

HIGH SCHOOL: READING 2010 – 2011

WHAT'S NEW FOR 2010-2011?

- Fluent level 1 or 2 students who qualify for *Edge B* are not required to be scheduled in a double block of instruction. *Edge B* is scheduled for 55+ minutes daily for 180 days or 90+ minutes daily for 90 days.
- Class size limits for Intensive Reading Edge A, Edge B, and Developmental Language Arts through ESOL have been raised from 20:1 to 22:1. Wilson remains at 15:1 and Edge C & Retake courses remain at 25:1.
- Per Senate Bill 4, a student who has not earned passing scores on the 10th Grade FCAT Reading has to take the FCAT Reading Retake *only* until the student earns a score that is concordant with the FCAT Reading passing scores. For 2010-11, these scores are ACT (18) and SAT (420). <http://www.flsenate.gov/data/session/2010/Senate/bills/billtext/pdf/s0004er.pdf>
- 11th and 12th Grade Students who have not passed the FCAT, whether placed in Intensive Reading Retake or Content Area Reading, must continue to be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes and the Diagnostic Assessment of Reading (DAR) Word list. <http://www.justreadflorida.com/docs/6A-6-054.pdf>
- Students with Florida Assessments for Instruction in Reading (FAIR) data will be placed and progress monitored using the FAIR. Students without FAIR data will be placed and progress monitored using the Florida Oral Reading Fluency (FORF) probes and the Diagnostic Assessment of Reading (DAR) Word list.
- The High School Reading Instructional Focus Calendars, BEEP Lesson Plans, and Professional Development are being updated to reflect the Next Generation Sunshine State Standards (NGSSS) and instructional improvements. These changes will be shared with schools at the Reading Coach's meetings.

WHAT YOU NEED TO DO?

- Place students with the most intensive needs for reading with the best, most highly qualified teachers following the criteria outlined in the 2010 –11 Placement Charts, Struggling Reader Chart, and K-12 Plan.
- All Level 1 and 2 Reading Teachers must attend professional development in order to deliver program instruction with skill and fidelity.
- All Reading Coaches must attend the Reading Coach Support professional development so they may mentor, model, and support reading teachers, reading across the curriculum, and the school's reading initiatives.
- Principals should meet with their Reading Coaches to develop a weekly coaching support schedule and monitor their coach's log activities regularly in the Progress Monitoring Reporting Network (PMRN).

WHAT WILL HAPPEN IF YOU DON'T?

- District funding through FEFP is conditional upon schools implementing the K-12 Comprehensive Reading Plan with fidelity. Schools not in compliance may have monies withheld from FEFP.

WHO NEEDS TO KNOW?

- All High School Principals, Area Offices, District Leadership
- School Guidance Counselors, Master Schedulers, Reading Coaches, Reading Teachers

HOW WILL YOU COMMUNICATE FOLLOW-UP?

- All stakeholders will be informed with periodical updates.
- Additional information will be shared with administration and reading coaches for distribution to staff.

CONTACT

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