. Students will attend the tutoring camp once a week.	School Administration
Push-in and pull-out learning opportunities for Elementary, Middle, and High Schools.	Level 1 and Level 2 students who are not capable of attending a before or after school tutoring camp will be provided with “push-in” or “pull-out” opportunities during the school day.	The push-in /pull-out programs will be available to students at least once a week.	School Administration

#### **Title I District Improvement Plan - (Part 5)**

**5) List and describe specific scientifically research-based science programs and instructional strategies the district will use at each level (elementary, middle, high).**

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<ul style="list-style-type: none"> <li>- Hands-On Guided Inquiry</li> <li>- Comprehensive Teacher's Guide</li> <li>- Step-by-step instructions</li> <li>• Houghton Mifflin Harcourt Florida Science Fusion</li> </ul> Customized Hands-On Science Kits built for Broward by Delta Education – aligned to District Plan	<ul style="list-style-type: none"> <li>• STEM Inquiry Investigations K-5 Guide</li> <li>• Delta Science Readers               <ul style="list-style-type: none"> <li>- nonfiction science content books for students; includes key science vocabulary and promotes inquiry; align to the Sunshine State Science Standards. – Delta Education</li> </ul> </li> <li>• ScienceSaurus               <ul style="list-style-type: none"> <li>- a student and teacher science resource/reference book; explains key science concepts in simple terms; contains information about life, physical, earth and space science, natural resources and the environment in student-friendly terms. - Great Source</li> </ul> </li> <li>• The Ranger Rick Science Program               <ul style="list-style-type: none"> <li>- Science content nonfiction text; key science concepts and vocabulary - Newbridge Educational Publishing in partnership with the National Wildlife Federation</li> </ul> </li> <li>• Writing in Science and Writing in Science in Action (by Fulwiler, Heinemann Publisher)               <ul style="list-style-type: none"> <li>- Teacher resource that assists teachers in helping students develop and communicate an understanding of science concepts; explains to teachers how to introduce and utilize science journals in the classroom; specific strategies included to increase student proficiency and fluency in science and language; addresses</li> </ul> </li> </ul>	Professional Development is provided to support teaching and learning of science K-5: <ul style="list-style-type: none"> <li>• Grade-level-specific hands-on science instructional activities (Broward County Customized Hands-On Kits, instructional resources)</li> <li>• Elementary Science and CCSS</li> <li>• STEM and Problem Based Learning</li> <li>• Science Inquiry</li> <li>• Scientific Method</li> <li>• Science content, processes and strategies (online and face-to-face workshops)</li> <li>• Test Specifications</li> <li>• State Science Standards</li> <li>• Leadership Training for Science</li> </ul>

		<p>specialized needs of English language learners</p> <ul style="list-style-type: none"> <li>• Inquiry in Action: Investigating Matter Through Inquiry (American Chemical Society)</li> <li>- Resource for elementary and middle school teachers; addresses major concepts of matter through guided-inquiry; helps teachers understand the process of inquiry and how to guide their students through the inquiry process; contains simple physical science activities to be conducted under adult supervision.</li> <li>-Content Area Vocabulary System (CAVS). CAVS provides a comprehensive research-based academic vocabulary system for ELLs.</li> <li>• Various District-created resources – ex. FCAT Science Dailies (gr.5), Science Activity Guides, STEM Inquiry Investigations K-5 Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching, mentoring, and modeling science instruction for school-based</li> <li>• Professional Learning Communities for Science Coaches</li> <li>• School-based Professional Learning Communities for Science</li> </ul>
		<p>The following list provides nonfiction science content books for students. These programs include key science vocabulary and promote scientific inquiry.</p> <ol style="list-style-type: none"> <li>1. Timed Readings Plus in Science; Glencoe McGraw-Hill (2003); Levels 1-5</li> <li>2. Inquiry in Action: Investigating Matter Through Inquiry (American Chemical Society) Levels 1-5 <ul style="list-style-type: none"> <li>·Resource for elementary and middle school teachers</li> <li>·Addresses major concepts of matter through guided-inquiry.</li> <li>·Helps teachers understand the process of inquiry and how to guide their students through the inquiry process.</li> <li>·Contains simple physical science activities to be conducted under adult supervision.</li> </ul> </li> <li>3. Marvels of Science; Levels 1-5, 50 Fascinating 5-minute readings focusing on the characters, events and moments of genius that comprise the story of science.</li> <li>4. Target Science; Educational Tools Inc.(2007); 800-586-9940 Levels 1-5 <ul style="list-style-type: none"> <li>·Science content and process skills with reading passages.</li> </ul> </li> <li>5. Reading First Through Science; Levels 1-5 <ul style="list-style-type: none"> <li>· Science content and process skills with reading passages.</li> </ul> </li> <li>6. FCAT Science Dailies; Educational Tools Inc.(2005); Levels 1-5 <ul style="list-style-type: none"> <li>·FCAT like questions covering each of the assessed benchmarks.</li> </ul> </li> <li>9. Ladders to Success; Triumph Learning (2006); triumphlearning.com Levels 1-5 <ul style="list-style-type: none"> <li>·Content and vocabulary development.</li> </ul> </li> <li>10. Comprehensive Science Assessment; Options Publishing (2006); optionspublishing.com: Levels 1-5</li> <li>11. Measuring Up; Peoples Publishing Co. (2004); FLStandardshelp.com; Levels 1-5 <ul style="list-style-type: none"> <li>·Prescriptive exams and test bank with content focus.</li> <li>·Computer tracking available.</li> </ul> </li> <li>12. FCAT Essentials; Kaplan (2007); www.KaplanK12.com Levels 1-5 <ul style="list-style-type: none"> <li>·Test questions with content assistance.</li> </ul> </li> </ol>	

MIDDLE

Florida Science Fusion: Earth Science  
Florida Science Fusion: Life Science  
Florida Science Fusion: Physical Science Holt McDougal Science  
Holt McDougal

13. Challenge the FCAT; Ledbetter (2003). Contemporary Publishing Co.;

·Test questions and content aimed at FCAT standards.

14. FCAT Reading and Content; AMSCO (2004);

www.amsco.com

·reading, content

·test questions aimed at FCAT standards.

15. ScienceSaurus; GreatSource (2003);

A student and teacher science resource/ reference book

·Explains key science concepts in simple terms

·Contains information about life, physical, earth and space

science, natural resources and the environment in student-friendly terms.

16. Science DayBooks in Earth, Life and Physical; GreatSource (2003);

·Content and reading passages with “journal-type” pages for student notes. Supports Language Arts standards

17. Readers Handbook – A Student Guide for Reading and Learning;

GreatSource (2003);

·Focuses on non-content-specific reading strategies and skills for students.

18. Access Science; GreatSource (2003);

·Activities and vocabulary development with FCAT focus.

ACCESS Science supports and scaffolds different levels of language proficiency through oral language and hands-on activities for ELLs

FractionsWorks is a manipulative kit that is used with planned discovery lessons that allows students to build a foundation with fractions and fractional operations through a C-R-A approach. All students benefit from the use of the program along with re-teaching for the Tier 2 and Tier 3 students.

1. MeasureWorks is a manipulative kit that is used with planned discovery lessons that allows students to build a foundation of measuring linear and capacity units through a C-R-A approach. All students benefit from the use of the program along with re-teaching for the Tier 2 and Tier 3 students.

2. AlgebraWorks is a manipulative kit that is used with planned discovery lessons that allows students to build a foundation of algebraic concepts through a C-R-A approach. All students benefit from the use of the program along with re-teaching for the Tier 2 and Tier 3 students.

3. First In Math is a Computer Aided Instruction that helps students build computational fluency. All students will benefit from use as problems become more complex as the student progresses. Students should utilize this resource at least once a week.

4. GeoGebra Wiki is a free pool of teaching materials for the dynamic mathematics software GeoGebra. Teachers for explicit/direct instruction can download all lessons or students can access the lessons for discovery learning. All students can benefit from these lessons on a weekly basis

5. Riverdeep is an Individual Learning System that re-teaches math concepts to Tier 2 and Tier 3 students. Students should use Riverdeep as needed

6. NLVM is a compilation of Virtual Manipulatives that teachers can use to deliver explicit/direct instruction on the use of manipulatives. This site can also be used as a computer aided instruction where students can become efficient in computation and discover relationships of mathematical concepts. This should be used with all students on a weekly basis.

7. Tabula Digita is an engaging computer aided instruction system that provides students with the practice in computational fluency aligned to the NGSSS. All students should use this resource as it

Instruction & Intervention/STEM Department will be providing support for the teaching and learning of science 6-8:

1. Grade-level-specific hands-on science instructional activities

· Science Inquiry

· Nature of Science

· Science content, processes and strategies (online and face-to-face workshops

· Authentic Assessment

· Writing higher order test questions

· FCAT Test Specifications

· Next Generation Sunshine State Science Standards

· 6th, 7th, and 8th grade Big Ideas

· Leadership Training for Science Coaching, mentoring, and modeling

science instruction for school-based science coaches provided by the district professional leadership community

· Science content and CCSS

· Inquiry-Based Instruction

		<p>is intrinsically motivating and has enough variety in content that it can be used multiple times a week.</p> <p>8. Hands On Standards is a guide to using a myriad of manipulatives aligned to the C-R-A strategy. Hands On Standards provide teachers with multiple planned discovery lessons to use as introductions or re-teaching to all students. This resource should be used on a regular basis or for Tiered interventions when necessary.</p> <p>9. Compass Odyssey differentiates and personalizes instruction while formatively assessing students and informing data-driven decisions. It will serve as ongoing remediation as well as course recovery.</p> <p>11. Algebra Ready helps students master fundamental mathematics and prepares them for Algebra and Geometry. This resource will benefit Tier 2 and Tier 3 students who need the skill reinforcement and should be used in a pull-out or push-in capacity or in an intensive course.</p> <p>19. Gizmos (ExploreLearning.com) Levels 1-5 ·Interactive, inquiry-based science online simulations.</p> <p>20. Dinah Zike's Big Book of Science; Dinah-Might Adventures (2004); Strategies in reading and vocabulary development. • Research opportunities for independent study • Opportunities for student-created science investigations.</p>	
	<p>Biology I Holt McDougal, Florida Holt McDougal Biology, Novicki, 2012/2012</p> <p>AP Biology Holt McDougal, Biology: The Unity and Diversity of Life, 2009/12th</p> <p>Chemistry I/Chemistry I Honors Holt McDougal, Modern Chemistry, 2009/2009</p>	<p>The following list provides nonfiction science content books for students; includes key science vocabulary and promotes inquiry:</p> <p>1. Timed Readings Plus in Science; Glencoe McGraw Hill (2003); Levels 1-5</p> <p>2. Inquiry in Action: Investigating Matter Through Inquiry (American Chemical Society): Levels 1-5 Resource for elementary and middle school teachers. · Addresses major concepts of matter through guided-inquiry · Helps teachers understand the process of inquiry and how to guide their students through the inquiry process. · Contains simple physical science activities to be conducted under adult supervision.</p> <p>3. Marvels of Science; Haven, Kendall(1994); 800-237-6124; Levels 1-5 50 Fascinating 5-minute readings focus on the characters, events and moments of genius that comprise the story of science.</p> <p>4. Target Science; Educational Tools Inc. (2007); 800-586-9940 Levels 1-5 · Science content and process skills with reading passages.</p> <p>5. Reading First Through Science; Educational Tools Inc. (2007); 800-586- 9940 Levels 1-5 · Science content and process skills with reading passages.</p> <p>6. FCAT Coach; Triumph Learning (2006); triumphlearning.com; 800-221- 9372; Levels 1-5 · Content and vocabulary development.</p> <p>7. Buckle Down; Triumph Learning (2006); triumphlearning.com; 800-221- 9372; Levels 1-5 · Content and vocabulary development.</p> <p>8. Ladders to Success; Triumph Learning (2006); triumphlearning.com;</p>	

HIGH	AP Chemistry Holt McDougal, Chemistry, 8e, Zumdahl, 2010/8th	800- 221-9372; · Content and vocabulary development.	Professional Development providing support for the teaching and learning of science 9-12: · Course specific hands-on science instructional activities · Science Inquiry · Nature of Science · Science content, processes and strategies (online and face-to-face workshops) · Authentic Assessment · EOC Examinations · Next Generation Sunshine State Science Standards · Writing higher order test questions · Leadership Training for Science · Coaching, mentoring, and modeling science instruction for school-based science coaches
	Earth/Space Science Holt McDougal, Florida Holt Earth Science, 2012/2012	9. Measuring Up; Peoples Publishing Co. (2004); FLStandardshelp.com; 800- 822-1080; Levels 1-5 · Prescriptive exams and test bank with content focus. · Computer tracking available.	
	AP Environmental Science Holt McDougal, Living in the Environment, Miller, 2009/16th	10. FCAT Essentials; Kaplan (2007); 888 – KAPLAN8; www.KaplanK12.com; Levels 1-5 · Test questions with content assistance.	
	Marine Science I Honors Holt McDougal, Oceanography: An Invitation to Marine Science, 2010/7th	11. Challenge the FCAT; Ledbetter (2003). Contemporary Publishing Co.; 919-851-8221; Levels 1-5 · Test questions and content aimed at FCAT standards.	
	Physics I Holt McDougal, Holt Physics, 2009/2009	12. FCAT Reading and Content; AMSCO (2004); www.amscopub.com; Levels 1-5 · Reading, content, and test questions aimed at FCAT standards.	
	AP Physics B Holt McDougal, College Physics 8e, 2009/8th	13. Florida Preparing for FCAT Science; AMSCO (2006); www.amscopub.com; Levels 1-5	
	AP Physics C Holt McDougal, Physics for Scientists and Engineers 8/e, 2010/8th	14. ScienceSaurus; GreatSource (2003); 800-289-4490; Levels 1-5 · Student and teacher science resource/reference book · explains key science concepts in simple terms · contains information about life, physical, earth and space science, natural resources and the environment in student-friendly terms.	
	Physical Science Holt McDougal, FL Holt Science Spectrum: Physical Science, 2012/2012	15. Science DayBooks in Earth, Life and Physical; GreatSource (2003); 800- 289-4490 Levels 1-5 · Content and reading passages with “journal-type” pages for student notes. Supports Language Arts standards  16. Readers Handbook – A Student Guide for Reading and Learning; GreatSource (2003); 800-289-4490 Levels 1-5 · Focuses on non-content-specific reading strategies and skills for students.  17. Access Science; GreatSource (2003); 800-289-4490 Levels 1-5 · Activities and vocabulary development with FCAT focus.  18. Gizmos (ExploreLearning.com); Interactive Levels 1-5 · Inquiry-based science online simulations.  19. Dinah Zike’s Big Book of Science; Dinah-Might Adventures (2004); 800- 99DINAH Levels 1-5 · Strategies in reading and vocabulary development.  20. AGS Globe Science: AGS Globe science provides ELLs with concepts and skills in a high-interest, low-readability text.	

Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.



Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After-school camp, Saturday camp	Grade 5 students: Who are level 1, 2, or Bubble in reading and/or math, Performing below the 80% on the Broward Science Benchmark Test Performing below 75% on the Science Mini Assessments	60 – 90 minutes 1-3 days a week	Dr. Marie Wright, Executive Director, Instruction & Intervention  Dr. Desmond Blackburn, Chief School Performance & Accountability Officer

#### Title I District Improvement Plan - (Part 6)

#### 6) List and describe specific scientifically research-based writing programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	<p>The core writing instruction in K-2 are based upon the Common Core State Standards. Lessons place an emphasis on the following: text types and purposes (opinion, narrative, and informative/explanatory writing), production and distribution of writing, research process to build and present knowledge, and integration of writing across all disciplines. BEEP Lessons for Primary Writers and mentor texts help to support daily writing instruction/writing workshop.</p> <p>At the start of the school year all students should submit a baseline writing sample which is to be scored analytically and used as a guide for individualized instruction.</p> <p>The core writing instruction in 3-5 are based upon the NGSSS and Common Core State Standards. Lessons place an emphasis on the following: text types and purposes, production and distribution of writing, research process to build and present knowledge, integration of writing across all disciplines, and FCAT 2.0 Writing. BEEP Lessons for Intermediate Writers and mentor texts help to support daily writing instruction/writing workshop.</p> <p>At the start of the school year all students should submit a baseline writing sample which is to be used as a guide for individualized instruction. Throughout the year, students' writing should be scored analytically to inform instruction. Assessments may be scored holistically to correlate with FCAT 2.0 Writing.</p>	<p>The writing standards taught in the core writing program are based on writing purposes and the writing process (pre-writing, drafting, revising, editing, and publishing). When students need additional/supplemental assistance with a specific skill or strategy taught, their individualized conference time should increase.</p>	<p>District Writing Training: Grade-level professional development is offered for primary and intermediate teachers to support implementation of Common Core State Standards. Writing Instruction for Common Core K-2 Writing Instruction 3-5 FCAT 2.0 Writing Training</p> <p>Professional Learning Communities</p>
MIDDLE	<p>In the fall, all students should be administered a 60-minute Diagnostic/Baseline Assessment. Students should have their writing examined for overall effectiveness via State FCAT Writing rubric. Scores should be recorded in the database.</p> <p>SpringBoard Writing Workshop lessons should be utilized to deepen students' knowledge of the writing process, types and purposes so that students can produce clear and coherent writing. Students will also utilize SpringBoard Writing Workshop to respond to performance tasks in which they are required to respond to text based prompts.</p>	<p>Since writing is a process, specific strategies should be implemented to meet the needs of the students. When students need additional assistance with a specific skill, mini lessons should be implemented and individualized conference time should increase.</p>	<p>The following trainings are available to support writing instruction:</p> <p>SpringBoard Quick Starts?</p> <p>SpringBoard Grade Level Seminars?</p> <p>SpringBoard Writing Workshop (all grade levels)?</p> <p>FCAT 2.0 Writing Training</p>
		<p>1. This model addresses improving every mode of writing (academic, creative, technical) for every writing situation (on-demand assessments, transactional/public,</p>	

# HIGH

	exploratory/private and poetic/artistic) for all students regardless of grade or ability.	
	<ul style="list-style-type: none"> <li>• Some aspect of the six traits (ideas, voice, organization, word choice, sentence fluency, and conventions) should be emphasized in every piece of writing that a student does because these are the characteristics of good writing.</li> <li>• Writing in some form should be done several times each week.</li> </ul>	
	2. All students should be taught the writing process (prewriting, drafting, revising, editing, and publishing).	
	· Writing in some form should be done several times each week.	
	<ul style="list-style-type: none"> <li>• Not all writing needs to go through the process, but draft writing improves after students have gone through revision on earlier papers.</li> <li>• One or two writings per month should be taken through the process.</li> </ul>	
1. SpringBoard Writing Workshop lessons should be utilized to deepen students' knowledge of the writing process, types and purposes so that students can produce clear and coherent writing. Students will also utilize SpringBoard Writing Worskshop to respond to performance tasks in which they are required to respond to text based prompts.		
2. 6 Traits Model of Writing	3. The majority of students need access to the tests unless their IEP stipulates otherwise.	SpringBoard Quick Starts
3. The college-readiness test preparation (ACT, SAT, PERT)	<ul style="list-style-type: none"> <li>• All high school students should be college-and/or career-ready.</li> </ul>	SpringBoard Grade Level Seminars?
4. Pre-AP Vertical Teams model for AP and Dual Enrollment	<ul style="list-style-type: none"> <li>• English courses at Grades 10, 11, and 12 should embed instruction on grammatical concepts for the multiple-choice sections of these tests as well as instruction on the essays for the ACT and SAT.</li> </ul>	SpringBoard Writing Workshop (all grade levels)?
5. On-demand Writing Prompts (FCAT Writing, SAT and ACT)		FCAT 2.0 Writing Training
6. AP Program	<p>4. From 9th grade on, all students should be given writing assignments that call for in-depth analysis of literature and informational text.</p> <ul style="list-style-type: none"> <li>• The growing emphasis on being ready for college-level courses necessitates an emphasis at least by 9th grade on higher-order analysis and composition.</li> <li>• At least once per month students should use analyze literature in the manner that will be required in AP or dual enrollment courses.</li> </ul> <p>5. The FCAT prompts should be given as follows:</p> <ul style="list-style-type: none"> <li>- 9th graders – a couple during second semester</li> <li>- 10th graders – one every month from August through February.</li> </ul> <p>Only released prompts with anchor papers should be used in this practice for the sake of authenticity.</p> <ul style="list-style-type: none"> <li>• ACT and SAT prompts should alternate on a monthly basis for 11th graders all year and for 12th graders during first semester. The prompts must be supplemented with work on</li> </ul>	

		multiple-choice Writing for the two assessments. Only released SAT and ACT prompts with anchor papers should be used in this practice for the sake of authenticity.	
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**Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.**

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
After School Camp, Before School Camp	<ul style="list-style-type: none"> <li>Fourth grade students not scoring a 3.0 or higher on the baseline writing assessment that is scored with FCAT Writes rubric.</li> <li>Eighth grade students not scoring a 3.0 or higher on the FCAT Writing portion, as evidenced by the most recent writing sample.</li> <li>10th graders whose baseline FCAT essay responses are at or below 3.0 <ul style="list-style-type: none"> <li>1st hour: respond to a prompt or revise a response done the previous week</li> <li>2nd hour: look at models of good writing in the areas of idea development, word choice and conventions. Students should then make revisions based on the strategies used in the models.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>One hour three times per week before or after school.</li> <li>One hour three times per week before or after school.</li> <li>6 sessions for 2 hours each over six weeks.</li> </ul>	<p>Dr. Marie Wright, Executive Director, Instruction &amp; Intervention</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p>
Saturday Camp	<ul style="list-style-type: none"> <li>Fourth grade students not scoring a 3.0 or higher on the baseline writing assessment that is scored with FCAT Writes rubric.</li> <li>Eighth grade students not scoring a 3.0 or higher on the FCAT Writing portion, as evidenced by the most recent writing sample.</li> <li>10th graders whose baseline FCAT essay responses are at or below 3.0</li> </ul> <p>Each 3-hour session would have a writing; followed by lessons on idea development, word choice, and conventions; collaborative revision; and rewriting of the essay.</p>	<ul style="list-style-type: none"> <li>Once a week for six weeks prior to the FCAT writing assessment.</li> <li>One hour three times per week before or after school.</li> <li>4 sessions of 3 hours each.</li> </ul>	<p>Dr. Marie Wright, Executive Director, Instruction &amp; Intervention</p> <p>Dr. Desmond Blackburn, Chief School Performance &amp; Accountability Officer</p>

#### **Title I District Improvement Plan - (Part 7)**

**7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.**

The 2012-2013 Title I budget and plan have been developed in consideration of the No Child Left Behind requirements. All required set asides, inclusive of the 10% for Staff Development, have been addressed in several different categories. The District and schools are required to document all training that falls under this mandate.

#### **Title I District Improvement Plan - (Part 8)**

**8) Describe specific activities or strategies the district will use to promote effective parental involvement.**

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
		<ul style="list-style-type: none"> <li>Title I Annual Meeting</li> <li>Title I Executive Parent Advisory Council (EPAC) meets quarterly through council meetings</li> </ul>		

<p>Title I regulations require that the District increase parent participation by providing parental involvement activities that give parents knowledge that will assist them in helping their child with achievement gains.</p>	<ul style="list-style-type: none"> <li>• Feedback from Parent Workshops/Training Evaluations</li> <li>• Feedback from Annual Title I Parent Evaluations</li> <li>• Feedback from Parent Participants' Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Title I Parent Training Academy (PTA) meets regularly through workshops</li> <li>• Title I Parent Involvement Resource Center (PIRC) operates daily</li> <li>• Collaboration with other local and state Parent Involvement Resource Centers (PIRCs)</li> <li>• Title I Parent Center on Wheels operates daily</li> <li>• Title I Computer Literacy Training is a course offered to parents bi-annually</li> <li>• Title I MegaSkills Training is a workshop that is offered to schools and parents</li> <li>• Annual Parent Seminar (consolidated event) a parenting event of literacy workshops and informative resources</li> <li>• Men-That-Care (consolidated program) meets quarterly</li> <li>• Title I School's Parent Workshops are offered continuously</li> <li>• Community Partnerships are offered continuously to parents who benefit from additional resources</li> <li>• Title I Technical Assistance Training (attendees school-based Title I Liaisons and Community Liaisons) to strengthen parent involvement at the school level.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Parent Surveys</li> <li>• Parent Evaluation Forms</li> <li>• End-of-Class Evaluations</li> <li>• Male Participant Evaluation forms</li> </ul>	<p>Michaëlle Pope, Executive Director, Student Support Initiatives</p>
<p>The District's Head Start Program offers comprehensive educational and family services to 2,120 families at 60 selected elementary schools. The following parent needs topics were gathered from the Head Start Parents as Partners Form and Parent Interest Survey:</p>				

<p>Preschool Education and Child Development</p> <ul style="list-style-type: none"> <li>• How to help your child do well in school</li> <li>• Head Start Child Outcomes</li> <li>• Effective Parenting Techniques</li> </ul> <p>Adult Education</p> <ul style="list-style-type: none"> <li>• GED/High School Diploma</li> <li>• How to get and keep a job</li> <li>• Vocational technical job training</li> <li>• ESOL training</li> </ul> <p>Family Life</p> <ul style="list-style-type: none"> <li>• Male/Father involvement</li> <li>• Woman's support group</li> <li>• Grandparents support group</li> <li>• Improving family relationships</li> <li>• Budgeting/Saving</li> </ul> <p>Keeping your family healthy</p> <ul style="list-style-type: none"> <li>• Planning nutritional meals</li> <li>• AIDS education</li> <li>• CPR/First Aid/Safety</li> <li>• Stress and anger management</li> </ul>	<p>The results of the Head Start Parents as Partners Form and Parent Interest Survey are used to determine parents' needs and interests. The documents are administered to all Head Start families at the required Parent Educators' home visits. Parent Educators complete the forms during an interview process at the beginning of the school year. The results of both forms are compiled and reviewed by the Head Start Parent Committee at each school, which determines and selects the parental activities involvement topics for the year.</p>	<p>The Head Start program requires parents to be involved in children's education as part of the programs' family agreement. The following parent activities are part of the yearly strategies implemented to address parent needs: Head Start Parent Committee - quarterly parent meetings at each school, monthly policy council meetings, individualized support from parent educators, field trips, male/father's group, women's group, school related activities childcare, interpreters, and refreshments are provided at all meetings.</p>	<p>Evaluation of presentation</p> <p>Parent educator's quarterly contact reports</p> <p>Family Assessment Form</p>	<p>Dr. Leontine Butler, Executive Director, Early Childhood Education</p>
<p>Middle and high School parents need assistance in supporting their child's academic achievement.</p>	<p>Annual Customer Survey Summary</p>	<p>Parent Web Site; Parents Guide to Broward Schools; Parent workshops; Parent/teacher conferences</p>	<p>Annual Customer Survey</p>	<p>Tracy Clark, Public Information Officer;</p> <p>Maurice Woods, Chief Strategy &amp; Operations Officer</p>
<p>Increased Communication with Schools/District.</p>	<p>5.4% return of Parent Annual Customer Survey.</p>	<p>Focus groups to identify parent concerns, Compilation of data from parent feedback from departments, parent groups and Parent Involvement Communication Council (PICC), revise and improve Annual Customer Survey questions and response rate.</p>	<p>Annual Customer Survey</p>	<p>Tracy Clark, Public Information Officer;</p> <p>Maurice Woods, Chief Strategy &amp; Operations Officer</p>
<p>Improved access to information about testing and test scores.</p>	<p>18% of Middle school students report that they were unable to discuss test scores with Guidance Counselors, teachers or school staff.</p>	<p>Create FAQ section on the school and District Parent Web site.</p>	<p>Annual Customer Survey</p>	<p>Tracy Clark, Public Information Officer;</p> <p>Maurice Woods, Chief Strategy &amp; Operations Officer</p>
<p>Information pertaining to special education services and supports is distributed to parents based on priorities/needs identified on the annual parent needs assessment. The following topics have been identified as priority areas: behavior, reading, homework &amp; study skills, social skills, accommodations &amp; modifications, stress management, brain gym, effective discipline, &amp; problem solving. (Source:</p>	<p>Annual Parent Needs Assessment Surveys are disseminated to parents at all workshops and through schools.</p>	<ul style="list-style-type: none"> <li>• Disseminate an annual Parent Needs Assessment Survey to parents and schools, to collect baseline data from parents of students with disabilities to be utilized in developing two ESE Parent Education Workshop calendars for first semester (September-December) and second semester (January-June).</li> <li>• Parent workshops include a "Weekend with the Experts" Saturday Series.</li> </ul> <p>The ESE Parent Education Workshop calendars are</p>	<p>Parent workshop evaluations completed by parents attending ESE Parent Education Workshops to review and monitor parent evaluation satisfaction data, including the "Weekend with the Experts" Saturday Series. Attendance data from parents attending ESE Parent Education Workshops is summarized and collected to review and monitor parent</p>	<p>Tracy Clark, Public Information Officer;</p> <p>Maurice Woods, Chief Strategy &amp; Operations Officer</p>



baseline data from the annual Parent Needs Assessment Survey).		disseminated to parents, schools, parent advocate groups & organizations and strategic partners via a comprehensive ESE/FDLRS Parent Services Marketing Plan.	evaluation satisfaction data.	
Parent leadership to guide and assist in monitoring parent participation and satisfaction in the ESE Parent Education Workshops.	Parent participation on the District ESE Advisory Council, Executive Committee and subcommittees.  Parent feedback obtained on workshop evaluation forms.	Parent participation on the District ESE Advisory Council monthly meetings, Executive Committee and subcommittees (participation is open to parents of an ESE student).	FDLRS Parent Services reports qualitative feedback to the FDLRS Coordinating Council and District ESE Advisory Council. Meeting minutes are recorded to assist in the development of the annual ESE Parent Education Training Plan.	Kathrine Francis, Executive Director, Special Education & Support
Communicate ESE related information to parents, schools and key strategic parent advocate groups & organizations.	Advertise and inform parents of upcoming ESE Parent Education Workshops and related events/information.	ESE/FDLRS Marketing Plan is implemented regularly to continually share ESE related information and resources (via a variety of marketing methods including the ESE and FDLRS websites.	ESE/FDLRS Marketing Plan includes but is not limited to: one monthly Parent Link phone call to every home of an ESE student, Media Releases for newspaper announcements, ESE e-News electronic announcements sent to ESE parents registered on the ESE website, e-mail to Parent Advocate Groups & Organizations to share information with their parents and staff.	Kathrine Francis, Executive Director, Special Education & Support
Parent leadership to promote communication of district parent initiatives.	Identified outcomes for parent services as described in the FDLRS Grant.	Participation in the Parent Involvement Communication Council (PICC) meetings that has representation of all parent organizations in the District; ESE parents are represented on District Advisory Council (DAC), School Advisory Councils (SAC) and PTA county councils.	Regular PICC meetings throughout the school year result in meeting minutes and documented participation; regular e-mail correspondence from PICC to share information with parents of ESE students and schools.	Kathrine Francis, Executive Director, Special Education & Support
Provide ESE related information and resources to parents of Title 1 student attending public and non-public Title 1 schools.	Collaboration provided to address Title 1 needs (as requested).	Collaborative events with Title 1 to provide ESE Parent Education Workshops such as the annual Title 1 Parent Conference held in the month of January.	Feedback from Title 1 staff and conference participants.	Kathrine Francis, Executive Director, Special Education & Support
Provide schools and parents with information about their rights as parents of students with disabilities.	"A Parent's Introduction to ESE in Florida."	Continue working in conjunction with the FL DOE to distribute "A Parent's Introduction to ESE in Florida" to parents of students with disabilities, parent advocate groups & organizations, and schools.	Disseminate "A Parent's Introduction to ESE in Florida" publication to parents, parent advocate groups & organizations, and schools.	Kathrine Francis, Executive Director, Special Education & Support
Provide Active Parenting workshops to parents in a variety of Broward County locations.	Annual baseline data supports the continued training to train a cadre of interested school staff to facilitate Active Parenting workshops.	Provide Train-the-Trainer Active Parenting Leader Training to interested school staff.	Cadre of trained school staff as Active Parenting Leaders throughout the district (at the school building and District level).	Kathrine Francis, Executive Director, Special Education & Support

### Title III District Improvement Plan

#### Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

# 1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

In school year 2010-2011, Broward County Public Schools (BCPS) met AMAO 1 and 2.

As for AMAO 3, 44% of the district's ELL subgroup scored at or above grade level in Reading and 59% of the district's ELL subgroup scored at or above grade level in Math in 2010-2011. The Florida criteria were 79% scoring at or above grade level in Reading and 80% scoring at or above grade level in Math. The graduation rate did increase by 3%, from 61% in 2009-2010 to 64% in 2010-2011.

The Reading and Math FCAT performance of ELLs were major factors in preventing the district from achieving the AMAO 3. The FCAT is not just measuring the achievement of the Sunshine State Standards for ELLs but is also measuring their English language proficiency. The FCAT in English is a test of English language proficiency for ELLs, and may not be an accurate measure of their ability to comprehend the SSS. The K-12 ESOL Plan includes professional development, instructional materials, and scheduling guidelines. Implementation is still in process and achievement gains are expected to continue in the future. To date, principals are held accountable and monitored by their respective District Administration through regular visitations. Referenced in State-approved ELL Plan, Section 11.

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)		Personnel Responsible	Timeline	Funding Source
a. Research supports the need for explicit, systematic instruction in all areas of reading instruction. The state now recognizes instruction in Oral Language Development as a critical component of the state's formula (Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension). In order to meet the Annual Measurable Achievement Objectives mandated by NCLB, instruction must include strategies to increase oral language proficiency. b. The district provides research-based supplementary materials to meet the specific instructional needs of ELLs to maximize achievement such as Content Area Vocabulary System (CAVS), Rosetta Stone, and Radius Machines and Cards which focus on oral language development. c. Secondary ELLs receive a dedicated block of time for English language development in addition to reading and writing. A dedicated 30 minutes of English language skills instruction in addition to a reading block leads to significant growth in student reading skills (Foorman & Saunders, in press). d. In addition, professional development in models such as Sheltered Instruction Observation Protocol (SIOP) will provide support in assuring that content is comprehensible to ELLs. e. The Title III Support Team provides coaching and modeling of these and other research-based strategies and programs to assist teachers in improving ELLs' English language proficiency. f. Title III staff monitors all schools in the district through school visits and classroom walkthroughs to ensure that ELLs have access to new programs implemented. Referenced in ELL Plan Section 4.		Dr. Marie Wright, Executive Director, Instruction & Intervention	School Year 2012 - 2013	Title III

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
<b>Grade Level</b>	<b>Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)</b>	Dr. Marie Wright, Executive Director, Instruction & Intervention	School Year 2012 - 2013	Title III
K-2	<a href="#">Grade K-2 Chart</a>			
3-5	<a href="#">Grade 3-5 Chart</a>			
6-8	<a href="#">Grade 6-8 Chart</a>			
9-12	<a href="#">Grade 9-12 Chart</a>			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
a. The district provides research-based supplementary materials to meet the specific instructional needs of ELLs to maximize achievement such as: • Content Area Vocabulary System (CAVS) for Math • ACCESS Kits for Math • Pacemaker Math Textbooks • District Struggling Math Chart • Radius Machines and Cards • Perfection Learning Math b. The Title III Support Team provides coaching and modeling of these and other research-based strategies and programs to assist teachers in improving ELLs' English language proficiency. c. Title III staff monitors all schools in the district through school visits and classroom walkthroughs to ensure that ELLs have access to new programs implemented. Referenced in State-approved ELL Plan, Section 4.		Dr. Marie Wright, Executive Director, Instruction & Intervention	School Year 2012 - 2013	Title III

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.		Personnel Responsible	Timeline	Funding Source
a. Professional development in models such as Sheltered Instruction Observation Protocol (SIOP) will target both content and English language objectives in lessons. b. Additional trainings developed at the district level, in coordination with other departments, to support English language development and academic instruction include the following: • Academic Achievement for ELLs • Building Blocks for Elementary Teachers • Everything You Need To Know About ESOL • ESOL for New Administrators • Developmental Language Arts through ESOL		Dr. Marie Wright, Executive	School	

for Teachers • New Educator Support System Training in ESOL • ESOL Endorsement Coursework and Category II-IV • Supporting the Needs of ELLs • Content Area Vocabulary System (CAVS) • istation • Rosetta Stone c. The Title III Support Team provides coaching and modeling to assist teachers in improving ELLs' English language proficiency and academic achievement. d. Title III staff monitors all schools in the district through school visits and classroom walkthroughs to ensure that ELLs are receiving comprehensible instruction and that programs are being implemented with fidelity. Referenced in State-approved ELL Plan, Section 10.	Director, Instruction & Intervention	Year 2012 - 2013	Title III
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6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Meetings have concurrent translations in the following major languages through the use of translation technology: Spanish, Haitian-Creole, and Portuguese. Parents are notified by mail, email and by Parent Link. In addition the following components are in place: • Collaboration with district departments (PICC), schools, Title I, and agencies such as Hispanic Unity, Mental Health Association, Youth Co-Op for Refugees, Children's Services Council, PIRC Region V and National Hispanic Scholarship Fund • Multilingual Parent Brochures and websites • Distribution of Parent Guide and Code of Conduct in CD format with all 4 languages in one CD • Bilingual Parent Institute highlighting a successful high school and college career • Monthly ESOL Leadership Council Meetings • Training for parents on the use of computer tools such as BEEP, Virtual Counselor and parent websites. Licenses will now be provided directly to parents of ELLs for Gr.5-12 Math instructional and bilingual videos in Spanish, Haitian Creole and English as well as licenses for Parents of K12 Connecting with your Communities, a bilingual parent involvement program • Leadership Training, participation in district and state policy committees, shadowing and participation in monthly meetings with staff and Superintendent • Multilingual Parent Website <a href="http://www.browarddesolparents.com">www.browarddesolparents.com</a> . • Collaboration in the expansion of Broward Enterprise Education Portal (BEEP Student Portal) Referenced in State-approved ELL Plan, Section 9.	Vicky Saldala, Director, ESOL	School Year 2011 - 2012	

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source
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#### District Assistance and Intervention Plan: Differentiated Accountability

##### Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: **Upload the district's Differentiated Accountability Checklist of Compliance.**

[Show Attached district's Differentiated Accountability Checklist of Compliance.](#)