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—W. Fusselman

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**Florida
Reading
Initiative**

EXECUTIVE SUMMARY

Florida's Reading Best Practices Center is serving the state of Florida as a unique K-12 based project with a focus on professional development, resource dissemination and links to best practices in the area of reading. The most recent effort of the Best Practices Center is the development, implementation and follow-up of the **Florida Reading Initiative**. Collaborative efforts between NEFEC, P.K. Yonge, northeast Florida districts, the Department of Education and other Regional Service providers are addressing the alarming numbers of struggling readers.

The Florida Reading Initiative (FRI) is a K-12, research-based, school-wide staff development model designed to provide teachers with the knowledge and skills required for effective reading instruction. The initiative focuses on:

Beginning Reading – Efforts that change non-reading K-1 students into fluent readers and comprehenders of materials typically encountered in their classrooms by the end of Grade 1.

- Language-rich activities that develop oral language proficiency.
- Immersion in a print-rich environment to develop concepts of print and foster a love of reading.
- Linguistically-rich environments that develop phonemic awareness through play with the sounds of language.
- Interactive strategies that teach students the names and shapes of letters.
- Systematic, explicit phonics instruction that is engaging and involves students in building and decoding words.
- Sufficient practice in a variety of early reading material.
- Daily opportunities for students to write.
- Teacher-directed, integrated instruction in comprehension strategies that increases the students' abilities to gain meaning and to engage in thoughtful interaction with and around print.
- Integration of language arts instruction in content areas.
- On-going daily assessment and evaluation to monitor student progress and guide instruction.

Expansion of Reading Power – Reading instruction that systemically strengthens and expands reading power in students who are already fluent readers of materials typically encountered in their classrooms in Grades 2-12.

- Teacher-directed, integrated instruction in comprehension strategies that increases the student's ability to gain meaning and to engage in thoughtful interaction with printed materials.
- Extensive use of varied and abundant authentic printed materials.
- Daily discussions that include literal, interpretive, and evaluative responses to printed materials that require students to defend their understandings.
- A motivational component that includes opportunities for choice in selecting printed materials, social interaction about materials read, and incentives resulting in large amounts of student reading.
- Vocabulary expansion through large amounts of reading and explicit instruction.
- A connected reading and writing program.

Intensive Intervention – Specialized efforts that change struggling readers (K-12) into fluent readers and comprehenders of materials typically encountered in their classrooms, in relatively short periods of time.

- Accelerated, highly specialized instruction that significantly increases the pace of learning and is based on on-going assessment.
- On-going assessment and evaluation to monitor student progress and guide instruction.
- Explicit instruction in phonemic awareness and phonics that enables students to understand how print maps to speech.
- Extensive practice in appropriate text material.
- Teacher-directed, integrated instruction in comprehension strategies that increases the students' abilities to gain meaning and to engage in thoughtful interaction with and around printed material.
- Accelerated, extensive practice in reading and writing.
- Substantial daily practice to ensure accuracy and fluency and to increase comprehension.
- Special practices and organizational patterns to provide struggling readers with what they need.

FRI moves beyond the debate about phonics and “whole language” strategies to promote what research proves to be effective: a balanced approach to reading instruction. Research tells us that a “balanced approach” to reading is not a compromise. It combines the explicit teaching of skills needed to decode words (phonics, phonemic awareness) and language-rich, literature-rich instruction.

Under a one-size-fits-all approach, some children simply will not learn to read. Success requires addressing children as individuals and meeting their specific needs for reading instruction. To help each individual student achieve, teachers must have expertise in using multiple strategies and creative classroom management techniques to help each individual student achieve.

Many elementary teachers have not had any training in reading instruction since college, and the body of knowledge about reading continues to grow tremendously. Teachers in upper grades or subject specific areas may have no background in reading instruction at all, even though many of their students may be struggling to understand their textbooks and other academic materials.

FRI's balanced approach to reading instruction requires a highly skilled teacher. It builds teachers' capacity by giving them access to the latest research, many practical demonstration lessons, and ongoing support.

The FRI professional development model covers eight essential elements, all based on the latest research in reading instruction. These include:

- ✓ **Language development and vocabulary,**
- ✓ **Phonemic awareness and phonics,**
- ✓ **Concepts of print,**
- ✓ **Comprehension strategies,**
- ✓ **Reading/writing connection,**
- ✓ **Formal assessment,**
- ✓ **Informal assessment and**
- ✓ **Effective intervention.**

THE FRI PROCESS

- ✓ Schools apply to become Literacy Demonstration Sites and are selected for readiness and commitment.
- ✓ Schools adopt the goal of 100% literacy.
- ✓ 85% of the faculty, including the principal, participate in a 10-13 day intensive summer training.
- ✓ Schools and local school systems designate and support full-time reading specialists who spend half of their time with struggling readers and half of the time coaching other teachers.
- ✓ Higher education faculty partners work as mentors connected to each school, providing support, access to research, demonstration, and problem-solving assistance.
- ✓ Schools faculties develop and implement an intervention plan for struggling readers.
- ✓ Teachers put their new skills to work. They utilize new assessment tools to check progress and work together to apply instructional concepts, sharpen their skills and solve problems.
- ✓ Reading Specialists attend monthly advanced training sessions and share new techniques and information with teachers at their schools.
- ✓ External evaluators observe classroom practices and compare and analyze students' test scores.

To date, we have trained 220 presenters in a train-the-trainer session held in March. Teachers from our thirteen member school districts, Volusia and Suwannee Counties, staff from the Florida Inclusion Network, Area Center for Educational Enhancement, Florida Diagnostic and Learning Resource Systems and the University of Florida were among those participating in the training. These individuals are now certified to train one or more specific components that comprise the professional development aspect of the Initiative.

Follow-up is built into the project by providing site-based reading coaches and on-going professional development. School staffs will learn to brainstorm solutions and interventions for students who continue to struggle. Principals will provide the leadership necessary to effect and sustain school-wide instructional reform. Principals will attend training for two days prior to the Reading Academy to prepare them with the leadership skills needed to address the task at hand.

Through an application process which required a minimum of 85% of the faculty, as well as the principal, the following schools were selected for year one implementation of the FRI:

“LUCKY 13” SCHOOLS

<i>Macclenny Elementary, Baker County</i>	<i>Browning-Pearce Elementary, Putnam County</i>
<i>Hampton Elementary, Bradford County</i>	<i>Jenkins Middle, Putnam County</i>
<i>Ft. White Elementary, Columbia County</i>	<i>Lake Butler Elementary, Union County</i>
<i>Anderson Elementary, Dixie County</i>	<i>Lake Butler Middle, Union County</i>
<i>Trenton Middle/High, Gilchrist County</i>	<i>Suwannee Middle, Suwannee County</i>
<i>Bronson Elementary, Levy County</i>	<i>P.K. Yonge Developmental Research School</i>
<i>Chiefland Middle, Levy County</i>	

Toolboxes

Teachers attending the Florida Reading Initiative Summer Academy also received toolboxes stocked full of resources to use in the classroom. Examples of content include assessment materials, professional bibliographies, videos of testing strategies and best practices, parent supplies and lists of on-line resources. The Foundation for Rural Education Excellence (FREE) developed and stocked the toolboxes through the in-kind and cash donations from more than 20 businesses.

Corporate contributions have been donated by the following companies: BellSouth, Edmetrics, Inc., Florida Department of Education, Georgia-Pacific, Hartley Press, NEFEC, Random House, Riverside Publishing, Steel Beach Productions, St. Johns Water Management, Blue Cross/Blue Shield and Wireless Testing.



We would like to give a special

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NEFEC

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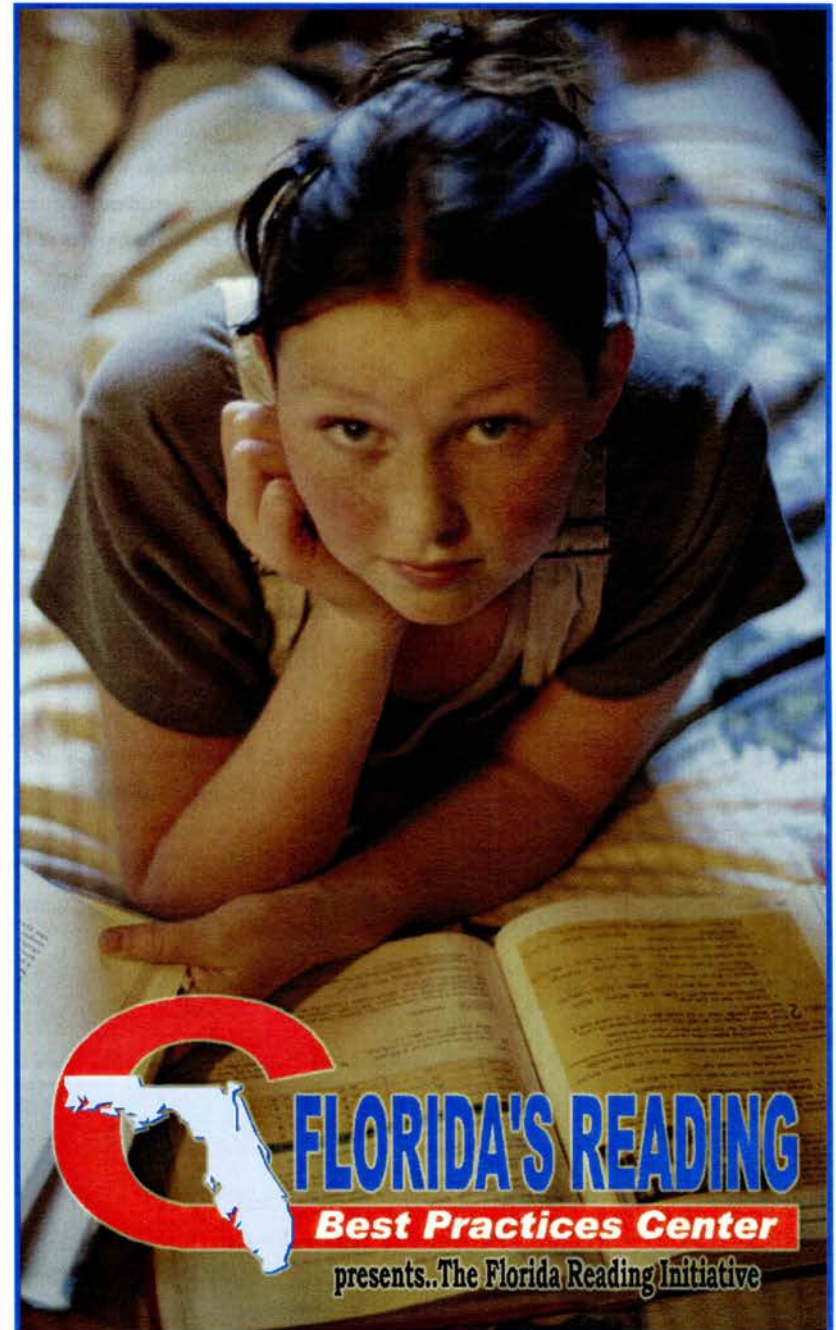
Riverside Publishing

Steel Beach Productions

St. Johns Water Management

Blue Cross/Blue Shield

Wireless Testing



North East Florida Educational Consortium's Reading Best Practices Center/Statewide Reading Initiative

Florida's Reading Best Practices Center is serving the state of Florida as a unique K-12 based project with a focus on professional development, resource dissemination and links to best practices in the area of reading. The most recent effort of the Best Practices Center is the development, implementation and follow-up of the Florida Reading Initiative. Collaborative efforts between NEFEC, P.K. Yonge, northeast Florida districts, the Department of Education and other Regional Service providers are addressing the alarming numbers of struggling readers.

The Florida Reading Initiative



Overview

The Florida Reading Initiative is a K-12 research-based, school-wide project committed to providing the professional development necessary for schools to achieve 100% literacy. Schools wishing to participate must have 85% of its faculty and the principal committed to attend a two

week summer reading academy, have district support, commit to hiring a reading coach and agree to take part in intensive follow-up activities and evaluation. The Reading Academy provides teachers with the knowledge needed to instruct students struggling to learn to read. Components of the academy include such topics as assessment, intervention, comprehension, phonemic awareness, vocabulary development and reading and writing in the content areas. This school-wide approach to professional development will also give staff and school leaders an opportunity to develop a plan to provide intervention for struggling readers.

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"Lucky Thirteen" Schools

- Maclenny Elementary, Baker Co.
- Hampton Elementary, Bradford Co.
- Ft. White elementary, Columbia Co.
- Anderson Elementary, Dixie Co.
- Trenton Middle/High, Gilchrist
- Bronson Elementary, Levy
- Chiefland Middle, Levy
- Browning Pearce Elementary, Putnam
- Jenkins Middle, Putnam
- Lake Butler Elementary, Union
- Lake Butler Middle, Union
- Suwannee Middle, Suwannee
- P.K. Yonge Developmental Research School

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Florida Reading Initiative

Five Year Vision

for
100% Literacy



North East Florida Educational Consortium in
collaboration
with P.K. Yonge Developmental Research School

The Florida Reading Initiative

FIVE-YEAR VISION

Suppose every student in your class was able to read on grade level. Presume we could achieve 100% literacy in Florida.

The Florida Reading Initiative is a research based school-wide reform effort committed to providing the professional development and follow up support necessary for schools to achieve just that - 100% literacy! Teachers are given the background knowledge, skills and strategies needed to teach all students. Thirteen schools in the North East Florida Educational Consortium member districts are currently participating in year one of the Initiative.

This K-12 Initiative promotes teacher inquiry, collegial conversation and professional development. The focus is on improving reading instruction by fostering teacher development. This project acknowledges the importance and expertise of those who work daily with children and promotes turning the instructional decision making largely over to the teachers. Research indicates that attitude changes are essential to successful school reform efforts. Those attitude changes can only occur within a total school environment of support and networking. Adding the requirement for principal involvement at each school is the glue that cements the entire reform. Thus, the Florida Reading Initiative promotes a change in teacher attitudes, skills and practices that will positively impact student achievement at all levels.

There are several key elements that comprise the Florida Reading Initiative.



Whole School Approach: The Florida Reading Initiative requires a whole-school approach that focuses on extensive training of school faculties in reading instruction. If we agree that true school reform is dependent upon support from principals, peers and district level staff, then it is imperative that schools approach this challenge as a community. Therefore, 85% of the faculty must pledge to actively participate in order to take part in the Initiative.



Professional Development: A two-week Summer Reading Academy for K-12 teachers provides in-depth training on the complete reading process. The major components are: phonemic awareness, reading and writing connections, language development, content area reading, assessment and intervention. On-going faculty meetings are held during the two-week Academy. Discussions focus on individual student and school data. These conversations lead to identifying struggling readers and the development of school-wide intervention plans to address their needs.



Continuous Assessment: Teachers learn to utilize both formal and informal assessments as a tool for monitoring student progress. Continuous assessment of students allows teachers to diagnose, prescribe and identify interventions for struggling readers.



Follow-up Support: Each FRI school receives follow-up support in a variety of ways. On-going professional development is provided to meet the specific needs of each school. Principals meet throughout the year in order to share concerns and insights, study issues and develop ways to support teachers. Reading coaches meet monthly in order to receive support and guidance from each other. Meetings are

focused upon reviewing case studies of struggling readers and developing plans for intervention. In addition both FRI staff and University personnel make school visitations. During these visits strategies are demonstrated, assessment and diagnosis is discussed, problems addressed, and discussions with the principal and the reading coach occur.



Evaluation: A third party evaluator will address both qualitative and quantitative data. Both the instructional design as well as each of the supporting elements will contribute to a strong assessment of the overall results. Each year evaluation results will be utilized to assess the effectiveness of the program.

In summary the Florida Reading Initiative is a process that fosters teacher development and a belief that we can achieve 100% literacy. Through intensive research, professional development, use of quality literature and strong follow-up and support the Florida Reading Initiative can provide teachers and schools with the tools necessary to reach even our lowest achieving students.

FIVE-YEAR PLAN

At the end of five years every school will have a trained reading coach, principals will be knowledgeable about reading instruction and intervention, teachers will fully understand the reading process, schools will have libraries of leveled text, classrooms will have libraries filled with quality literature, students will be reading for enjoyment, parent and community support will be visible and teachers will model what they teach.

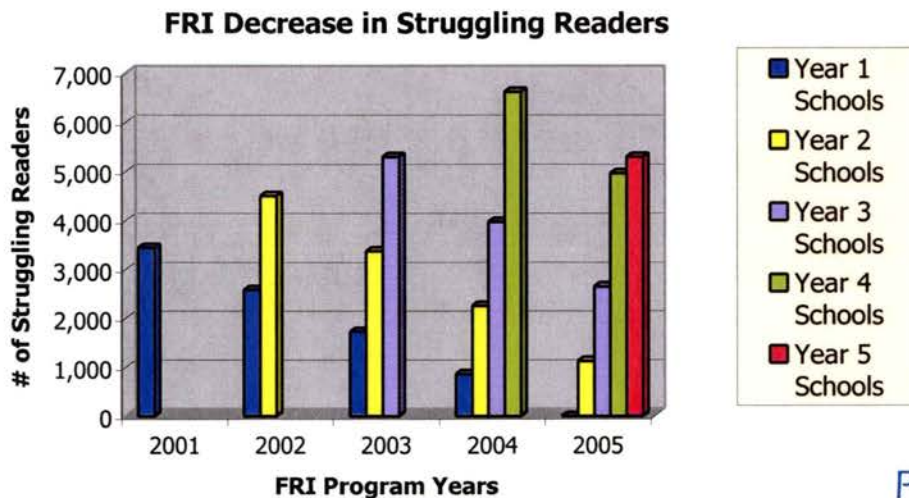
By 2005 the Florida Reading Initiative will expand to serve all K-12 schools in the thirteen NEFEC member districts increasing the

number of schools from 13 in year one to 95 in year five. With forty percent of students in the NEFEC region, or 25,254 students considered to be struggling readers it is imperative that we move forward systematically and quickly. Trained and certified presenters will increase from two hundred and twenty to seven hundred and fifty. Six hundred and fifty teachers were trained in the first Summer Reading Academy in June 2001. It is projected that four thousand seven hundred and fifty teachers will be trained by year five. The chart below represents these projections based upon the hierarchy the school enters into the project.

FRI: Expanding to Reach Students Across Northeast Florida

Year	2001	2002	2003	2004	2005
Participating Schools	13	30	50	75	95
Trained Teachers & Administrators	650	1,650	2,500	3,500	4,750
Certified FRI Trainers	220	325	450	600	750

The Florida Reading Initiative will impact student achievement in participating schools as follows. By the end of the second year of implementation, the number of struggling readers will decrease by twenty-five percent, year three by fifty percent, year four by seventy-five percent, and by year five 100% of the students will be literate in schools completing their 5th year. It is expected that this pattern of progress will be typical for each school as they advance to the fifth year of the project. By the end of the 5th year, the percentage of all struggling readers in FRI schools will have decreased by 44%.



In addition to projected expansion, progressive enhancements will be made to the Initiative key elements during years one through five. These include the following: alignment of components to the sunshine state standards, alignment to ESOL training requirements, integration of technology into the components, add-on certification endorsement in reading is linked to the FRI training and research and component updates continue.

The FRI model will be replicable and scalable for statewide dissemination and implementation. The capacity to impact student achievement will be documented. The challenges will be to maintain the long-term commitment and focus required to reach every student.

Purpose of the Reading Inventory

The Reading Programs Inventory was developed to create a baseline of reading information for the North East Florida Educational Consortium districts and to assess reading needs, as well as to identify promising reading best practices. The Consortium's Instructional Department was given the charge by its members districts to focus its efforts on improving reading instruction within the region.

The results of the Inventory showed a vast number of varying programs being used within the 12 districts. It was determined that another program was not needed. What became a priority was to develop a staff development model that provided the teachers with the knowledge, skills and strategies needed to provide a balanced approach to reading instruction no matter what materials or programs were being implemented. Teachers need to be able to assess students in the area of reading, prescribe intervention and provide appropriate instruction to address all student levels.

This report is organized into six sections: I. Executive Summary; II. School Lists; III. NEFEC/Florida 2000 Reading FCAT Scores; IV. Reading Needs; V. Reading Programs; VI. School Reports.

READING PROGRAMS INVENTORY

NEFEC DISTRICTS

Baker
Bradford
Columbia
Dixie
Flagler
Gilchrist
Lafayette
Nassau
Putnam
Union
P.K. Yonge DRS

Florida's Reading BEST PRACTICES Center
An initiative of
North East Florida Educational Consortium
In partnership with
P.K. Yonge Developmental Research School

I.

EXECUTIVE SUMMARY

NEFEC
READING PROGRAMS INVENTORY
Table of Contents

- I. *Executive Summary*

- II. *School Lists*
 - Districts*
 - Elementary, Middle, High Schools*
 - A, B, C, D, F Schools*

- III. *NEFEC 2000 Reading FCAT Scores*
 - Florida 2000 Reading FCAT Scores*
 - Grade 4*
 - Grade 8*
 - Grade 10*

- IV. *Reading Needs*
 - Elementary Schools*
 - Middle Schools*
 - High Schools*

- V. *Reading Programs*
 - Summary*
 - Schools*

- VI. *School Reports*

EXECUTIVE SUMMARY

PURPOSE OF THE INVENTORY

In July, 2000, NEFEC, The North East Florida Educational Consortium, was awarded a legislative appropriation to establish Florida's Reading BEST PRACTICES Center. The mission of the Center is to serve the state of Florida as a unique K-12 based assessment and validation resource for the determination of reading best practices demonstrated to improve student achievement and to provide research, information, training, materials and on-going assistance to teachers through staff development and its website clearinghouse.

The Reading Programs Inventory was developed to create a base line of reading information for the NEFEC districts and to assess reading needs, as well as to identify promising reading best practices for future validation by the Center. Schools and districts as well as the Center will be served with this information as it provides comparison, utilization, and strengths and weaknesses of current reading programs along with FCAT reading scores and school grades.

The Reading Programs Inventory is organized into six sections- I. Executive Summary; II. School Lists; III. NEFEC/Florida 2000 Reading FCAT Scores; IV. Reading Needs; V. Reading Programs; VI. School Reports. Each section is described and discussed below.

87 elementary, middle and high schools in the NEFEC region were polled for this survey. 70 schools responded and are included in the Inventory. Of the 17 schools not reporting, 6 were elementary, 4 middle, 5 high and 2 K-8 schools.

SCHOOL LISTS

DISTRICT: Schools are listed by district - Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Lafayette, Levy, Nassau, Putnam, Union counties and P.K. Yonge Developmental Research School - the NEFEC region. 2000 school grades and elementary, middle, high designations are included.

ELEMENTARY - MIDDLE - HIGH SCHOOLS: Schools are grouped into elementary-middle-high designations and listed by district with school grade information.

A-B-C-D-F- SCHOOLS: Schools are categorized by their A, B, C, D, F school grade and listed by district and elementary, middle, high designations.

2000 READING FCAT SCORES

FCAT scores from the State of Florida and 75 of the 87 NEFEC schools provided by the DOE website data base are included in this section analysis.

NEFEC 2000 Reading FCAT Scores are presented in three diagrams in section III-Grade 4, Levels I-V; Grade 8, Levels I-V; Grade 10 Levels I-V. The NEFEC scores are compared to the 2000 State of Florida Reading FCAT Scores which are also diagrammed in the same grade and level configurations. %s are rounded.

N-NEFEC; F-Florida	Grade 4 %	Grade 8 %	Grade 10 %
At-Risk Levels I & II	N-46/F-49	N-61/F-61	N-75/F-71
Average Level III	N-32/F-29	N-27/F-29	N-17/F-19
Above Average Levels IV & V	N-24/F-23	N-11/F-12	N-8/F-10

Several striking statements appear- see diagrams in section III.

(1.) There is remarkable alignment between the NEFEC scores and the state of Florida scores in grades 4, 8 and 10. (2.) NEFEC and Florida demonstrate extremely low performance in Level V in all grades: grade 4, N4-F4%; grade 8, N1-F1%; grade 10, N3-F4%. (3.) At-risk populations continue to increase from grade 4, to grade 8, to grade 10: N46-F49%; N64-F61%; N75-F71%. (4.) Level I and V stay reasonably constant from grade 4 to grade 10. The most significant increases occur in Level II, while Levels III and IV continue to decrease from both grade 4 to 8, and from grade 8 to 10.

1999 and 2000 NEFEC Reading FCAT Scores are included in the information reported by individual schools in section VI. It should be noted here that 1999 FCAT scores reflect performance by standard curriculum students only, whereas 2000 FCAT scores include all curriculum groups in the test results.

READING NEEDS

ELEMENTARY - MIDDLE - HIGH SCHOOL: Each list is a compilation of comments made by all elementary-middle-high school respondents and grouped respectively. Where items were reported by more than one school, they were only listed one time. Individual school reading needs are included in the section VI School Reports.

Across elementary-middle-high school groups the predominant areas of need were teacher training, funding for reading resources and reading specialist positions, effective reading programs for all students and FCAT student achievement improvement.

Elementary schools reported a primary need for teacher training in balanced instruction recognizing the need for monitoring to encourage teachers not to revert to whole group direct instruction methods. Several times schools stated that less than total faculty buy-in contributed to a lack of enthusiasm and effectiveness of existing reading programs. Teachers need assistance with time management and classroom aides to provide time for teacher tutoring of struggling readers. Elementary schools more often listed parent and home issues as areas of need. Elementary schools are looking for reading programs that address comprehension, writing integration, higher level learning, provide K-5 consistency and target at-risk students. Funding is needed for leveled books.

Middle schools reported teacher development needs in the areas of training for guided reading across the curriculum as well as how to teach reading. Again lack of total faculty buy-in was cited for reading program ineffectiveness. Teachers need the assistance of a reading specialist for targeted students as well as to coach teachers for school wide consistency. Middle schools are looking for reading programs that address students at the lowest levels as well as challenge average and above average students. Middle schools too need leveled reading material and list funding for computer reading programs as a priority.

High Schools also list reading specialist positions as an area of significant need. Teachers need training in effective reading strategies, how to teach reading skills, working with below level students and they need encouragement to increase reading across the curriculum. Essentially, high schools say there are no secondary reading programs for non-ESE students. High schools are looking for research-based comprehension strategies for struggling, non-struggling and reluctant readers. Too many students are below grade level and FCAT Reading scores are of great concern. Up-to-date computer programs and reading resource materials are critical.

READING PROGRAMS

READING PROGRAMS SUMMARY: Over 50 reading programs and strategies were listed by the 70 respondent schools. The summary contains programs with some groupings and is listed in order of utilization by the greatest number of schools. At the top are Accelerated Reader used in 31 schools, SRA in 27 schools, Reading Rescue in 11 schools, Basal readers, Success For All and Open Court used in 9 schools. At the bottom, 22 programs were listed by one school.

SCHOOLS: Reading programs are next reported as a group and include the district, school, school grade and elementary-middle-high designation of each school where the particular reading program is in current use. Specific strength and weakness information can be obtained in the individual school report in section VI.

Upon review of all "A" schools in the NEFEC districts, it is interesting to note that of the 12 schools listed, 9 are respondents in this report. 6 of those 9 schools use the SRA reading programs.

SCHOOL REPORTS

All 87 elementary, middle, and high schools in the NEFEC districts are included individually in the school report section. 70 schools have submitted data. The school reports include district, name, address, elementary-middle-high, 1999 and 2000 school grades, free/reduced lunch, ESE, 1999 and 2000 reading FCAT scores for grades 4,8 and 10, reading programs, reading program grade levels, reading program strengths and weaknesses, and reading needs information. The School Reports are organized alphabetically by district and grouped by elementary, middle, and high schools.

II.

SCHOOL LISTS

Districts

Elementary Schools

Middle Schools

High Schools

A, B, C, D, F Schools

District List-School, 2000 grade, EMH

District	School	School Grade 2000	Elementary/Middle/High
BAKER	BAKER COUNTY SENIOR HIGH	C	High
BAKER	J. FRANKLYN KELLER INTERMEDIATE	C	Middle
BAKER	BAKER COUNTY MIDDLE SCHOOL	C	Middle
BAKER	WESTSIDE ELEMENTARY SCHOOL		Elementary
BRADFORD	STARKE ELEMENTARY	C	Elementary
BRADFORD	HAMPTON ELEMENTARY	C	Elementary
BRADFORD	BRADFORD MIDDLE	C	Middle
BRADFORD	BROOKER ELEMENTARY	A	Elementary
BRADFORD	SOUTHSIDE ELEMENTARY	C	Elementary
BRADFORD	BRADFORD HIGH	C	High
BRADFORD	RICHARDSON MIDDLE SCHOOL		Middle
BRADFORD	MACCLENNY ELEMENTARY SCHOOL		Elementary
BRADFORD	LAWTEY ELEMENTARY	C	Elementary
COLUMBIA	LAKE CITY MIDDLE SCHOOL	C	Middle
COLUMBIA	FORT WHITE ELEMENTARY SCHL	C	Elementary
COLUMBIA	COLUMBIA CITY ELEMENTARY	C	Elementary
COLUMBIA	NIBLACK MIDDLE SCHOOL		Middle
COLUMBIA	SUMMERS ELEMENTARY SCHOOL	C	Elementary
COLUMBIA	EASTSIDE ELEMENTARY SCHOOL	C	Elementary
COLUMBIA	MELROSE PARKER ELEMENTARY SCHOO	C	Elementary
COLUMBIA	COLUMBIA HIGH SCHOOL-NORTH	C	High
COLUMBIA	COLUMBIA HIGH SCHOOL-SOUTH	C	High
COLUMBIA	WESTSIDE ELEMENTARY		Elementary
COLUMBIA	FIVE POINTS ELEMENTARY SCHL	C	Elementary
DIXIE	DIXIE COUNTY HIGH SCHOOL	D	High
DIXIE	OLD TOWN ELEMENTARY SCHOOL	C	Elementary
DIXIE	JAMES M. ANDERSON ELEM.	C	Elementary
DIXIE	RUTH RAINS MIDDLE SCHOOL	C	Middle
FLAGLER	WADSWORTH ELEMENTARY SCHOOL	B	Elementary
FLAGLER	OLD KINGS ELEMENTARY	A	Elementary

District	School	School Grade	2000 Elementary/Middle/High
FLAGLER	BUNNELL ELEMENTARY	B	Elementary
FLAGLER	BUDDY TAYLOR MIDDLE SCHOOL	A	Middle
FLAGLER	INDIAN TRAILS K-8 CENTER	B	Elementary
FLAGLER	FLAGLER-PALM COAST HIGH	C	High
GILCHRIST	TRENTON ELEMENTARY SCHOOL	C	Elementary
GILCHRIST	TRENTON HIGH	A	High
GILCHRIST	BELL HIGH	C	High
GILCHRIST	BELL ELEMENTARY	A	Elementary
LAFAYETTE	LAFAYETTE HIGH	C	High
LAFAYETTE	LAFAYETTE ELEMENTARY	A	Elementary
LEVY	WILLISTON ELEMENTARY	C	Elementary
LEVY	BRONSON HIGH SCHOOL	C	High
LEVY	CEDAR KEYS H.S.	A	High
LEVY	CHIEFLAND HIGH SCHOOL	D	High
LEVY	CHIEFLAND MIDDLE SCHOOL	C	Middle
LEVY	WILLISTON HIGH SCHOOL	C	High
LEVY	WILLISTON MIDDLE SCHOOL	C	Middle
LEVY	CHIEFLAND ELEMENTARY SCHOOL	C	Elementary
LEVY	BRONSON ELEMENTARY	A	Elementary
LEVY	YANKEETOWN SCHOOL	B	Middle
LEVY	JOYCE M. BULLOCK ELEMENTARY		Elementary
NASSAU	HILLIARD ELEMENTARY	C	Elementary
NASSAU	SOUTHSIDE ELEMENTARY		Elementary
NASSAU	FERNANDINA BEACH HIGH	C	High
NASSAU	CALLAHAN INTERMEDIATE SCHL	A	Middle
NASSAU	WEST NASSAU COUNTY HIGH	C	High
NASSAU	BRYCEVILLE ELEMENTARY	A	Elementary
NASSAU	ATLANTIC ELEMENTARY SCHOOL		Elementary
NASSAU	CALLAHAN ELEMENTARY		Elementary
NASSAU	YULEE PRIMARY		Elementary
NASSAU	FERNANDINA BEACH MIDDLE	C	Middle
NASSAU	HILLIARD MIDDLE SR HIGH	B	Middle
NASSAU	EMMA LOVE HARDEE ELEMENTARY	B	Elementary

District	School	School Grade	2000 Elementary/Middle/High
NASSAU	YULEE ELEMENTARY	B	Elementary
NASSAU	YULEE MIDDLE	C	Middle
NASSAU	CALLAHAN MIDDLE SCHOOL	C	Middle
PUTNAM	BROWNING-PEARCE ELEMENTARY	C	Elementary
PUTNAM	MELLON ELEMENTARY	C	Elementary
PUTNAM	ELEANOR H. MILLER SCHOOL		
PUTNAM	PALATKA HIGH SCHOOL	C	High
PUTNAM	CRESCENT CITY JR/SR HIGH	C	High
PUTNAM	MIDDLETON BURNEY ELEMENTARY SC		Elementary
PUTNAM	GEORGE C MILLER INTER.	F	Middle
PUTNAM	OCHWILLA ELEMENTARY	C	Elementary
PUTNAM	INTERLACHEN ELEMENTARY	A	Elementary
PUTNAM	JENKINS MIDDLE	C	Middle
PUTNAM	JAMES A LONG ELEMENTARY	D	Elementary
PUTNAM	MELROSE ELEMENTARY	C	Elementary
PUTNAM	C H PRICE MIDDLE	C	Middle
PUTNAM	KELLEY SMITH COMMUNITY SCH	C	Elementary
PUTNAM	WILLIAM D MOSELEY ELEM	D	Elementary
PUTNAM	W D BEASLEY MIDDLE SCHOOL	C	Middle
PUTNAM	INTERLACHEN HIGH SCHOOL	C	High
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	C	High
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	A	Middle
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	B	Elementary
UNION	UNION COUNTY HIGH	C	High
UNION	LAKE BUTLER MIDDLE	C	Middle
UNION	LAKE BUTLER ELEMENTARY	B	Elementary

Elementary List Report

District	School	School Grade 2000
BAKER	WESTSIDE ELEMENTARY SCHOOL	
BRADFORD	STARKE ELEMENTARY	C
BRADFORD	SOUTHSIDE ELEMENTARY	C
BRADFORD	LAWTEY ELEMENTARY	C
BRADFORD	BROOKER ELEMENTARY	A
BRADFORD	HAMPTON ELEMENTARY	C
BRADFORD	MACCLENNY ELEMENTARY SCHOOL	
COLUMBIA	FIVE POINTS ELEMENTARY SCHL	C
COLUMBIA	COLUMBIA CITY ELEMENTARY	C
COLUMBIA	FORT WHITE ELEMENTARY SCHL	C
COLUMBIA	EASTSIDE ELEMENTARY SCHOOL	C
COLUMBIA	MELROSE PARKER ELEMENTARY SCHOOL	C
COLUMBIA	WESTSIDE ELEMENTARY	
COLUMBIA	SUMMERS ELEMENTARY SCHOOL	C
DIXIE	OLD TOWN ELEMENTARY SCHOOL	C
DIXIE	JAMES M. ANDERSON ELEM.	C
FLAGLER	BUNNELL ELEMENTARY	B
FLAGLER	WADSWORTH ELEMENTARY SCHOOL	B
FLAGLER	OLD KINGS ELEMENTARY	A
FLAGLER	INDIAN TRAILS K-8 CENTER	B
GILCHRIST	BELL ELEMENTARY	A
GILCHRIST	TRENTON ELEMENTARY SCHOOL	C
LAFAYETTE	LAFAYETTE ELEMENTARY	A
LEVY	BRONSON ELEMENTARY	A
LEVY	CHIEFLAND ELEMENTARY SCHOOL	C
LEVY	JOYCE M. BULLOCK ELEMENTARY	
LEVY	WILLISTON ELEMENTARY	C
NASSAU	CALLAHAN ELEMENTARY	

District	School	School Grade 2000
NASSAU	ATLANTIC ELEMENTARY SCHOOL	
NASSAU	EMMA LOVE HARDEE ELEMENTARY	B
NASSAU	YULEE ELEMENTARY	B
NASSAU	BRYCEVILLE ELEMENTARY	A
NASSAU	HILLIARD ELEMENTARY	C
NASSAU	YULEE PRIMARY	
NASSAU	SOUTHSIDE ELEMENTARY	
PUTNAM	MELLON ELEMENTARY	C
PUTNAM	OCHWILLA ELEMENTARY	C
PUTNAM	MIDDLETON BURNEY ELEMENTARY SC	
PUTNAM	BROWNING-PEARCE ELEMENTARY	C
PUTNAM	INTERLACHEN ELEMENTARY	A
PUTNAM	JAMES A LONG ELEMENTARY	D
PUTNAM	KELLEY SMITH COMMUNITY SCH	C
PUTNAM	WILLIAM D MOSELEY ELEM	D
PUTNAM	MELROSE ELEMENTARY	C
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	B
UNION	LAKE BUTLER ELEMENTARY	B

Middle School List Report

District	School	School Grade 2000
BAKER	BAKER COUNTY MIDDLE SCHOOL	C
BAKER	J. FRANKLYN KELLER INTERMEDIATE	C
BRADFORD	RICHARDSON MIDDLE SCHOOL	
BRADFORD	BRADFORD MIDDLE	C
COLUMBIA	NIBLACK MIDDLE SCHOOL	
COLUMBIA	LAKE CITY MIDDLE SCHOOL	C
DIXIE	RUTH RAINS MIDDLE SCHOOL	C
FLAGLER	BUDDY TAYLOR MIDDLE SCHOOL	A
LEVY	YANKEETOWN SCHOOL	B
LEVY	CHIEFLAND MIDDLE SCHOOL	C
LEVY	WILLISTON MIDDLE SCHOOL	C
NASSAU	YULEE MIDDLE	C
NASSAU	CALLAHAN MIDDLE SCHOOL	C
NASSAU	HILLIARD MIDDLE SR HIGH	B
NASSAU	CALLAHAN INTERMEDIATE SCHL	A
NASSAU	FERNANDINA BEACH MIDDLE	C
PUTNAM	W D BEASLEY MIDDLE SCHOOL	C
PUTNAM	C H PRICE MIDDLE	C
PUTNAM	JENKINS MIDDLE	C
PUTNAM	GEORGE C MILLER INTER.	F
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	A
UNION	LAKE BUTLER MIDDLE	C

High School List Report

District	School	School Grade 200
BAKER	BAKER COUNTY SENIOR HIGH	C
BRADFORD	BRADFORD HIGH	C
COLUMBIA	COLUMBIA HIGH SCHOOL-SOUTH	C
COLUMBIA	COLUMBIA HIGH SCHOOL-NORTH	C
DIXIE	DIXIE COUNTY HIGH SCHOOL	D
FLAGLER	FLAGLER-PALM COAST HIGH	C
GILCHRIST	TRENTON HIGH	A
GILCHRIST	BELL HIGH	C
LAFAYETTE	LAFAYETTE HIGH	C
LEVY	CEDAR KEYS H.S.	A
LEVY	CHIEFLAND HIGH SCHOOL	D
LEVY	WILLISTON HIGH SCHOOL	C
LEVY	BRONSON HIGH SCHOOL	C
NASSAU	WEST NASSAU COUNTY HIGH	C
NASSAU	FERNANDINA BEACH HIGH	C
PUTNAM	INTERLACHEN HIGH SCHOOL	C
PUTNAM	CRESCENT CITY JR/SR HIGH	C
PUTNAM	PALATKA HIGH SCHOOL	C
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	C
UNION	UNION COUNTY HIGH	C

2000 "A" Schools

District	School	Elementary/Middle/High
BRADFORD	BROOKER ELEMENTARY	Elementary
FLAGLER	OLD KINGS ELEMENTARY	Elementary
FLAGLER	BUDDY TAYLOR MIDDLE SCHOOL	Middle
GILCHRIST	BELL ELEMENTARY	Elementary
GILCHRIST	TRENTON HIGH	High
LAFAYETTE	LAFAYETTE ELEMENTARY	Elementary
LEVY	BRONSON ELEMENTARY	Elementary
LEVY	CEDAR KEYS H.S.	High
NASSAU	CALLAHAN INTERMEDIATE SCHL	Middle
NASSAU	BRYCEVILLE ELEMENTARY	Elementary
PUTNAM	INTERLACHEN ELEMENTARY	Elementary
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	Middle

2000 "B" Schools

District	School	Elementary/Middle/High
FLAGLER	INDIAN TRAILS K-8 CENTER	Elementary
FLAGLER	WADSWORTH ELEMENTARY SCHOOL	Elementary
FLAGLER	BUNNELL ELEMENTARY	Elementary
LEVY	YANKEETOWN SCHOOL	Middle
NASSAU	HILLIARD MIDDLE SR HIGH	Middle
NASSAU	YULEE ELEMENTARY	Elementary
NASSAU	EMMA LOVE HARDEE ELEMENTARY	Elementary
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	Elementary
UNION	LAKE BUTLER ELEMENTARY	Elementary

2000 "C" Schools

District	School	Elementary/Middle/High
BAKER	J. FRANKLYN KELLER INTERMEDIATE	Middle
BAKER	BAKER COUNTY MIDDLE SCHOOL	Middle
BAKER	BAKER COUNTY SENIOR HIGH	High
BRADFORD	BRADFORD HIGH	High
BRADFORD	STARKE ELEMENTARY	Elementary
BRADFORD	SOUTHSIDE ELEMENTARY	Elementary
BRADFORD	LAWTEY ELEMENTARY	Elementary
BRADFORD	BRADFORD MIDDLE	Middle
BRADFORD	HAMPTON ELEMENTARY	Elementary
COLUMBIA	MELROSE PARKER ELEMENTARY SCHOOL	Elementary
COLUMBIA	COLUMBIA CITY ELEMENTARY	Elementary
COLUMBIA	LAKE CITY MIDDLE SCHOOL	Middle
COLUMBIA	SUMMERS ELEMENTARY SCHOOL	Elementary
COLUMBIA	FORT WHITE ELEMENTARY SCHL	Elementary
COLUMBIA	EASTSIDE ELEMENTARY SCHOOL	Elementary
COLUMBIA	COLUMBIA HIGH SCHOOL-NORTH	High
COLUMBIA	COLUMBIA HIGH SCHOOL-SOUTH	High
COLUMBIA	FIVE POINTS ELEMENTARY SCHL	Elementary
DIXIE	OLD TOWN ELEMENTARY SCHOOL	Elementary
DIXIE	JAMES M. ANDERSON ELEM.	Elementary
DIXIE	RUTH RAINS MIDDLE SCHOOL	Middle
FLAGLER	FLAGLER-PALM COAST HIGH	High
GILCHRIST	BELL HIGH	High
GILCHRIST	TRENTON ELEMENTARY SCHOOL	Elementary
LAFAYETTE	LAFAYETTE HIGH	High
LEVY	BRONSON HIGH SCHOOL	High
LEVY	WILLISTON HIGH SCHOOL	High
LEVY	WILLISTON MIDDLE SCHOOL	Middle

District	School	Elementary/Middle/High
LEVY	WILLISTON ELEMENTARY	Elementary
LEVY	CHIEFLAND ELEMENTARY SCHOOL	Elementary
LEVY	CHIEFLAND MIDDLE SCHOOL	Middle
NASSAU	CALLAHAN MIDDLE SCHOOL	Middle
NASSAU	FERNANDINA BEACH HIGH	High
NASSAU	WEST NASSAU COUNTY HIGH	High
NASSAU	YULEE MIDDLE	Middle
NASSAU	FERNANDINA BEACH MIDDLE	Middle
NASSAU	HILLIARD ELEMENTARY	Elementary
PUTNAM	W D BEASLEY MIDDLE SCHOOL	Middle
PUTNAM	JENKINS MIDDLE	Middle
PUTNAM	PALATKA HIGH SCHOOL	High
PUTNAM	OCHWILLA ELEMENTARY	Elementary
PUTNAM	CRESCENT CITY JR/SR HIGH	High
PUTNAM	BROWNING-PEARCE ELEMENTARY	Elementary
PUTNAM	MELROSE ELEMENTARY	Elementary
PUTNAM	C H PRICE MIDDLE	Middle
PUTNAM	INTERLACHEN HIGH SCHOOL	High
PUTNAM	KELLEY SMITH COMMUNITY SCH	Elementary
PUTNAM	MELLON ELEMENTARY	Elementary
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	High
UNION	LAKE BUTLER MIDDLE	Middle
UNION	UNION COUNTY HIGH	High

2000 "D" Schools

District	School	Elementary/Middle/High
DIXIE	DIXIE COUNTY HIGH SCHOOL	High
LEVY	CHIEFLAND HIGH SCHOOL	High
PUTNAM	JAMES A LONG ELEMENTARY	Elementary
PUTNAM	WILLIAM D MOSELEY ELEM	Elementary

2000 "F" Schools

District

PUTNAM

School

GEORGE C MILLER INTER.

Elementary/Middle/High

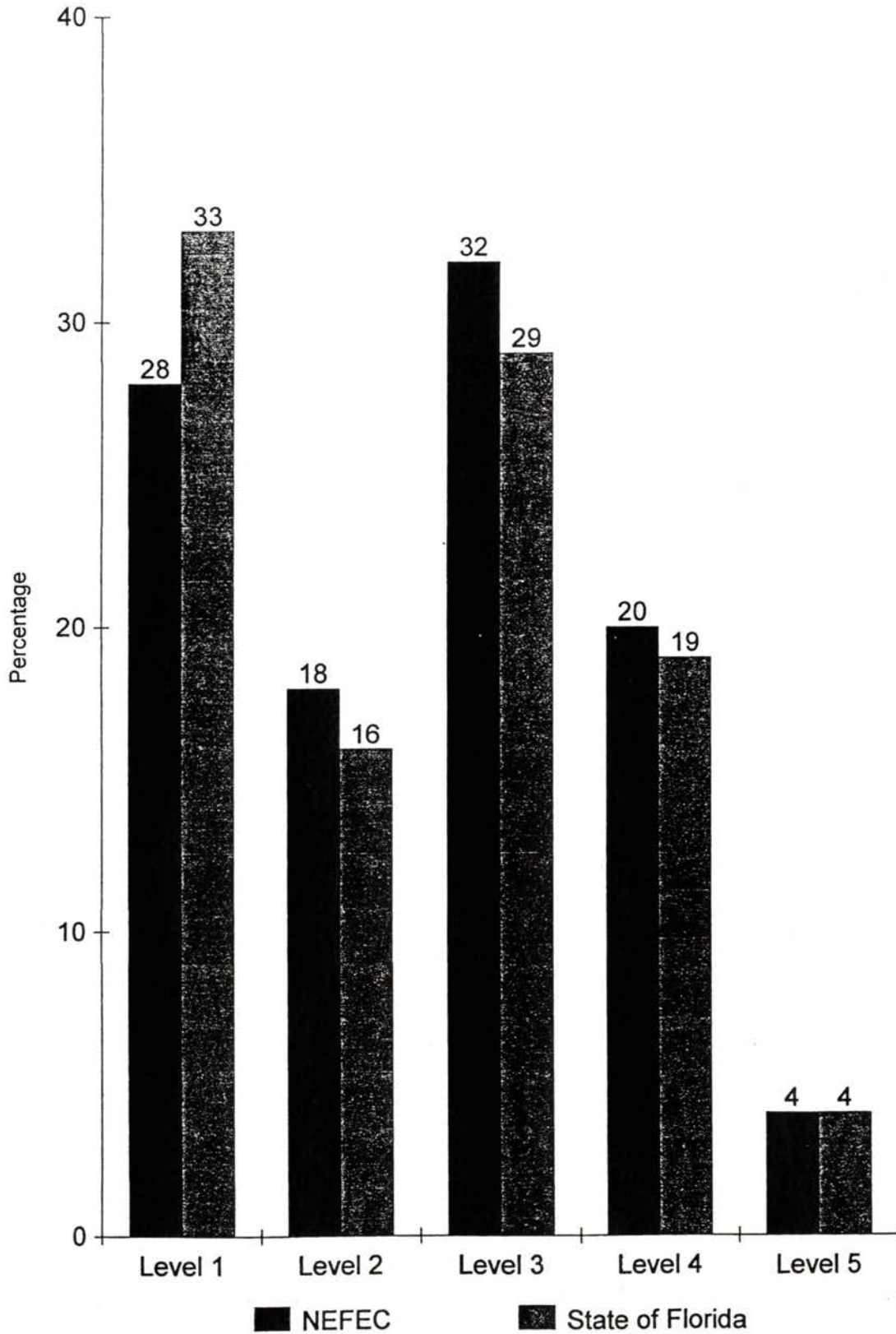
Middle

III.

*NEFEC 2000 READING FCAT SCORES
FLORIDA 2000 READING FCAT
SCORES*

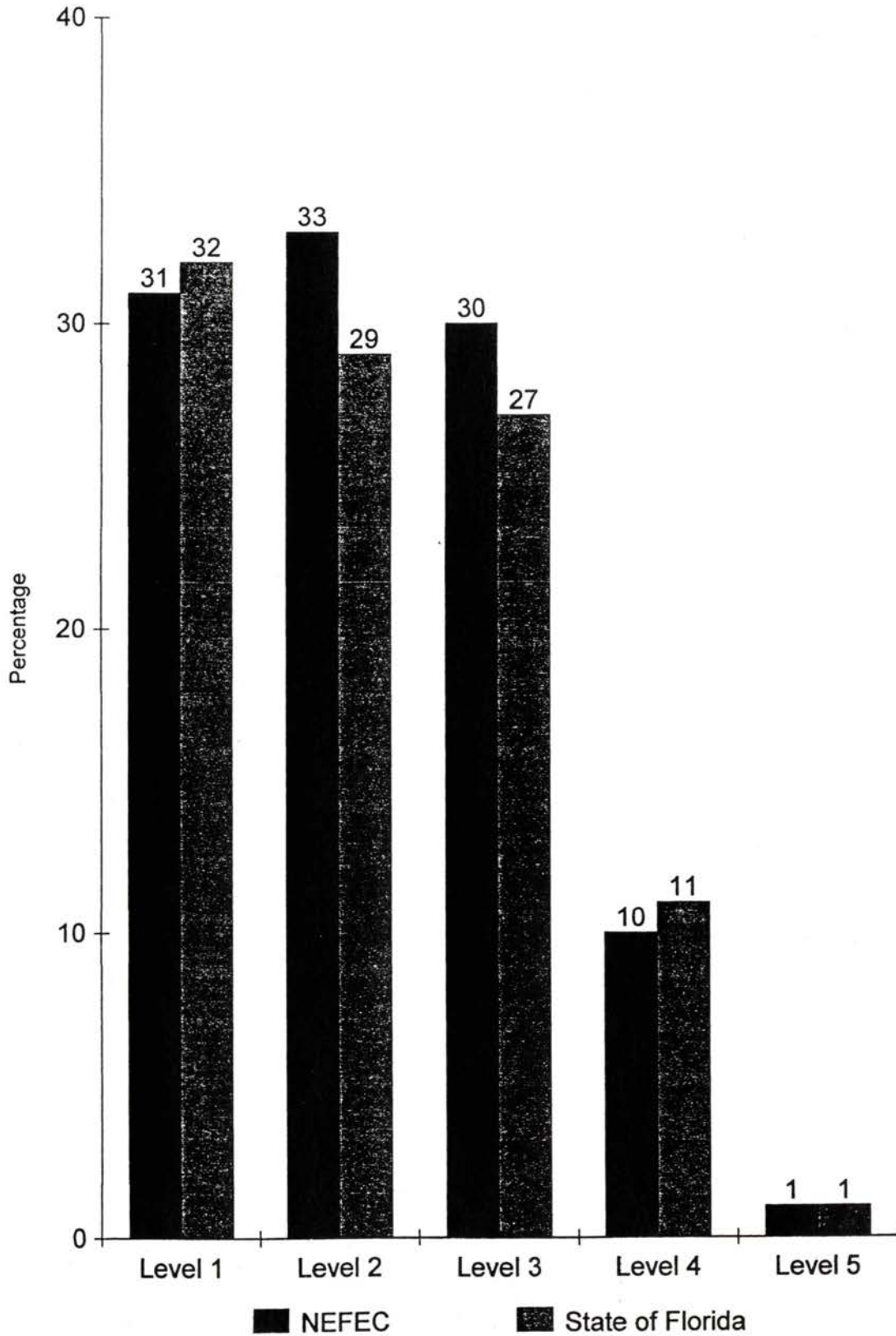
*Grade 4
Grade 8
Grade 10*

Florida - NEFEC 2000 Reading FCAT
Grade Four

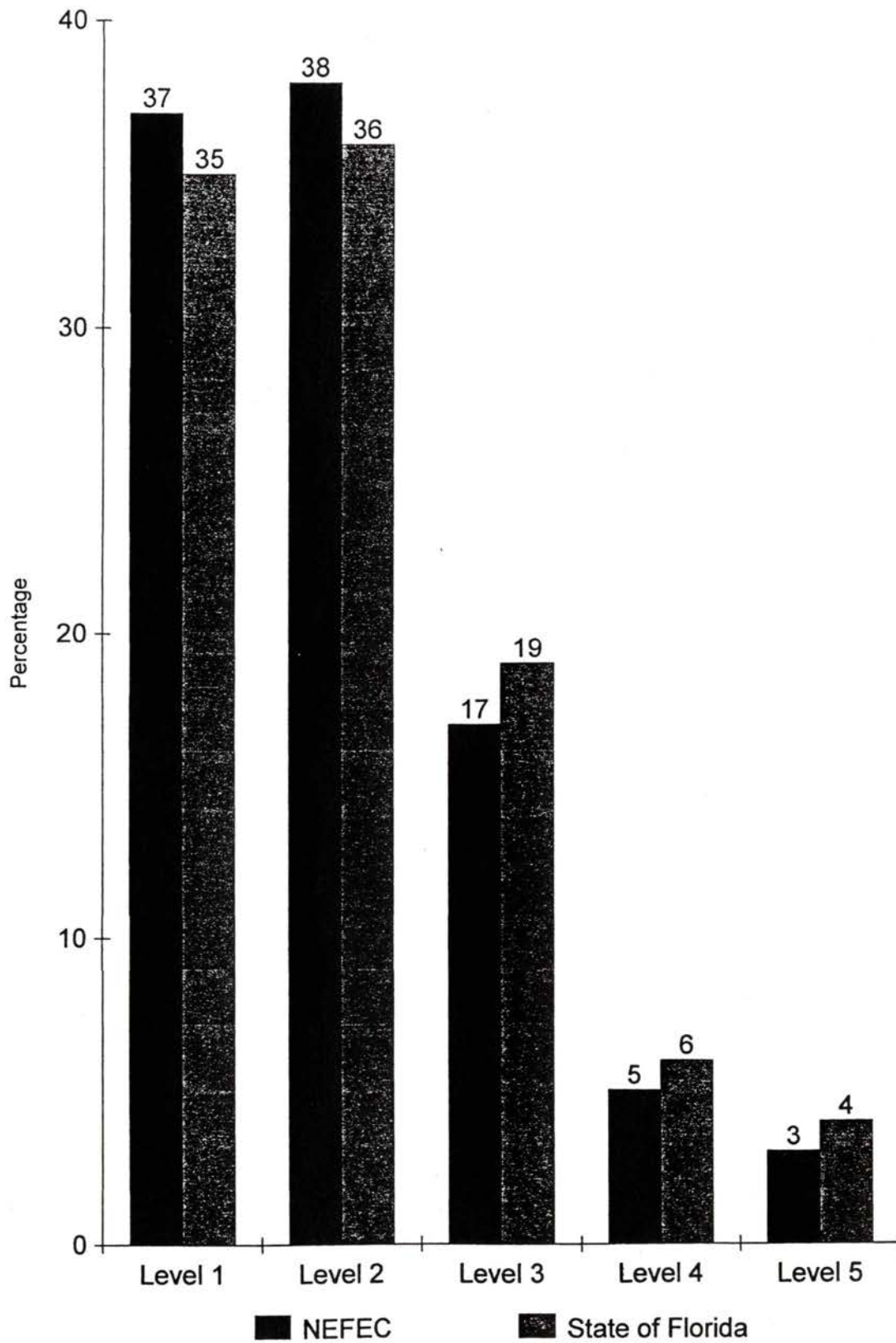


Florida - NEFEC 2000 Reading FCAT

Grade Eight



Florida - NEFEC 2000 Reading FCAT
Grade Ten



IV.

READING NEEDS

Elementary Schools
Middle Schools
High Schools

ELEMENTARY NEEDS REPORT

Lack of background knowledge for students and parents reading to children
Lack of teacher preparation in reading
Money to implement project academy for all grades
Money for after school programs
Integration of CRISS, Bloom's Taxonomy and higher level skills
Reading comprehension
Additional reading resource teacher
Balanced reading program for upper grades
Classroom time management
Integration of CRISS and CROSS curriculum teaching
More resources
CCC and Accelerated Reader
Continued improvement in scores
Lack of early literacy development and experience
Continuing inservice for teachers in current reading/phonological instruction
Adequate materials for literature based instruction
More aides; keeping students on grade level
Motivation and assessment for at-risk readers
More teachers need training. Cannot get buy in or faculty with only select few.
Teachers need monitoring not to revert to whole group rather than balanced, small group instruction.
Part-time personnel to work with at-risk students and supplemental support for struggling readers
Funding
Fcat preparation. Moving level 1 and 2 students higher.
Schoolwide norms for cbm
Not enough time in the day
Strategies to build comprehension in upper grades
New students moving in
Coordination of reading curriculum to span k-5 for consistency and continuum of learning
Intermediate teachers have no idea how to teach pre-primer reading
Reading program to target at-risk readers
Addressing lowest quartile students
Availability of leveled books in library
Time to integrate AR, need more books and tests.
Improve comprehension, increase reading levels and skills
Phonemic awareness
Time for teaching and targeting remediation
Focus on promoting all kindergarteners with necessary skills to read
Link SRA to trade books before level 3 with writing integration
Small group strategies for teachers

Books and materials to read at home
Teach parents what to expect with reading, writing and math homework
Students do not enter school with necessary readiness skills
Total faculty buy in
Determination of students grade level performance
Consistent commitment to SRA by total faculty
Demonstration of at or above grade level achievement on standardized tests
Self sustaining readers by end of grade 3
Students need more phonics and language development before entering school
Additional strategies and resources to meet the needs of students in the lowest quartile
Funds to purchase hard back books for library
Additional tutors and teachers to cover classroom time
More RR level books; time and teachers to cover classes for tutors
More trade books for the classroom
Raise reading scores of lowest 30%

MIDDLE SCHOOL NEEDS REPORT

Tutoring assistance for students needing remediation
Follow up training and coaching for teachers to insure consistency
Additional training in guided reading across the curriculum
Classrooms need lots of grade level and enrichment books
Need classroom libraries. Students need more time for free voluntary reading.
More teachers using approach across the curriculum
Always looking for new and updated materials
Additional training for all teachers in Reading Renaissance for buy in
Parent involvement
More volumes
More computers to accommodate programs
Reading specialist; varied curriculum to meet needs of all readers
Expertise on testing and assessment to target low students
Reading comprehension
Improved comprehension for middle and high school students
Address needed of ESOL students
Assess student progress on reading benchmarks
Training for all teachers on how to teach reading
Funds to purchase comprehensive reading program grades 5-8
New school
Insure challenge for average and above average students
Establish reading labs

HIGH SCHOOL NEEDS REPORT

Reading teacher position

Money to purchase Accelerated Reader

Too many students read below grade level.

Most teachers do not feel they have the skills necessary to help students learn to read and read for comprehension

Expand current programs and find programs to increase reading across the curriculum

Research based program.

Identify and implement program to help struggling and non-reading students

Separate reading program that teaches reading

Reading program to strengthen comprehension

Continuing growth in reading in high school

Reluctant readers

Critical comprehension and materials to target critical reading

Many students are reading below grade level

No reading program for non-ESE students

Intense reading classes

Certified reading teacher

Instruction for ESOL

Training for teachers to deal with below level students

Reading teacher

At or above state average on FCAT

Insure classroom teachers improve effectiveness of reading strategies

V.

READING PROGRAMS

*Summary
Schools*

READING PROGRAMS SUMMARY

READING PROGRAM	# of SCHOOLS
<i>Accelerated Reader</i>	31
<i>SRA</i>	27
<i>Reading Rescue</i>	11
<i>Basal Readers</i>	9
<i>Success for All</i>	9
<i>Open Court</i>	9
<i>Silver-Burdett</i>	6
<i>Novel series</i>	5
<i>CEI</i>	5
<i>Great Leaps</i>	5
<i>CCC</i>	4
<i>Strategy applications</i>	4
<i>Wright Group- guided reading</i>	4
<i>Sing, Spell, Read & Write</i>	3
<i>STAR</i>	3
<i>Academy of Reading</i>	3
<i>CIRC</i>	2
<i>CRISS</i>	2
<i>Compass Lab</i>	2
<i>Language Arts/ Reading & Writing Course</i>	2
<i>Saxon Phonics</i>	2
<i>Visions for Literacy</i>	2
<i>Curriculum based measurement</i>	2
<i>Writing to Read</i>	2
<i>Programs listed one time</i>	22

Reading Program:
SRA

NASSAU	YULEE PRIMARY	Elementary		SRA
BRADFORD	BROOKER ELEMENTARY	Elementary	A	SRA
DIXIE	RUTH RAINS MIDDLE SCHOOL	Middle	C	SRA
GILCHRIST	TRENTON HIGH	High	A	SRA
UNION	LAKE BUTLER MIDDLE	Middle	C	SRA
NASSAU	FERNANDINA BEACH MIDDLE	Middle	C	SRA
COLUMBIA	LAKE CITY MIDDLE SCHOOL	Middle	C	Corrective Reading
GILCHRIST	BELL ELEMENTARY	Elementary	A	SRA Corrective
GILCHRIST	TRENTON ELEMENTARY SCHOOL	Elementary	C	SRA Corrective
FLAGLER	FLAGLER-PALM COAST HIGH	High	C	SRA Corrective
FLAGLER	OLD KINGS ELEMENTARY	Elementary	A	SRA Corrective
BRADFORD	BRADFORD MIDDLE	Middle	C	SRA Corrective
LEVY	WILLISTON ELEMENTARY	Elementary	C	SRA Corrective
FLAGLER	WADSWORTH ELEMENTARY SCHOOL	Elementary	B	SRA Corrective
NASSAU	ATLANTIC ELEMENTARY SCHOOL	Elementary		SRA Direct Instruction
NASSAU	FERNANDINA BEACH HIGH	High	C	SRA Direct Instruction, Mastery, Corrective
NASSAU	EMMA LOVE HARDEE ELEMENTARY	Elementary	B	SRA Direct Instruction/Mastery
DIXIE	JAMES M. ANDERSON ELEM.	Elementary	C	SRA Mastery
FLAGLER	OLD KINGS ELEMENTARY	Elementary	A	SRA Mastery
BRADFORD	HAMPTON ELEMENTARY	Elementary	C	SRA Mastery
BRADFORD	SOUTHSIDE ELEMENTARY	Elementary	C	SRA Mastery
BRADFORD	MACCLENNY ELEMENTARY SCHOOL	Elementary		SRA Mastery
LEVY	WILLISTON ELEMENTARY	Elementary	C	SRA Mastery
FLAGLER	WADSWORTH ELEMENTARY SCHOOL	Elementary	B	SRA Mastery
BRADFORD	LAWTEY ELEMENTARY	Elementary	C	SRA Mastery
LEVY	CEDAR KEYS H.S.	High	A	SRA Mastery
BRADFORD	STARKE ELEMENTARY	Elementary	C	SRA Mastery & Corrective

Reading Program:
Basal

NASSAU	BRYCEVILLE ELEMENTARY	Elementary	A	Basal Scott Foresman
COLUMBIA	EASTSIDE ELEMENTARY SCHOOL	Elementary	C	Basal Scott Foresman
COLUMBIA	SUMMERS ELEMENTARY SCHOOL	Elementary	C	Basal Scott Foresman
NASSAU	YULEE PRIMARY	Elementary		Basal Scott Foresman
LEVY	BRONSON HIGH SCHOOL	High	C	Basal Readers
COLUMBIA	NIBLACK MIDDLE SCHOOL	Middle		Basal series Scott-Foresman
PUTNAM	INTERLACHEN ELEMENTARY	Elementary	A	Basals
NASSAU	EMMA LOVE HARDEE ELEMENTARY	Elementary	B	MacMillan Basal
NASSAU	ATLANTIC ELEMENTARY SCHOOL	Elementary		MacMillan Basal

Reading Program:
Success for All

DIXIE	OLD TOWN ELEMENTARY SCHOOL	Elementary	C	Success for All
LAFAYETTE	LAFAYETTE ELEMENTARY	Elementary	A	Success for All
PUTNAM	WILLIAM D MOSELEY ELEM	Elementary	D	Success for All
PUTNAM	MELLON ELEMENTARY	Elementary	C	Success for All
PUTNAM	KELLEY SMITH COMMUNITY SCH	Elementary	C	Success for All
PUTNAM	MELROSE ELEMENTARY	Elementary	C	Success for All
PUTNAM	JAMES A LONG ELEMENTARY	Elementary	D	Success for All
PUTNAM	SC	Elementary		Success for All
PUTNAM	GEORGE C MILLER INTER.	Middle	F	Success for All

Reading Program:
Reading Rescue

COLUMBIA	MELROSE PARKER ELEMENTARY SCHOOL	Elementary	C	Reading Rescue
NASSAU	HILLIARD ELEMENTARY	Elementary	C	Reading Rescue
COLUMBIA	FORT WHITE ELEMENTARY SCHL	Elementary	C	Reading Rescue
NASSAU	SOUTHSIDE ELEMENTARY	Elementary		Reading Rescue
PUTNAM	INTERLACHEN ELEMENTARY	Elementary	A	Reading Rescue
NASSAU	CALLAHAN ELEMENTARY	Elementary		Reading Rescue
UNION	LAKE BUTLER ELEMENTARY	Elementary	B	Reading Rescue
NASSAU	ATLANTIC ELEMENTARY SCHOOL	Elementary		Reading Rescue
NASSAU	YULEE PRIMARY	Elementary		Reading Rescue
COLUMBIA	FIVE POINTS ELEMENTARY SCHL	Elementary	C	Reading Rescue
YONGE	P.K. YONGE DEVELOP RESEARCH SC	Elementary	B	Reading Rescue

Reading Program:
Open Court

COLUMBIA	WESTSIDE ELEMENTARY	Elementary		Open Court
LEVY	CEDAR KEYS H.S.	High	A	Open Court
GILCHRIST	BELL ELEMENTARY	Elementary	A	Open Court
YONGE	SC	Elementary	B	Open Court
LEVY	CHIEFLAND ELEMENTARY SCHOOL	Elementary	C	Open Court
GILCHRIST	TRENTON ELEMENTARY SCHOOL	Elementary	C	Open Court
DIXIE	JAMES M. ANDERSON ELEM.	Elementary	C	Open Court
GILCHRIST	BELL ELEMENTARY	Elementary	A	Open Court Phonics Review
GILCHRIST	TRENTON ELEMENTARY SCHOOL	Elementary	C	Open Court Phonics Review

Reading Program:
Silver Burdett

COLUMBIA	FORT WHITE ELEMENTARY SCHL	Elementary	C	Silver Burdett Ginn
FLAGLER	OLD KINGS ELEMENTARY	Elementary	A	Silver Burdett Ginn
BRADFORD	MACCLENNY ELEMENTARY SCHOOL	Elementary		Silver Burdett Ginn
BAKER	WESTSIDE ELEMENTARY SCHOOL	Elementary		Silver Burdett Ginn
COLUMBIA	COLUMBIA CITY ELEMENTARY	Elementary	C	Silver Burdette Gill and Scott Foresman Book Festival
COLUMBIA	NIBLACK MIDDLE SCHOOL	Middle		Silver Burdette Ginn

Reading Program:
Novel Series

NASSAU	WEST NASSAU COUNTY HIGH	High	C	Novel reading list
BRADFORD	LAWTEY ELEMENTARY	Elementary	C	Novel Series Houghton Mifflin
LEVY	WILLISTON ELEMENTARY	Elementary	C	Novel supplemental Blast Off and SSS
LEVY	BRONSON HIGH SCHOOL	High	C	Class Novels

Reading Program:
CEI

PUTNAM	W D BEASLEY MIDDLE SCHOOL	Middle	C	CEI
PUTNAM	ELEANOR H. MILLER SCHOOL			CEI - EIS
PUTNAM	INTERLACHEN HIGH SCHOOL	High	C	CEI Intensive Reading
PUTNAM	CRESCENT CITY JR/SR HIGH	High	C	CEI Intensive Reading
FLAGLER	WADSWORTH ELEMENTARY SCHOOL	Elementary	B	CEI Computer

Reading Program:
Great Leaps

LEVY	CEDAR KEYS H.S.	High	A	Great Leaps
GILCHRIST	BELL ELEMENTARY	Elementary	A	Great Leaps
LEVY	CHIEFLAND MIDDLE SCHOOL	Middle		Great Leaps
UNION	UNION COUNTY HIGH	High	C	Great Leaps
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	Elementary	B	Great Leaps

Reading Program:
CCC

BRADFORD	SOUTHSIDE ELEMENTARY	Elementary	C	CCC
BRADFORD	LAWTEY ELEMENTARY	Elementary	C	CCC
BRADFORD	STARKE ELEMENTARY	Elementary	C	CCC Computer based Success Maker
NASSAU	SOUTHSIDE ELEMENTARY	Elementary		CCC SuccessMaker

Reading Program:
Strategies Applications

NASSAU	HILLIARD MIDDLE SR HIGH	Middle	B	Strategies: pre,during,post; text interaction, high thinking
PUTNAM	JENKINS MIDDLE	Middle	C	Strategies: SSR, common planning, pre-testing
PUTNAM	W D BEASLEY MIDDLE SCHOOL	Middle	C	Strategy: silent sustained reading
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	Middle	A	Strategies Applications

Reading Program:
Wright Group-Guided Reading

COLUMBIA	COLUMBIA CITY ELEMENTARY	Elementary	C	Wright Group + guided reading
COLUMBIA	NIBLACK MIDDLE SCHOOL	Middle		Wright Group
COLUMBIA	NIBLACK MIDDLE SCHOOL	Middle		Guided Reading Assorted Books
YONGE	RESEARCH SC	Elementary	B	Wright Group + guided reading

Reading Program:
Sing, Spell, Read Write

COLUMBIA	FORT WHITE ELEMENTARY SCHL	Elementary	C	Sing, Spell, Read, Write
COLUMBIA	COLUMBIA CITY ELEMENTARY	Elementary	C	Sing, Spell, Read, Write
COLUMBIA	SUMMERS ELEMENTARY SCHOOL	Elementary	C	Sing, Spell, Read, Write

Reading Program:
STAR Reading Program

PUTNAM	INTERLACHEN HIGH SCHOOL	High	C	STAR Reader
BRADFORD	SOUTHSIDE ELEMENTARY	Elementary	C	STAR Reading
COLUMBIA	NIBLACK MIDDLE SCHOOL	Middle		STAR Reading Program

Reading Program:
Academy of Reading

NASSAU	FERNANDINA BEACH MIDDLE	Middle	C	Academy of Reading
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	Elementary	B	Academy of Reading

Reading Program:
CIRC

PUTNAM	CRESCENT CITY JR/SR HIGH	High	C	CIRC
PUTNAM	INTERLACHEN ELEMENTARY	Elementary	A	CIRC

Reading Program:
CRISS

NASSAU	HILLIARD MIDDLE SR HIGH	Middle	B	CRISS
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Reading Program:
Compass Lab

LEVY	CHIEFLAND ELEMENTARY SCHOOL	Elementary	C	Compass Lab
LEVY	CHIEFLAND MIDDLE SCHOOL	Middle		Josten Compass Lab

Reading Program:
Language Arts/Reading Writing Course

LAFAYETTE	LAFAYETTE HIGH.	High	C	Language Arts Classes
NASSAU	WEST NASSAU COUNTY HIGH	High	C	Reading & Writing Course

Reading Program:
Saxon Phonics

COLUMBIA	COLUMBIA CITY ELEMENTARY	Elementary	C	Saxon Phonics
COLUMBIA	SUMMERS ELEMENTARY SCHOOL	Elementary	C	Saxon Phonics
COLUMBIA	EASTSIDE ELEMENTARY SCHOOL	Elementary	C	Saxon Phonics

Reading Program:
Visions of Literacy

COLUMBIA	WESTSIDE ELEMENTARY	Elementary		Visions for Literacy
UF PK YONGE	P.K. YONGE DEVELOP RESEARCH SC	Elementary	B	Visions for Literacy

Reading Program:
Curriculum Based Measurement

DIXIE	JAMES M. ANDERSON ELEM.	Elementary	C	Curriculum Based Measurement
PK	RESEARCH SC	Elementary	B	Curriculum Based Measurement

Reading Program:
Writing to Read

LEVY	CEDAR KEYS H.S.	High	A	g to
PUTNAM	INTERLACHEN ELEMENTARY	Elementary	A	WTR

Essential Elements

After a year of study revolving around research of current reading practices and programs, the North East Florida Educational Consortium in collaboration with PK Yonge Development Research School determined the solution to addressing struggling readers. The solution involves a number of essential elements. These include the review of research, an intensive staff development model, strict participation and selection requirements that requires a commitment from whole school faculties and the principal, providing trainers that are focused on the 6 interferences of reading, the requirement of schools to develop a plan for providing intervention to struggling readers, the employment of reading coaches at each school and extensive follow-up and support to the schools.

The material in this section will assist in describing how each of the essential elements is being addressed through the efforts of the Florida Reading Initiative. All of these elements are required in order for schools to achieve 100% literacy.

- **School-wide Reform/Application and Selection Process**
- **Model of Staff Development**
- **Principal Leadership/Effective Intervention Plans**
- **School-based Reading Coaches**
- **Follow-up and Support**

School-wide Reform/Application and Selection Process

The Florida Reading Initiative requires a whole-school approach that focuses on extensive training of school faculties in reading instruction. This whole school approach leads to true school reform. Teachers and principals speak a common language and are focused on the goal of achieving 100% literacy.

Schools wishing to participate must have a commitment from 85% of its faculty. Schools may only fully participate after meeting the criteria and being selected as a demonstration site.

The following documents help understand the process:

- Criteria for Selecting Literacy Demonstration Sites
- Application for Becoming a Florida Reading Initiative Literacy Demonstration Site

Criteria for Selecting Literacy Demonstration Sites

1. Past Actions, Accomplishments and Plans Related to Reading Instruction

- School is able to demonstrate previous efforts in school reform
- School is able to demonstrate previous efforts in the area of reading initiatives.
- School is able to provide information on its current plan to serve students who require intervention in reading

(This will be used by the selection committee for background knowledge)

2. Faculty Interest and Commitment

- Principal and 85% of faculty commit to a ten day Summer Reading Academy and instructional implementation at the elementary level
- Principal and 85% of core curriculum area faculty, media specialists and guidance counselors commit to a ten day Summer Reading Academy and instructional implementation at the secondary level.
- School/district commits to paying teacher stipends and travel at district approved rates for the ten day Summer Reading Academy

3. Necessary Support

- Support from district staff is essential and evident
- School has support from principal including commitment and leadership support
- Principal/district is willing to assign a lead reading contact at the school level
- Schools know how to involve stakeholders as evidenced by having a functioning advisory/school improvement team comprised of teachers, students, parents, community members and administrators.
- Maintain low teacher/pupil ratio whenever possible

4. Thorough Examination of Research Materials

- Staff has reviewed research and is able to articulate the school's need for the Florida Reading Initiative and its plans to insure successful implementation
- Through a faculty meeting, staff has had an initial reflection and discussion about their existing reading program as it relates to the research

5. Professional, Personal, and Interpersonal Qualities of School Faculty

- After a review of research during the Summer Reading Academy, the school identifies two or three areas of need in reading that are not being addressed in their current intervention plan. Current reading practices will then be aligned with the intent of the Florida Reading Initiative as indicated by research and best practices.
- Faculty commits to implementation of designated follow-up activities
 - ✓ Site visits
 - ✓ Hosting school visitations
 - ✓ Parent Awareness Activities
 - ✓ On-going Professional Development
 - ✓ Assessment
 - ✓ Intervention Plans for Targeted Students
 - ✓ School/Grade Level Focus/Study Groups

**APPLICATION
FOR BECOMING A
FLORIDA READING INITIATIVE
LITERACY DEMONSTRATION SITE**



School District: _____

School Name: _____

School Address: _____

Phone: _____ Fax: _____

Grade Levels: _____ Number of Teachers: _____ % Free/Reduced Lunch: _____

Teacher /Pupil Ratio: _____

Principal's Name (PLEASE PRINT)

Superintendent's Name (PLEASE PRINT)

Principal's Signature of commitment

Superintendent's Signature of commitment

Directions to your school:

Please mail **original and one copy by February 16, 2001**, to:
Janet Valentine, North East Florida Educational Consortium
3841 Reid Street, Palatka, Florida 32177

PLEASE RESPOND IN THE SPACE PROVIDED

1. Past Actions and Accomplishments related to Reading Instruction

- a. List significant steps that your school has taken within the last two years relating to reading and describe the impact on student achievement. Include the reading program used school-wide.

Intervention Steps	Impact

- b. Is an intervention effort for low achieving students currently in place? If so, describe how it is being implemented and at which grade levels.

2. Faculty Interest and Commitment

- a. What percentage of your faculty will attend the 10-day Summer Reading Academy? _____
(Minimum of 85% at elementary and 85% of core academic teachers in secondary)
- b. What percentage of your faculty has been involved in the decision to apply to become a Literacy Demonstration Site? _____
- c. List the name (s) and position of the faculty member (s) responsible for preparing this application. **(Attach documentation with roster of faculty and signatures)**
- d. The principal has committed to attend the full 10 day Summer Reading Academy.
Yes _____ No _____
- e. Do you have a commitment to cover the cost of stipends and travel for your teachers? If so, how will this commitment be funded?

4. Student Data

- a. Please complete the matrix for all grade levels

Grade	Total # of students per grade	Total # of students reading one year below grade level	Total # of students reading two years below grade level	Total # of students reading more than two years below grade level	Assessment used to determine reading level

* Calculate total for all students

- b. Please relate your initial thoughts about how your school will address the needs of the struggling readers who require intervention.

5. Necessary Support

- a. Briefly describe the support that the principal will provide for your demonstration site. **(Attendance at the 10-day Summer Academy is required.)**

- b. Briefly describe the support that the Central Office will provide for your school.

- c. Briefly describe your school's track record for providing quality professional development. Indicate specifically how professional development days have been/will be used during 2000-2001.

- d. Briefly describe how the district/school will provide funds for supplemental materials.

 - e. There is a tremendous benefit in each school having it's own Reading Specialist. Describe your initial thoughts regarding the assignment of a lead reading specialist and how this position, full or part-time, might be funded.
6. **Briefly document your rationale for applying to become a Literacy Demonstration Site and why your school would be an excellent site.**

Model of Staff Development

The Florida Reading Initiative is a model of staff development for teachers of K-12 that takes an in-depth look at the whole reading process. In order to assure that each teacher understands reading and reading instruction, the major components of reading instruction are taught. These include: Comprehension Strategies, Language Development and Vocabulary, Phonemic Awareness and Phonics, Reading and Writing Connection, Formal and Informal Assessment, Content Area Reading and Writing for secondary teachers and Intervention for Struggling Readers are the focus of the two week training called a Summer Reading Academy. Teachers from like grade levels are taught in groups so that they can immediately relate the research-based reading content to their specific teaching assignment.

The training also focuses on trainers continuously referring back to the 6 interferences of reading. Every presenter for the academy is trained to always link the strategies back to the interferences. These interferences are: The System of Meaning, the System of Language, Accuracy, Automaticity, Fluency and Attention.

The following documents provide information regarding the process utilized by the Florida Reading Initiative in training presenters, reviewing and updating components annually and the schedule for the Summer Reading Academies.

- 2001 Agenda for Train the Trainer
- List of Component Chairs
- Schedule of June 2001 Summer Reading Academy
- Summary of Components (Component examples can be found in Notebook 2)
- Interferences of Reading Comprehension

Florida Reading Initiative
Train-The-Trainer 2001

Grade: K-1

TUESDAY - 3/27/01		
Continental Breakfast 8:00 am - 8:30 am		
Formal/Informal Assessment Trainer: Wheeler 8:30 am - 9:45 am	Comprehension Strategies Trainer: Fondren 8:30 am - 9:45 am	Phonemic Awareness/Phonics Trainer: Hill 8:30 am - 9:45 am
BREAK		
Formal/Informal Assessment Trainer: Wheeler 10:00 am - 11:30 am	Comprehension Strategies Trainer: Fondren 10:00 am - 11:30 am	Phonemic Awareness/Phonics Trainer: Hill 10:00 am - 11:30 am
LUNCH		
Formal/Informal Assessment Trainer: Wheeler 12:30 pm - 2:00 pm	Comprehension Strategies Trainer: Fondren 12:30 pm - 2:00 pm	Phonemic Awareness/Phonics Trainer: Hill 12:30 pm - 2:00 pm
BREAK		
Formal/Informal Assessment Trainer: Wheeler 2:15 pm - 4:00 pm	Comprehension Strategies Trainer: Fondren 2:15 pm - 4:00 pm	Phonemic Awareness/Phonics Trainer: Hill 2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: K-1

WEDNESDAY - 3/28/01		
Continental Breakfast 8:00 am - 8:30 am		
Comprehension Strategies Trainer: Fondren 8:30 am - 9:45 am	Phonemic Awareness/Phonics Trainer: Hill 8:30 am - 9:45 am	Intervention Trainer: Wheeler 8:30 am - 9:45 am
BREAK		
Comprehension Strategies Trainer: Fondren 10:00 am - 11:30 am	Phonemic Awareness/Phonics Trainer: Hill 10:00 am - 11:30 am	Intervention Trainer: Wheeler 10:00 am - 11:30 am
LUNCH		
Comprehension Strategies Trainer: Fondren 12:30 pm - 2:00 pm	Phonemic Awareness/Phonics Trainer: Hill 12:30 pm - 2:00 pm	Intervention Trainer: Wheeler 12:30 pm - 2:00 pm
BREAK		
Comprehension Strategies Trainer: Fondren 2:15 pm - 4:00 pm	Phonemic Awareness/Phonics Trainer: Hill 2:15 pm - 4:00 pm	Intervention Trainer: Wheeler 2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: K-1

THURSDAY - 3/29/01

Continental Breakfast

8:00 am - 8:30 am

Reading/Writing Connection

Trainer: Fondren

8:30 am - 9:45 am

Language/Vocabulary Development

Trainer: Neese

8:30 am - 9:45 am

BREAK

Reading/Writing Connection

Trainer: Fondren

10:00 am - 11:30 am

Language/Vocabulary Development

Trainer: Neese

10:00 am - 11:30 am

LUNCH

Reading/Writing Connection

Trainer: Fondren

12:30 pm - 2:00 pm

Language/Vocabulary Development

Trainer: Neese

12:30 pm - 2:00 pm

BREAK

Reading/Writing Connection

Trainer: Fondren

2:15 pm - 4:00 pm

Language/Vocabulary Development

Trainer: Neese

2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: K-1

FRIDAY - 3/30/01

Continental Breakfast

8:00 am - 8:30 am

Reading/Writing Connection

Trainer: Fondren

8:30 am - 9:45 am

BREAK

Reading/Writing Connection

Trainer: Fondren

10:00 am - 11:30 am

LUNCH

Reading/Writing Connection

Trainer: Fondren

12:30 pm - 2:00 pm

BREAK

Reading/Writing Connection

Trainer: Fondren

2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: 2-3

TUESDAY - 3/27/01		
Continental Breakfast 8:00 am - 8:30 am		
Comprehension Strategies Trainer: Holt 8:30 am - 9:45 am	Phonemic Awareness/Phonics Trainer: Neese 8:30 am - 9:45 am	Reading/Writing Connection Trainer: Morton 8:30 am - 9:45 am
BREAK		
Comprehension Strategies Trainer: Holt 10:00 am - 11:30 am	Phonemic Awareness/Phonics Trainer: Neese 10:00 am - 11:30 am	Reading/Writing Connection Trainer: Morton 10:00 am - 11:30 am
LUNCH		
Comprehension Strategies Trainer: Holt 12:30 pm - 2:00 pm	Phonemic Awareness/Phonics Trainer: Neese 12:30 pm - 2:00 pm	Reading/Writing Connection Trainer: Morton 12:30 pm - 2:00 pm
BREAK		
Comprehension Strategies Trainer: Holt	Phonemic Awareness/Phonics Trainer: Neese	Reading/Writing Connection Trainer: Morton

Florida Reading Initiative
Train-The-Trainer 2001

Grade: 2-3

WEDNESDAY - 3/28/01

Continental Breakfast

8:00 am - 8:30 am

Comprehension Strategies

Trainer: Holt

8:30 am - 9:45 am

Language/Vocabulary

Trainer: Neese

8:30 am - 9:45 am

Reading/Writing Connection

Trainer: Morton

8:30 am - 9:45 am

BREAK

Comprehension Strategies

Trainer: Holt

10:00 am - 11:30 am

Language/Vocabulary
Development

Trainer: Neese

10:00 am - 11:30 am

Reading/Writing Connection

Trainer: Morton

10:00 am - 11:30 am

LUNCH

Comprehension Strategies

Trainer: Holt

12:30 pm - 2:00 pm

Language/Vocabulary
Development

Trainer: Neese

12:30 pm - 2:00 pm

Reading/Writing Connection

Trainer: Morton

12:30 pm - 2:00 pm

BREAK

Comprehension Strategies

Trainer: Holt

2:15 pm - 4:00 pm

Language/Vocabulary
Development

Trainer: Neese

2:15 pm - 4:00 pm

Reading/Writing Connection

Trainer: Morton

2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: 2-3

THURSDAY - 3/29/01	
Continental Breakfast 8:00 am - 8:30 am	
Intervention Trainer: Morton 8:30 am - 9:45 am	Formal/Informal Assessment Trainer: Holt 8:30 am - 9:45 am
BREAK	
Intervention Trainer: Morton 10:00 am - 11:30 am	Formal/Informal Assessment Trainer: Holt 10:00 am - 11:30 am
LUNCH	
Intervention Trainer: Morton 12:30 pm - 2:00 pm	Formal/Informal Assessment Trainer: Holt 12:30 pm - 2:00 pm
BREAK	
Intervention Trainer: Morton 2:15 pm - 4:00 pm	Formal/Informal Assessment Trainer: Holt 2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: 4-5

TUESDAY 3/27/01

Continental Breakfast
8:00 am - 8:30 am

Comprehension Strategies
Trainer: Autrey
8:30 am - 9:45 am

BREAK

Comprehension Strategies
Trainer: Autrey
10:00 am - 11:30 am

LUNCH

Comprehension Strategies
Trainer: Autrey
12:30 pm - 2:00 pm

BREAK

Comprehension Strategies
Trainer: Autrey
2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: 4-5

WEDNESDAY 3/28/01
Continental Breakfast 8:00 am - 8:30 am
Comprehension Strategies Trainer: Autrey 8:30 am - 9:45 am
BREAK
Comprehension Strategies Trainer: Autrey 10:00 am - 11:30 am
LUNCH
Comprehension Strategies Trainer: Autrey 12:30 pm - 2:00 pm
BREAK
Comprehension Strategies Trainer: Autrey 2:15 - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001

Grade: 4-5

THURSDAY - 3/29/01		
Continental Breakfast 8:00 am - 8:30 am		
Reading/Writing Connection Trainer: Hubbard 8:30 am - 9:45 am	Phonemic Awareness/Phonics Trainer: Hudson 8:30 am - 9:45 am	Language/Vocabulary Development Trainer: Autrey 8:30 am - 9:45 am
BREAK		
Reading/Writing Connection Trainer: Hubbard 10:00 am - 11:30 am	Phonemic Awareness/Phonics Trainer: Hudson 10:00 am - 11:30 am	Language/Vocabulary Development Trainer: Autrey 10:00 am - 11:30 am
LUNCH		
Reading/Writing Connection Trainer: Hubbard 12:30 pm - 2:00 pm	Phonemic Awareness/Phonics Trainer: Hudson 12:30 pm - 2:00 pm	Language/Vocabulary Development Trainer: Autrey 12:30 pm - 2:00 pm
BREAK		
Reading/Writing Connection Trainer: Hubbard 2:15 pm - 4:00 pm	Phonemic Awareness/Phonics Trainer: Hudson 2:15 pm - 4:00 pm	Language/Vocabulary Development Trainer: Autrey 2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001
Grade: 4-5

FRIDAY - 3/30/01		
Continental Breakfast		
8:00 am - 8:30 am		
Reading/Writing Connection Trainer: Hubbard 8:30am - 9:45 am	Intervention Trainer: Hudson 8:30am - 9:45 am	Formal/Informal Assessment Trainer: Autrey 8:30am - 9:45 am
BREAK		
Reading/Writing Connection Trainer: Hubbard 10:00 am - 11:30 am	Intervention Trainer: Hudson 10:00 am - 11:30 am	Formal/Informal Assessment Trainer: Autrey 10:00 am - 11:30 am
LUNCH		
Reading/Writing Connection Trainer: Hubbard 12:30 pm - 2:00 pm	Intervention Trainer: Hudson 12:30 pm - 2:00 pm	Formal/Informal Assessment Trainer: Autrey 12:30 pm - 2:00 pm
BREAK		
Reading/Writing Connection Trainer: Hubbard 2:15 pm - 4:00 pm	Intervention Trainer: Hudson 2:15 pm - 4:00 pm	Formal/Informal Assessment Trainer: Autrey 2:15 pm - 4:00 pm

Florida Reading Initiative
Train-The-Trainer 2001
ELEMENTARY

MONDAY - 3/26/01

Registration & Continental Breakfast

8:00 am - 9:00 am

Conceptual Framework

Trainer: Wheeler

9:00 am - 10:15 am

All Elementary Grades

BREAK

Intervention Overview

10:30 am - 12:00 pm

All Elementary Grades

LUNCH

Florida Reading Initiative Overview

All Elementary Grades

1:15 pm - 3:00 pm

Florida Reading Initiative
Train-The-Trainer 2001
Grade: Middle/High

MONDAY - 3/26/01

Registration & Continental Breakfast

8:00 am - 9:00 am

Conceptual Frameworks

Trainer: Wheeler

9:00 am - 10:15 am

Middle/High

BREAK

Intervention Overview

10:30 am - 12:00 pm

Middle/High

LUNCH

Language/Vocabulary Development

Trainer: TBA **Middle**

Trainer: M. Merold **High**

1:15 pm - 2:45 pm

BREAK

Language/Vocabulary Development

Trainer: TBA Middle

Trainer: M. Merold High

3:00 pm - 4:15 pm

BREAK

Language/Vocabulary Development

Trainer: TBA Middle

Trainer: M. Merold High

4:30 pm - 6:00 pm

Florida Reading Initiative
 Train-The-Trainer 2001
Grade: Middle/High

TUESDAY - 3/27/01	
Continental Breakfast 8:00 am - 8:30 am	
Comprehension Strategies Trainer: Jones 8:30 am - 9:45 am Middle	Comprehension Strategies Trainer: Spor 8:30 am - 9:45 am High
BREAK	
Comprehension Strategies Trainer: Jones 10:00 am - 11:30 am Middle	Comprehension Strategies Trainer: Spor 10:00 am - 11:30 am High
LUNCH	
Comprehension Strategies Trainer: Jones 12:30 pm - 2:00 pm Middle	Comprehension Strategies Trainer: Spor 12:30 pm - 2:00 pm High
BREAK	
Comprehension Strategies Trainer: Jones 2:15 pm - 4:00 pm Middle	Comprehension Strategies Trainer: Spor 2:15 pm - 4:00 pm High

Florida Reading Initiative
 Train-The-Trainer 2001
Grade: Middle/High

WEDNESDAY - 3/28/01		
Continental Breakfast 8:00 am - 8:30 am		
Comprehension Strategies Trainer: Jones 8:30 am - 9:45 am Middle	Comprehension Strategies Trainer: Spor 8:30 am - 9:45 am High	Phonemic Awareness/Phonics Trainer: R. Merold 8:30 am - 9:45 am Middle/ High
BREAK		
Comprehension Strategies Trainer: Jones 10:00 am - 11:30 am Middle	Comprehension Strategies Trainer: Spor 10:00 am - 11:30 am High	Phonemic Awareness/Phonics Trainer: R. Merold 10:00 am - 11:30 am Middle/ High
LUNCH		
Reading/Writing Connection Trainer: Jones 12:30 pm - 2:00 pm Middle	Reading/Writing Connection Trainer: Guthrie 12:30 pm - 2:00 pm High	Phonemic Awareness/Phonics Trainer: R. Merold 12:30 pm - 2:00 pm Middle/ High
BREAK		
Reading/Writing Connection Trainer: Jones 2:15 pm - 4:00 pm Middle	Reading/Writing Connection Trainer: Guthrie 2:15 pm - 4:00 pm High	Phonemic Awareness/Phonics Trainer: R. Merold 2:15 pm - 4:00 pm Middle/ High

Florida Reading Initiative
 Train-The-Trainer 2001
Grade: Middle/High

THURSDAY - 3/29/01			
Continental Breakfast 8:00 am - 8:30 am			
Reading/Writing Trainer: Jones 8:30 am - 9:45 am Middle	Reading/Writing Trainer: Guthrie 8:30 am - 9:45 am High	Intervention Trainer: R. Merold 8:30 am - 9:45 am Middle/ High	Special Spor 8:30 am - 9:45 am Leaders
BREAK			
Reading/Writing Connection Trainer: Jones 10:00 am - 11:30 am Middle	Reading/Writing Connection Trainer: Guthrie 10:00 am - 11:30 am High	Intervention Trainer: R. Merold 10:00 am -11:30 am Middle/ High	Special Spor 10:00 am - 11:30 am Leaders
LUNCH			
Reading/Writing Connection Trainer: Jones 12:30 pm - 2:00 pm Middle	Reading/Writing Connection Trainer: Guthrie 12:30 pm - 2:00 pm High	Intervention Trainer: R. Merold 12:30 pm - 2:00 pm Middle/ High	Special Spor 12:30 pm - 2:00 pm Leaders
BREAK			
Reading/Writing Connection Trainer: Jones Middle	Reading/Writing Connection Trainer: Guthrie High	Intervention Trainer: R. Merold Middle/ High	Special Spor Leaders

Florida Reading Initiative
 Train-The-Trainer 2001
Grade: Middle/High

FRIDAY - 3/30/01				
Continental Breakfast 8:00 am - 8:30 am				
Formal/Informal Assessment Autrey 8:30 am - 9:45 am Grades 4+	Content Area Reading - Social Studies Jones 8:30 am - 9:45 am Middle/ High	Content Area Reading - Science Guthrie 8:30 am - 9:45 am Middle/ High	Content Area Reading - Math Cannon 8:30 am - 9:45 am Middle/ High	Content Area Reading - English Spor 8:30 am - 9:45 am Middle/ High
BREAK				
Formal/Informal Assessment Autrey 10:00 am - 11:30 am Grades 4+	Content Area Reading - Social Studies Jones 10:00 am - 11:30 am Middle/ High	Content Area Reading - Science Guthrie 10:00 am - 11:30 am Middle/ High	Content Area Reading - Math Cannon 10:00 am - 11:30 Middle/ High	Content Area Reading - English Spor 10:00 am - 11:30 am Middle/ High
LUNCH				
Formal/Informal Assessment Autrey 12:30 pm - 2:00 pm Grades 4+	Content Area Writing - Social Studies Jones 12:30 pm - 2:00 pm Middle/ High	Content Area Writing - Science Guthrie 12:30 pm - 2:00 pm Middle/ High	Content Area Writing - Math Cannon 12:30 pm - 2:00 pm Middle/ High	Content Area Writing English Spor 12:30 pm - 2:00 pm Middle/ High
BREAK				
Formal/Informal Assessment Autrey 2:15 pm - 4:00 pm Grades 4+	Content Area Writing - Social Studies Jones 2:15 pm - 4:00 pm Middle/ High	Content Area Writing - Science Guthrie 2:15 pm - 4:00 pm Middle/ High	Content Area Writing - Math Cannon 2:15 pm - 4:00 pm Middle/ High	Content Area Writing English Spor 2:15 pm - 4:00 pm Middle/ High

FLORIDA READING INITIATIVE
COMPONENT CHAIRS

Comprehension Strategies (2-3)	Marsha Wright	
Comprehension Strategies (4-5)	Marsha Wright	
Comprehension Strategies (High)	Mary Ann Ahearn	
Comprehension Strategies (K-1)	Marsha Wright	
Comprehension Strategies (Middle)	Mary Ann Ahearn	
Content Area R/W: Language Arts (High)	Marybeth LaPointe	
Content Area R/W: Language Arts (Middle)	Marybeth LaPointe	
Content Area R/W: Math (High)	Sherry Colarusso	Ronda Bourn
Content Area R/W: Math (Middle)	Sherry Colarusso	Ronda Bourn
Content Area R/W: Science (High)	Vicki Crisp	
Content Area R/W: Science (Middle)	Vicki Crisp	
Content Area R/W: Social Studies (High)	Peggy Clark	
Content Area R/W: Social Studies (Middle)	Peggy Clark	
Formal/Informal Assessment (2-3)	Lynda Hayes	
Formal/Informal Assessment (4-5)	Lynda Hayes	
Formal/Informal Assessment (High)	Nancy Corbett	
Formal/Informal Assessment (K-1)	Lynda Hayes	
Formal/Informal Assessment (Middle)	Nancy Corbett	
Intervention (2-3)	Lynda Hayes	
Intervention (4-5)	Lynda Hayes	
Intervention (High)	Evelyn Maycumber	
Intervention (K-1)	Lynda Hayes	

FLORIDA READING INITIATIVE
COMPONENT CHAIRS

Intervention (Middle)	Evelyn Maycumber
Language Development/Vocabulary (2-3)	Lynn Hubbell
Language Development/Vocabulary (4-5)	Lynn Hubbell
Language Development/Vocabulary (High)	Jean Schiffbauer
Language Development/Vocabulary (K-1)	Lynn Hubbell
Language Development/Vocabulary (Middle)	Jean Schiffbauer
Phonemic Awareness/Phonics (2-3)	Sabrina Crosby
Phonemic Awareness/Phonics (4-5)	Sabrina Crosby
Phonemic Awareness/Phonics (High)	Nancy Dean
Phonemic Awareness/Phonics (K-1)	Sabrina Crosby
Phonemic Awareness/Phonics (Middle)	Nancy Dean
Reading/Writing Connection (2-3)	Garnette Knapp
Reading/Writing Connection (4-5)	Garnette Knapp
Reading/Writing Connection (High)	Clarice Kennedy
Reading/Writing Connection (K-1)	Garnette Knapp
Reading/Writing Connection (Middle)	Clarice Kennedy

Florida Reading Initiative
Summer Reading Academy
 June 11-June 22, 2001

Week 1: Elementary Schools

Day	K-1	2-3	4-5
Monday, June 11 9:00-9:30	Florida Reading Initiative Kick-off Celebration		
9:30-10:30	Conceptual Framework	Conceptual Framework	Conceptual Framework
10:30-11:00	BREAK & Transport to PK Yonge		
11:00-3:00	Formal/Informal Assessment	Formal Assessment	Formal Assessment
3:15-4:30	Faculty Meeting	Intervention	Part I
Tuesday, June 12 8:30-2:15	Phonemic Awareness/Phonics	Informal Assessment & QRI-III	Informal Assessment & QRI-III
2:30-4:00	Faculty Meeting	Intervention	Part II
Wed., June 13 8:30-4:00	Phonemic Awareness/Phonics	Phonemic Awareness & Phonics	Phonemic Awareness & Phonics
Thursday, June 14 8:30-4:00	Comprehension Strategies	Comprehension Strategies	Comprehension Strategies
Friday, June 15 8:30-4:00	Comprehension Strategies	Comprehension Strategies	Comprehension Strategies

Week 2: Elementary Schools

Day	K-1	2-3	4-5
Monday, June 18 8:30-4:00	Language Development	Language Development & Vocabulary	Language Development & Vocabulary
Tuesday, June 19 8:30-4:00	Reading/Writing Connection	Reading/Writing Connection	Reading/Writing Connection
Wed., June 20 8:30-2:15	Reading/Writing Connection	Reading/Writing Connection	Reading/Writing Connection
2:30-4:00	Faculty Meeting	Intervention	Part III
Thursday, June 21 8:30-4:00	Critical Items for Struggling Readers (Intervention Parts IV & V)	Critical Items for Struggling Readers (Intervention Parts IV & V)	Critical Items for Struggling Readers (Intervention Parts IV & V)
Friday, June 22* 8:30-1:30	Faculty Action Plan	- Back at individual schools	

* Elementary school plans will address the following questions: (1) What does a daily/weekly schedule that give appropriate emphasis to PA/P, CS, LDV, and RW look like for regular students reading grade-level materials? (2) What is our plan for serving struggling readers? What is my role?

Florida Reading Initiative
Summer Reading Academy
 June 11-June 22, 2001

Week 1: Secondary Schools

Day	Middle	High
Monday, June 11 9:00-9:30	Florida Reading Initiative Kick-off Celebration	
9:30-10:30	Conceptual Framework	Conceptual Framework
10:30-11:00	BREAK & Transport to PK Yonge	
11:00-3:00	Formal Assessment	Formal Assessment
3:15-4:30	Faculty Meeting: Intervention Part I	
Tuesday, June 12 8:30-2:15	Informal Assessment & QRI-III	Informal Assessment & QRI-III
2:30-4:00	Faculty Meeting: Intervention Part II	
Wed., June 13 8:30-4:00	Comprehension Strategies	Comprehension Strategies
Thursday, June 14 8:30-4:00	Comprehension Strategies	Comprehension Strategies
	Phonemic Awareness & Phonics * All Teachers of Struggling Readers	Phonemic Awareness & Phonics * All Teachers of Struggling Readers
Friday, June 15 8:30-4:00	Language Development & Vocabulary	Language Development & Vocabulary

Week 2: Secondary Schools

Day	Middle	High
Monday, June 18 8:30-4:00	Reading/Writing Connection	Reading/Writing Connection
Tuesday, June 19 8:30-2:15	Reading/Writing Connection	Reading/Writing Connection
	Faculty Meeting: Intervention Part III	
Wed., June 20 8:30-4:00	Content Area Reading/Writing (Math, Science, Social Studies, Lang. Arts)	Content Area Reading/Writing (Math, Science, Social Studies, Lang. Arts)
Thursday, June 21 8:30-4:00	Content Area Reading/Writing (Math, Science, Social Studies, Lang. Arts)	Content Area Reading/Writing (Math, Science, Social Studies, Lang. Arts)
	Critical Items for Struggling Readers (Intervention IV & V) *All Teachers of Struggling Readers	Critical Items for Struggling Readers (Intervention IV & V) *All Teachers of Struggling Readers
Friday, June 22* 8:30-1:30	Faculty Action Plan - Back at individual schools	

* Secondary school plans will address the following questions: (1) What policies and practices need to be in place to increase the amount of reading and the amount of writing? (2) What do content area teachers' daily classroom schedules and assignments look like to give appropriate emphasis to Comprehension Strategies, Language Development & Vocabulary, and the Reading/Writing Connection? How do we apply these components to FCAT & SSS? (3) What is our plan for serving struggling readers? What is my role?

Interferences to Comprehension

INTERFERENCES	QRI-III *Use to identify specific strengths & weaknesses.	ARI MODULES *When to find teaching strategies and help.	ACTIVITIES *Suggestions for a <u>sampling</u> of teaching activities.
<p><u>Meaning</u> The reader's system of meaning does not overlap sufficiently with the author's system of meaning.</p>	<p>Familiar/ Unfamiliar Retell Comprehension Questions</p>	<p>Language Dev. Comprehension Reading/Writing Effective Intervention</p>	<p>Venn Diagrams, Semantic Webs & Maps, Charts Literature Circles Text Innovations Critical Analysis/Story Elements Author Awareness/Study Background Knowledge KWL Chart & Vocabulary Teams/Discussions/Questions</p>
<p><u>Language</u> The reader's system of language overlaps insufficiently with the text.</p>	<p>Familiar/ Unfamiliar Retell Comprehension Questions</p>	<p>Language Dev. Comprehension Reading/Writing Effective Intervention</p>	<p>Vocabulary Activities: Teaming and Sharing Group Discussions Research & Record Author Awareness Audience Awareness Dialogue Journals</p>
<p><u>Accuracy</u> The reader reads words inaccurately.</p>	<p>Miscues from Word List & Passage Level of Accuracy</p>	<p>Comprehension Phonemic Awareness & Phonics Effective Intervention</p>	<p>Systematic Phonics Instruction Explicit Phonics Lessons Word Study Attention to Details of Words</p>
<p><u>Automaticity</u> The reader does not have instant word recognition.</p>	<p>Automatic on: Word List Rate of Reading Passage Reading Rate</p>	<p>Comprehension Oral Language Phonemic Awareness & Phonics Effective Intervention</p>	<p>Repeated Exposure to Texts! Explicit Phonics Lessons Word Wall Activities with Frequently Used Words Vocabulary Activities Direct Instruction</p>
<p><u>Fluency</u> The reader does not read fluently (ie. with ease and <i>speed</i> that shows appropriate phrasing and intonation.)</p>	<p>Passage Miscues (especially repeats & punctuation) Oral and Silent Reading Rate</p>	<p>Comprehension Oral Language Phonemic Awareness & Phonics Effective Intervention</p>	<p>Repeated Exposure to Texts! Poetry! Performances w/Poetry, etc. Reader's Theatre Paired Reading w/Adults Choral Reading Teacher Read Alouds (modeling) Buddy Reading (w/less fluent peers)</p>
<p><u>Attention</u> Reader does not attend to the degree needed to build meaning.</p>	<p>Self-Corrections of Unacceptable Miscues Retell Comprehension Questions</p>	<p>Comprehension Effective Intervention</p>	<p>Questioning Techniques Provide Visuals Provide Individual Outlines Involve <i>Everyone!</i> Work with Smaller Groups Vary Instructional Techniques</p>

*Adapted by Ingrid Ezekiel

Florida Reading Initiative

Summer Reading Academy Curriculum

Building an Understanding of the Reading Process and How to Effectively Teach Reading to Struggling Readers

CONCEPTUAL FRAMEWORK Day 1 Duration=1 hour
All participants

The Conceptual Framework addresses how reading comprehension takes place in all readers. Three systems interact and overlap: the system of meaning, the system of language and the system of print. The six major interferences to reading comprehension are represented in the diagram below. Teachers will learn how to identify the interference(s) to comprehension and give this information to students along with the strategies necessary to overcome each type of interference. Teachers also study how to prevent interferences by the kinds of reading instruction they present.

NOTE: Each FRI Component begins instruction with the research basis for the activities and strategies to follow.

FORMAL AND INFORMAL ASSESSMENT Duration=2 days
(Grade 2-3 Component included) All participants

Formal Assessment looks at the standardized test used by the district and school. Teachers analyze and disaggregate the reading data of their own students. Both the students they taught the previous year and the students they will teach in the coming year are studied. Teachers look at reading sub scores and FCAT data where possible. The actual list of students who meet the “struggling reader” criteria the school is created. During faculty meetings the numbers and names of these students are used to begin to form a *School Intervention Plan* to deal with how to accelerate learning for these students by meeting their specific needs. Also just how effective a standardized test is in providing the information required to make decisions is addressed. The Gates Macginitie Reading test is discussed and analyzed as this is the major gateway test used to determine the need for additional assessment of struggling readers.

Informal Assessment studies those kinds of informal indicators of reading that teachers must use frequently (weekly and daily) to assess and inform reading instruction. Multiple instruments are used in grades K-2. The majority of these are based upon the research of Marie Clay and involves where the student is in relationship to their understanding of print. The sound-symbol relationship is assessed most frequently and is accompanied with assessment of making meaning. The principal instrument taught in grades 3 through 12 is the Qualitative Reading Inventory, which is a standardized version of the informal reading inventory. Informational and narrative texts are used, background knowledge is assessed; retelling and word lists are utilized. Using videos, teachers practice giving the test, using running record skills to determine patterns of errors, scoring and analyzing results. Lists of tests are available within each specific component.

Note: The connection teachers make between the skills identified during this phase of the Reading Academy and the training that follows is a major key to understanding how the reading process develops and must be taught. During each component assessment is used to drive instruction in the sense that continual assessment and awareness of where the student is makes the instruction that follows specific and targeted. Students are also made aware of what they are trying to learn and why. This awareness builds self-monitoring of reading in even young students.

PHONEMIC AWARENESS AND PHONICS
(Grade k-1 included)

Duration=2 days (K-1)
1 day (grades 2-3, 4-5)
½ day (middle, high
teachers of struggling readers)

This component provides strong support for the teaching of phonemic awareness and phonics during K-1. The child's level of phonemic awareness on entering school is widely held to be the strongest single predictor of success she or he will experience in learning to read. (Adams, 1995). The component helps teachers understand the importance of students understanding the smallest units composing our spoken language at all levels and gives ways to prevent interference and to teach the interference found in struggling readers. Some elements of this component are: understanding how to recognize, count, segment, blend and manipulate the phonemes of the English language, how to assess these and provide systematic and explicit instruction. Spelling is addressed and activities on each grade level are practiced. Teachers of older students (4-5, middle and high) study each of the above elements in order to be able to identify this interference in reading while teachers of older struggling readers learn how to address the specific needs through activities that are not "babyish" but rather appropriate for more mature students. Games and activities are practiced and adapted for use by even secondary content teachers of struggling readers.

COMPREHENSION STRATEGIES
(Middle, High Included and Outline of K-1)

Duration=2 days (K-1,2-3,4-5)
1 ½ days (middle, high)

Building upon the reading research of Adams, Beck, Pearson, Gambrel and others, participants study the six factors that influence comprehension (Six Interferences to Comprehension). Following this they deal with the teaching of comprehension monitoring, concepts of print (K-1) and the use of text structure to build meaning. Explicit instruction in comprehension strategies has a focus upon teaching main idea. Teachers empower students to use pre, during and after reading strategies with both narrative and informational text. Specific issues that have implications for schools with the vision of achieving 100% literacy (all students reading on grade level) are addressed including the amount of reading, provision of multiple kinds of text (from decodable to authentic literature), deep discussion with questioning and content area reading. Helping less able readers make meaning of difficult text is specifically addressed through model lessons that teachers experience and relate to their own classes.

LANGUAGE DEVELOPMENT & VOCABULARY

Duration=1 day
All participants

Using the research base of Anderson, Heibert and Clay and drawing upon the research of Alvermann and recent findings of Risley, the framework for language development is addressed. The Language Development Continuum (stages of oral language development) researched and developed by the Education Department of Western Australia (Jenny Evans) is explored and specific instructional implications modeled and experienced by teacher participants. Also included are: the classroom environment for language development, strategies and application of strategies within an instructional context. Spelling and vocabulary instruction are experienced by participants in a research-based setting that fosters deep learning of concepts and as an aid to building comprehension. Also addressed are issues like "when is direct instruction of vocabulary appropriate"? Teachers plan how to incorporate research-based instruction into their own existing lessons.

READING/WRITING CONNECTION
(Grades 4-5 included)

Duration=2 days
All participants

The research basis for connecting reading and writing is the work of Graves, Hansen, Bereiter, Englert & Heibert, Newkirk. Reading connections are made within each of the following areas: environment that fosters writing, engagement for real reasons to connect reading and writing, for, language, conventions and a plan for pulling all of this together. Connections are made to the SSS and FCAT reading and writing. Teachers write and have strategies modeled for them to use with students.

CONTENT AREA READING & WRITING IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, LANGUAGE ARTS

(Math for middle/high included)

Duration=2 days
Content teachers

The research of Clarke, Brennan & Dunlap, and Ruddell are among those cited for this component. Mathematics is taught as communication and the role of the math teacher is addressed as it relates to text analysis and needed reading skills. Strategies are highlighted that foster comprehension in mathematics. Bloom's and other higher order questioning along with the SSS are discussed and modeled. Teachers in this and all of the content areas spend time integrated all they have learned into their own lesson plans.

INTERVENTION

(Faculty component included)

Duration=1 day
Elementary, Middle/high
Teachers of struggling readers

Intervention is addressed on two levels during the two week Summer Reading Academy. Principals meet with faculties on four occasions during the Academy. They study together the research relating to struggling readers and plan how to use the formal data they have and how to test using informal data to pinpoint exactly the needs of the readers in question. Faculty and principal problem-solve how to organize the classrooms and the school for intervention... including ways that time and space make be used to maximize efficiently the use of all of the resources available. Sections 4 and 5 of intervention are studied during the one day listed above. This day (the second level of intervention study) includes a detailed look (review) at just what a skilled reader looks like and the 4 principles of intervention:

1. Empower learners to use what they know to figure out what they do not know.
2. Let the learner guide the teaching
3. Know how to provide lots of practice in reading appropriate texts
4. Accelerate learning for struggling readers.

Strategies for addressing each of the six interferences are categorized and specific examples given. Here teachers use the knowledge they have already received during the two weeks of study. The final day of the two-week Academy is spent at the school site putting together the final reading plan for the school that includes a specific program for addressing the needs of their own struggling readers.

Comparison of FRI Components with NRP Findings

Florida Reading Initiative Component	National Reading Panel Findings
Phonemic Awareness & Phonics	
Emphasis on phonemes. Teaching teachers how to create awareness of same through direct teaching. Teaching phonics sequentially & phonemic awareness with all struggling readers.	Systematic synthetic phonics instruction has a positive & significant effect on disabled readers. (p.9) Caution to endorsing all kinds of phonics instruction.(p.10
Comprehension Strategies	
Focus on 3 major keys to learning: prior knowledge, active engagement, student monitoring of the process (metacognition). Teaching main idea a major focus. Teacher modeling and direct teaching of strategies for organization and processing of text (including study of text structure) Questioning such as QAR (Raphael) and questioning the author (Beck)	Data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge... (p.14) Explicit teaching in application of comprehension strategies has been highly effective in enhancing understanding. Teacher demonstrates strategies until students are able to carry them out independently.(p.14,15)
Language Development & Vocabulary	
Development of language is related to appropriate classroom activities & print rich classrooms. Concept development and vocabulary using multiple strategies such as Concept of Definition (Raphael) and sentence expansion and word walls.	Vocabulary should be taught directly & indirectly. Repetition, multiple exposures and rich contexts for learning all enhance acquisition of vocabulary.(p.14) Direct instruction should restructure and actively engage the student. (p.14)
Reading & Writing Connection	
The concurrent development of reading & writing is studied using the research of Graves, Hansen, Heibert, Gambrell, Adams and Pearson. Integration into the classroom of students learning to write independently along with study of award winning authors leads to reading and writing for real reasons. Specific activities are modeled.	Writing using technology fosters learning.(p.14) Reading instruction is most effective when combined with writing instruction. (p.18)
Reading & Writing: Language Arts, Math, Science, Social Studies (middle/high)	
Use of all previously mentioned is integrated. Teaching of expository text and text structure is directly taught. Each discipline addresses concept development and teaching of comprehension strategies.	Not present in compared document but each of the above cited references apply to the teaching of each discipline. The work of Duffy and Roehler address the need for strategies in making sense of text.

Florida Reading Initiative Components	National Reading Panel Findings
Effective Intervention of Struggling Readers	
<p>Each of the above components is addressed and the following elements are taught in depth with specific strategies to address individual students interferences to comprehension: Accuracy, automaticity, prosody, meaning, language and print interferences, use of supportive texts (predictable, decodable, transitional, authentic literature). Guided reading, student motivation and engagement strategies are studied.</p>	<p>Systematic synthetic phonics instruction more effective in improving low socioeconomic children's word reading skills..(p.9)Fluency is one of several critical factors necessary for reading comprehension..often neglected in the classroom. (p.11)Guided repeated oral reading procedures has a significant and positive impact...apply to all students good readers & those experiencing reading difficulties.(p.12)</p>
Formal & Informal Assessment	
<p>In all of elementary and middle/high invention assessment is used to drive instruction. In intervention an informal reading inventory (Qualitative Reading Inventory is used grades 3 thru 12 and other assessments like the work of Marie Clay are used K-2) and running record assessments guide weekly and sometimes daily instruction.</p>	<p>Not addressed in document available</p>
Computer Technology	
<p>While not a part of the 2001 Summer Reading Academy, the process is under way to incorporate computer technology as it "naturally fits" within the FRI Components. Through a technology grant teachers are utilizing strategies involving technology that are recognized as best practice in order to give them classroom validity within the framework of the FRI. These include the use of the Internet.</p>	<p>Although firm conclusions were not drawn, all the studies reported positive results. The use of word processors is promising due to the effectiveness of reading instruction combined with writing instruction. The use of hypertext may have an instructional advantage. Internet applications research is absent. (p.17,18)</p>

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Principal Leadership And Effective School Intervention Plans

It is essential that the principal take on the instructional leadership role for participating schools. Principals attend a two-day training to learn strategies that help them lead their faculties through a process for developing Reading Intervention Plans. During the Summer Reading Academy principals lead four faculty meetings. These meetings begin with the review of student data to identify struggling readers and ends in the development of a School Reading Intervention Plan.

The following documents explain this process:


- Agenda from Principal Training
- Principal's Checklist for Effective FRI Program implementation
- Effective Intervention
- What Makes an Effective Intervention Program?
- Definition of Who Needs Intervention
- Example of School Intervention Plan

FLORIDA READING INITIATIVE
PRINCIPALS' TRAINING
DAY TWO
May 25, 2001
9:00 a.m. – 3:00 p.m.
NEFEC Board Room

A G E N D A

- | | | |
|-------|------------------------------------------|------------------------------------------------|
| I. | Welcome and Agenda Overview | Marsha Wright |
| II. | Overview of Principal's Handbook | Fran Vandiver |
| III. | Formal Assessment for Targeting Students | Marsha Wright
John Colarusso
Ronda Bourn |
| | <i>Break</i> | |
| IV. | Intervention Component | Mary Ann Ahearn
Jean Schiffbauer |
| V. | Monitoring the Program | Fran Vandiver
Mary Ann Ahearn |
| | <i>Lunch</i> | |
| VI. | Role of the Principal | Fran Vandiver |
| VII. | Role of the Reading Specialist | Mary Ann Ahearn |
| VIII. | Supplementary Components | Fran Vandiver |
| IX. | Housekeeping for Summer Reading Academy | Marsha Wright |
| X. | Next Steps | Marsha Wright |

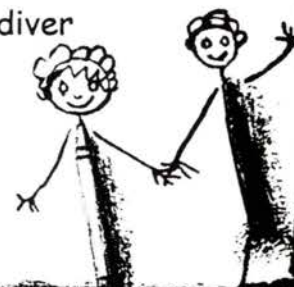




Florida Reading Initiative
Principals' Orientation Meeting
May 9, 2001
NEFEC Board Room

AGENDA

- | | |
|--------------------------------------------------|----------------------------------|
| I. Welcome | Janet Valentine
Bobbie Morgan |
| II. Introductions | Fran Vandiver |
| III. Overview of Summer Reading Academy Schedule | Janet Valentine |
| IV. Role of the Principal | Bobbie Morgan |
| BREAK | |
| V. Overview of Modules | Marsha Wright |
| LUNCH | |
| VI. Materials for Faculty Meetings | Fran Vandiver |
| VII. Principal Checklist | Marsha Wright |
| VIII. Question and Answer/Reflection | All |
| IX. Next Steps | Fran Vandiver |



A PRINCIPAL'S CHECKLIST FOR AN EFFECTIVE FRI PROGRAM

Activities to be Done *Prior* to FRI SRA

	<u>Date(s) Completed</u>
1. Publicize school's selection as FRI Literacy Demonstration Site	_____
2. Participate in NEFEC's FRI orientation sessions for new FRI administrators	_____
3. Schedule staff development session(s) for overview/ review of research on reading	_____
4. Provide list of participating teachers to NEFEC	_____
5. Work with local board to select/designate staff member to be reading specialist or school FRI representative	_____
6. Begin securing funding for reading resources such as classroom libraries, predictable texts, decodable texts, language experience books, high-interest/low-vocabulary books, and trade books	_____
7. Prepare and distribute reminder letters to participating staff members about FRI training	_____
8. Study FRI guidelines to be prepared to lead staff in writing school's FRI Intervention Plan	_____
9. Bring a list (by grade level) of previously identified struggling readers with 2000-2001 data	_____
10. Plan transportation, etc., for FRI Summer Academy	_____

A PRINCIPAL'S CHECKLIST FOR AN EFFECTIVE FRI PROGRAM

Activities to be Done *After* FRI Training *Prior* to Start of School

	<u>Date/s Completed</u>
1. Review, revise, and complete 14 points of the school's Intervention Plan (see Principal's FRI Checklist)	_____
2. Re-examine formal assessment results to re-check identity of struggling readers	_____
3. Select intervention teacher(s) who is/are competent (highly skilled) and caring	_____
4. Schedule struggling readers into intervention classes keeping teacher/pupil ratio low enough to promote student success	_____
5. Check school's master schedule to insure that sufficient time is allotted for reading/language arts (approximately 150 minutes daily for K-3; 120 minutes daily for 4-6; 140 clock hours for 7-12)	_____
6. Purchase QRI III manuals if they weren't previously ordered	_____
7. Continue to secure funds for reading resources	_____
8. Begin to order reading resources as funds become available	_____
9. Begin to plan and schedule staff development for:	
a. teacher/s who missed FRI Summer Academy/ Session	_____
b. intervention teachers	_____
c. content area teachers	_____
d. teachers with other specific needs	_____
e. reading specialist(s) and administrators	_____
10. Communicate expectations to parents of struggling readers through meeting and/or newsletter, press releases, etc.	_____

EFFECTIVE INTERVENTION

Need

There are estimates that 60-90 percent of the students in school will learn to read regardless of how they are taught. From 10-40 percent, however, will have difficulties learning to read and will need specialized instruction. President Clinton, using data from the 1994 National Assessment of Educational Progress (Campbell, Donahue, Clyde, & Phillips, 1996) stated the magnitude of the problem this way: "Forty percent of our eight-year-olds cannot read on their own" (Clinton, 1997, p. A14).

The *basic* level indicates partial mastery of skills fundamental to reading achievement. In 1994, 25 percent or more of the students in grades 4, 8, and 12 failed to reach this lowest level of achievement. (United States Department of Education, 1996, p. 46)

Persistent Deficit

Struggling readers will not correct their reading deficiency "naturally." Their deficits will persist if struggling readers are not provided specialized instruction.

Reading disabilities reflect a persistent deficit rather than a developmental lag. Longitudinal studies show that, of those children who are reading disabled in the third grade, approximately 74 percent continue to read significantly below grade level in the ninth grade. (Lyon, 1996a, p. 64)

Students with delays in reading, writing, and spelling are predicted to fall further behind each year that they are not placed in appropriate research-based programs. (Greene, 1996, p. 110)

Early Diagnosis

The research strongly suggests that children at risk for reading failure must be provided early diagnosis and early intervention if the efforts are to have the greatest chance for success.

... the majority of LD readers are not identified until the third grade. This is apparently too late. Seventy-five percent of children identified after nine years of age continue to demonstrate reading difficulties throughout high school. (Lyon & Alexander, 1996/1997, p. 15)

... many youngsters can learn to read quite well if the appropriate instruction is provided early enough ... unless children are identified and provided with appropriate interventions by the second or third grade, their chances of "catching up" in reading are reduced dramatically. (Lyon, 1996b, p. 8)

Balance

A number of studies have reported that a balanced instructional program composed of direct instruction in phonemic awareness, phonics, and contextual reading is necessary for gains in reading skills.

The most powerful interventions that have been identified for reading disabilities to date consist of a combination of explicit instruction in phonemic awareness, explicit instruction in sound-symbol relationship (phonics), and direct and integrated instruction in text reading and comprehension. This balanced approach appears to be necessary for adults as well as children with reading disabilities. (Lyon & Alexander, 1996/1997, p. 15)

... approaches in which systematic code instruction is included alongside meaning emphasis, language instruction, and connected reading are found to result in superior reading achievement overall. And these conclusions seem at least as valid for children with low reading-readiness profiles as they are for their better prepared and more advantaged peers. (Adams, 1990, p. 49)

Teacher-Directed Instruction

While many learners “make sense of” reading through teaching that is indirect or incidental, struggling readers benefit most from teacher-directed instruction.

Instruction in phonology does not generalize to better text comprehension spontaneously; children also need to be taught how to read fluently and comprehend the meaning of what they read. (The Future of Teaching and Learning, 1997)

...they [data] portray teachers as being ‘mentioners,’ assignment givers and checkers, and interrogators. They further show that mentioning and assignment giving are characteristic whether the concern is for comprehension or something else. Just as comprehension instruction was slighted, so too were all other kinds. (Durkin, D., 1978-79, p. 523)

Acceleration

Reading is a skill to be learned and practiced extensively. Reading is not a subject to be taught 12 years without much improvement. Unfortunately in traditional remedial programs, instruction is decelerated, not accelerated, and students fall farther behind. Effective intervention programs must accelerate instruction, not decelerate instruction.

It is equally clear that the traditional approach of retaining such children in one or more grades while providing them with decelerated, rather than accelerated, remedial reading instruction only ensures that they will fall farther behind. (Southern Regional Education Board, 1996, p.2)

In a comprehensive review of current remedial programs, Allington & McGill-Franzen (1989) found that remediation primarily involves the individual completion of worksheet tasks that rarely require reading more than one or two sentences; this, they claim, is one of the reasons for the poor results of many remedial approaches. (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994, p. 33)

Program Features

The first level of instruction is prevention through powerful beginning instruction in the classroom. Still, there will be low-performing students who require extra help. The most effective intervention efforts reduce the pupil/teacher ratio, sometimes to one-on-one; occur early; utilize highly skilled teachers; include provisions for connecting with parents and the regular classroom reading instruction; and accelerate learning.

In summary, one-on-one instruction is essential for the lowest achievers, but it is not sufficient to explain ... success. As discussed previously, the instructional approach is important; teacher training also appears to be a factor. (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994, p. 34)

As the first groups of Reading Recovery students in Arkansas advanced to second grade and beyond, the issue became whether gains could be sustained. Early follow-up studies suggested that the answer depends to a large extent on how effectively second, third, and later grade teachers support these children. (Southern Regional Education Board, 1996, p. 3)

The most effective interventions typically have the following characteristics:

- They are applied as early as possible in a child's educational career, but not before there has been an opportunity for effective classroom instruction to be tried first.
- They involve well-trained specialists.
- They are more intense than the typical classroom experience, providing personalized, assessment-based instruction; more time and practice on selected skills, concepts, and strategies; and smaller adult-student ratios.
- They are effective as gap-closing strategies for low achievers.
- They are short lived, consistently applied, and finite in duration. For example, one strategy might be designed to last for 20 days, another for 15 weeks, and yet another for 60 sessions. (California Department of Education, 1996, pp. 20-21)

Children come to school expecting to be successful; currently, some are and some are not. In neither case does the child hold the power to determine his or her fate; that power lies primarily with their educational caregivers — teachers and administrators. Until instructional settings and programs are created that consistently provide low-achievement children with access to larger quantities of substantially enhanced instruction, we will fail our most important constituency: the children. (Allington & McGill-Franzen, 1989, p. 94)

What Makes an Effective Intervention Program?

1. **WHO** should teach struggling readers? (page 7)
2. **WHAT** should we teach struggling readers? (page 6)
 - A.
 - B.
 - C.
 - D.
3. **WHEN** should we intervene with struggling readers? (pages 5 and 7)
4. **WHERE** should we teach struggling readers? In settings that... (page 7)
5. **HOW** should struggling readers be taught? (pages 6 and 7)
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.

What Makes an Effective Intervention Program?

1. **WHO** should teach struggling readers? (page 7)

Highly skilled teachers

2. **WHAT** should we teach struggling readers? (page 6)

- A. Explicit instruction in phonemic awareness
- B. Explicit instruction in phonics
- C. Direct and integrated instruction in text reading and comprehension

Or

- D. Systematic code instruction (phonemic awareness and phonics), meaning emphasis, language instruction, and connected reading

3. **WHEN** should we intervene with struggling readers? (pages 5 and 7)

As early as possible, but certainly before grade three

4. **WHERE** should we teach struggling readers? (page 7)

In settings that reduce the pupil/teacher ratio, sometimes to one-on-one

5. **HOW** should struggling readers be taught? (pages 6 and 7)

- A. Largely through teacher-directed instruction
- B. Using accelerated, rather than decelerated, instruction
- C. More intensely than in the regular classroom setting
- D. Using personalized, assessment-based instruction
- E. Providing more time and practice on selected skills, concepts, and strategies
- F. Consistently applying the intervention
- G. Making the intervention short lived and finite in duration
- H. Providing connections to regular classroom teachers and parents

Definition of Who Needs Intervention

Struggling readers are students not reading grade-level materials with fluency and understanding.

Frequent Characteristics of Struggling Readers

1. Excessive behavior problems
2. Low self-esteem
3. Take no initiative and wait for assistance or constantly request help
4. Low academic expectation
5. "Negative talk" regarding reading
6. Inability to make sense of author's words
7. Inability to detect reading mistakes (miscues) even when meaning is strongly affected.
8. Inability to utilize background experience as an aid to increase meaning
9. Failure to use self-corrective strategies
10. Inability to decode words
11. Inability to reread words, phrases, or sentences to make sense of reading
12. Labored, monotonous word calling

In our school we think we will target _____

_____ for intervention.

School-based Reading Coaches

Schools and local school districts agree to provide and support a full-time reading coach. The coach is a member of the school improvement team and provides not only intervention to struggling readers, but serves as a mentor to teachers and an advocate for the Florida Reading Initiative. These highly skilled teachers are the principals' most valued assistant for ensuring attention is given to the varying cognitive needs of students.

The following documents provide information about the Reading Coaches:

- Reading Coach Job Description
- Reading Coaches List

READING COACH JOB DESCRIPTION

DEFINITION

An FRI reading coach is a teacher who, in each participation site, serves as a catalyst to monitor, support, and evaluate the implementation of the strategies outlined by the Florida Reading Initiative. The reading coach works with struggling readers, facilitates testing, and monitors student reading progress.

ROLE OF THE READING COACH

- *Collaborate with the principal and the FRI lead team to cultivate a successful learning community.*
- *Serve as the connecting link between the Literacy Participation Site and the Florida Reading Initiative lead team.*
- *Serve on the school leadership team*
- *Help identify struggling readers*
- *Work with struggling readers*
- *Provide leadership in the process of designing, implementing, and monitoring the school intervention plan for struggling readers.*
- *With the principal, monitor, and respond to school reading assessments.*
- *Coach and support teachers as they translate the FRI components into classroom practice.*
- *Promote ongoing professional development of teachers in the building through activities such as coaching, grade level meetings, classroom demonstrations, and study groups.*
- *Facilitate in-service/training needs of the school with the principal and FRI contact.*
- *Monitor the school's ongoing progress toward the goal of 100% literacy.*
- *Participate in monthly professional development sessions conducted/sponsored by the FRI.*
- *Share with the principal and teachers the content of the monthly professional development sessions.*
- *Provide leadership in the selection, acquisition and management of instructional materials and resources.*
- *Serve as a liaison in the evaluation process of the FRI.*
- *Be knowledgeable about the FRI (history, local development, purposes, plans, etc.) and introduce it to other schools through faculty meetings and presentations at professional development workshops.*
- *Not be an administrator and depend on the principal for administrative decisions.*

READING COACHES

Name		School	Home Address
Kay	Adams	James M. Anderson Elementary (352) 498-1333	P.O. Box 1252 Cross City FL 32628 (352) 498-5413 kayevonne@aol.com
Joyce	Beasley	Chiefland Middle (352) 493-6025	P.O. Box 383 Chiefland FL 32644 (352) 463-6560 beaslej@levy.k12.fl.us
Janet	Bradley	Trenton Middle/High (352) 463-3210	709 N.E. 16th Street Trenton FL 32693 (352) 463-2029 jesb6@aol.com
Wanda	Conner	Ft. White Elementary (904) 497-2301	Rt. 15, Box 3530 Lake City FL 32024 (904) 752-1068 wandasuec@netscape.net
Susan	Decker	Lake Butler Middle (904) 496-3046	Rt. 1, Box 1713 Sanderson FL 32087 (904) 758-7470 susanmdecker@yahoo.com
Lynda	Hayes	PK Yonge DRS (352) 392-1554	9021 S.W. 75th Street Gainesville FL 32608 (352) 278-6292 lhayes@pky.ufl.edu
Jo	Hudson	Lake Butler Elementary (904) 496-3047	6313 NW County Road 235 Alachua FL 32615 (904) 462-7275 jo.hudson@att.net
Sandra	Keen	Ft. White Elementary (904) 497-2301	416 Olustee Ave. Lake City FL 32025 (386) 752-0330 wandasue@netscape.net
Yassah	Lee	Jenkins Middle (904) 329-0588	139 Wilkinson Road Palatka FL 32177 (386) 328-3741 clyaLee2@aol.com

READING COACHES

Name	School	Home Address
Marianne Lundy	Bronson Elementary (352) 486-5281	463 Paradise Lane Bronson FL 32621 (352) 486-3192 mmlundy@ufl.edu
Melissa Lynch	Lake Butler Middle (904) 496-3046	Route 4, Box 3837 Lake Butler FL 32054 (904) 496-3296 tangledinnet@hotmail.com
Joanne Maloney	PK Yonge DRS (352) 392-1554	833 NW 16th Street Gainesville FL 32606 (352) 331-9338 jmaloney@pky.ufl.edu
Leann Malphurs	Bronson Elementary (352) 486-5281	16808 NW 262nd Ave. Alachua FL 32615 (904) 462-1788 malphul@levy.k12.fl.us
Lynn Marshall	Hampton Elementary (352) 468-1212	Rt. 4, Box 1003 Starke FL 32091 (904) 964-7763 greg_or_lynn_marshall@hotmail.
Amanda Oliver	Browing Pearce Elementary (904) 329-0558	2908 S.W. 38th Place Gainesville FL 32608 (352) 378-4998 agrace@hotmail.com
Lila Rissman	Suwannee Middle (904) 364-2730	5725 62nd Place Live Oak FL 32060 (386) 362-1053 rissmal@hotmail.com
Sue Sholtes	Trenton Middle/High (352) 463-3210	9113 N.W. 176 Terr. Alachua FL 32615 (904) 462-4596 sholtes@gateway.net
Nancy Thornton	Macclenny Elementary (904) 259-2551	8382 Hilcrest Drive Macclenny FL 32063 (904) 259-4925 nkthornton@yahoo.com

READING COACHES

Name		School	Home Address
Sheila	Unzicker	Browing Pearce Elementary (904) 329-0558	108 Oak Grove Drive Palatka FL 32177 (386) 328-2507 unzicker_s1@hotmail.com
Brenda	Whitehead	Lake Butler Elementary (904) 496-3047	Rte. 1, Box 474 Lake Butler FL 32054 (386) 496-3961 whitehead1@yahoo.com
Wanda	Wilkinson	Jenkins Middle (904) 329-0588	139 Wilkinson Road Palatka FL 32177 (386) 328-3741 wwilkinson18@excite.com

Follow-up and Support

Follow-up for the Florida Reading Initiative is one of the essential elements of its' success. Follow-up consists of:

- ✓ Monthly Coaches Meetings
- ✓ Monthly Principal Meetings
- ✓ On-going, site-based training
- ✓ On-going focused discussion groups on school-site
- ✓ NEFEC contacts/consultants assigned to each school
- ✓ Two-day orientation training for new employees
- ✓ Assistance with problem-solving on an as-need basis
- ✓ Electronic communication through list-serves and designated website providing link for communication, research and resources

Examples of the agendas, meeting minutes and training opportunities are in the following order:

- Coaches' Meeting Agenda
- Coaches' Meeting Minutes
- Principals' Meeting Agenda
- Principals' Meeting Minutes
- List of School Contacts
- Agenda for Orientation Training
- Website

**Florida Reading Initiative
Reading Coaches Planning Seminar
Agenda
July 30, 31, & August 1, 2001
Flagler Beach, Florida**

Monday: July 30, 2001

TIME	AGENDA ITEM	WHAT	WHO
10:00-10:45 AM	<ul style="list-style-type: none"> • Welcome • Introductions • Ground Rules • Desired Outcomes 	Presentation Agreement	Janet Valentine
10:45-11:15 AM	<ul style="list-style-type: none"> • Roles & Responsibilities • Alabama Model • Florida Model 	Presentation Brainstorm	Janet Valentine
11:15-12:00 PM	<ul style="list-style-type: none"> • Intervention Plans/Schedule 	Sharing in groups alike	Lynda Hayes, Jean Schiffbauer Evelyn Maycumber
12:00-1:00 PM	<ul style="list-style-type: none"> • LUNCH 	On your own	
1:00-3:00 PM	<ul style="list-style-type: none"> • Assessment Overview/Review • Assessment Flow Charts • Assessment Practice 	Presentation Sharing in group alike	Lynda Hayes Lynda Hayes/Evelyn Maycumber/Jean Schiffbauer Lynda Hayes/Evelyn Maycumber/Jean Schiffbauer
3:00-3:15 PM	<ul style="list-style-type: none"> • BREAK 		
3:15-3:45 PM	<ul style="list-style-type: none"> • Student Scenarios 	Discussions/Group	Evelyn Maycumber Jean Schiffbauer
3:45-4:00 PM	<ul style="list-style-type: none"> • Debrief 	Discussion	Evelyn Maycumber

***Florida Reading Initiative
Reading Coaches Planning Seminar
Tentative Agenda
July 30, 31, & August 1, 2001
Flagler Beach, Florida***

Tuesday, July 31, 2001

TIME	AGENDA ITEM	WHAT	WHO
8:00-8:45 AM	<ul style="list-style-type: none"> • Continental Breakfast 		
8:45-9:45 AM	<ul style="list-style-type: none"> • Reading Specialist role in FRI evaluation Rationale/Forms 	Presentation Discussion	Janet Valentine Evelyn Maycumber
9:45-10:00 AM	<ul style="list-style-type: none"> • BREAK 		
10:00-12:00 PM	<ul style="list-style-type: none"> • Overall FRI Evaluation • Questions & Answers 	Presentation Discussion	Steven Stark & David Miller
12:00-1:00 PM	<ul style="list-style-type: none"> • LUNCH 	On you own	
1:00-3:00 PM	<ul style="list-style-type: none"> • School Resources for Intervention 	Modeling Small Group discussion	Jean Schiffbauer
3:00-4:30 PM	<ul style="list-style-type: none"> • BEACH BREAK 		
4:30-6:00 PM	<ul style="list-style-type: none"> • Making Decision about materials 	Discussion	Evelyn Maycumber Lynda Hayes Jean Schiffbauer

***Florida Reading Initiative
Reading Coaches Planning Seminar
Tentative Agenda
July 30, 31, & August 1, 2001
Flagler Beach, Florida***

Wednesday, August 1, 2001

TIME	AGENDA ITEM	WHAT	WHO
8:00-8:45 AM	<ul style="list-style-type: none"> • Continental Breakfast 		
8:45-9:15 AM	<ul style="list-style-type: none"> • Reflections • Insights 	Discussion	Evelyn Maycumber
9:15-10:00 AM	<ul style="list-style-type: none"> • Addressing the six (6) interferences and four (4) principles of intervention 	Presentation Discussion	Jean Schiffbauer Lynda Hayes
10:00-10:15 AM	<ul style="list-style-type: none"> • BREAK 		
10:15-12:00 PM	<ul style="list-style-type: none"> • Follow-up Meetings/Support • Next Steps • Pluses & Deltas 	Presentation Discussion	Janet Valentine

FLORIDA READING INITIATIVE
READING COACHES PLANNING SEMINAR
White Orchid Hotel - Flagler Beach, FL
July 30, 31, and August 1, 2001

MINUTES

Those Attending: Lynn Marshall, Wanda T. Wilkinson, Marianne Lundy, Evelyn Maycumber, Sue Sholtes, Joanne Maloney, Jean Schiffbauer, Lynda Hayes, Jo Hudson, Leann Malphurs, Yassah Lee, Janet Bradley, Amanda Oliver, Sheila Unzicker, Susan Decker, Brenda Whitehead, Nancy Thornton, Kay Adams, Joyce Beasley, Wanda Conner, Sandra Keen, Lila Rissman, Janet Valentine, Marsha Wright

July 30, 2001

WELCOME AND OVERVIEW

Janet welcomed everyone and asked the group to introduce themselves. Janet reviewed the Agenda and discussed ground rules and desired outcomes for the next three days.

Desired Outcomes are:

- Clarify your role and responsibilities as reading coaches
- Develop a flow chart for assessment
- Understand your role in the FRI project evaluation
- Have a clear understanding of how to plan instruction based on assessment
- Develop a plan for utilizing and adapting present resources and create criteria for selecting new materials
- Discuss follow-up plan for each school (Dollars, resources, and in-service)

READING COACH ROLES & RESPONSIBILITIES

Everyone reviewed the reading specialist roles developed by Alabama and gave input into the FRI role of the reading coach.

READING COACH JOB DESCRIPTION

Definition: An FRI reading coach is a teacher who, in each participation site, serves as a catalyst to monitor, support, and evaluate the implementation of the strategies outlined by the Florida Reading Initiative. The reading coach works with struggling readers and serves as support to teachers, facilitates testing and monitors student reading progress.

ROLE OF THE READING COACH

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- *Promote ongoing professional development of teachers in the building through activities such as coaching, grade level meetings, classroom demonstrations , and study groups.*
- *Facilitate in-service/training needs of the school with the principal and FRI contact.*
- *Monitor the school's ongoing progress toward the goal of 100% literacy.*
- *Participate in monthly professional development sessions conducted/sponsored by the FRI.*
- *Share with the principal and teachers the content of the monthly professional development sessions.*
- *Provide leadership in the selection, acquisition and management of instructional materials and resources.*
- *Serve as a liaison in the evaluation process of the FRI.*
- *Be knowledgeable about the FRI (history, local development, purposes, plans, etc.) and introduce it to other schools through faculty meetings and presentations at professional development workshops.*
- *Not be an administrator and depend on the principal for administrative decisions.*

INTERVENTION PLANS/SCHEDULES

The lead team facilitated group alike discussions regarding intervention plans and scheduling ideas. A breakdown of the preliminary elementary and secondary plans are attached.

ASSESSMENT OVERVIEW

Evelyn facilitated a brainstorming session regarding needs relating to assessment. The lead team will use this list of needs to drive the follow-up provided to the reading coaches.

- What assessments are we giving when?
- Where does the Gates fit in – what grade level?

- Who keeps the student data – portfolio?
- Communication with parents about assessment
- Which assessments are best to use with which grade level?
- Tracking students – is there going to be a database available to access student information according to grade level, classroom, etc.? Any software?
- When do you re-administer the QRI 3? How quickly for identified students?
- Practical ways to test efficiently – who can help test?
- How to get information to teachers of struggling readers?
- How does Dominic fit in with QRI 3?
- What is the role of running records as an ongoing assessment?

Lynda discussed the assessment tools and distributed the Formal/Informal Assessment component for grades 2-3 because it includes all the assessments. She then reviewed the QRI 3 and reviewed how it should be used.

Lynda passed out a School Based Assessment Planning Sheet (attached) for each coach to use as a guide for when the various assessments should be given. She asked everyone to use the planning sheet and develop a specific plan for each assessment based on the purpose of the assessment.

Questions we still have about assessment:

- Record keeping/tracking students (portfolios) – will talk to evaluators tomorrow
- How to communicate with parents – follow-up piece for future meeting
- When to re-administer QRI 3 – follow-up piece for future meeting
- How to get information to teachers of struggling readers – follow-up piece for future meeting

July 31, 2001

EVALUATION

Evelyn discussed the FRI reading coach's role in the evaluation. She spoke at length about how to administer the Gates MacGinitie, which is one of the primary documents to be used to collect data for the evaluation.

Steven Stark and David Miller outlined the important aspects of the evaluation (see attached handout). Some important information to keep in mind:

- Test with the Gates MacGinitie twice per year – 2nd week of school and 32nd week of school.
- Edmetrics needs data from first testing by September 30th and end of year testing approximately May 15th.
- Use the MIS student number to identify students.

- Teachers will hand score and give raw score to evaluators (give total score only). Remember, the test is self-scoring in grades 4 and up.
- We will train coaches on use of the database on August 24 beginning at 9:30 a.m. at the Columbia County Technical Lab.
- With regard to ESE, follow the same rules as you do with FCAT for exemptions.
- How ESE students are served at each school needs to be discussed with the principals.
- Intervention plans should reflect how each school is serving ESE students.
- Send the evaluators a list of all students being targeted for intervention and they will send back a list of which students they want to collect QRI data on (random selection).
- Evaluators need pre-, mid, and post QRI data on those students.
- Use instructional level as the indicator of exiting the program.
- Let the evaluators know if you have used expository or narrative text for testing.
- Evaluators need to know the grade level of the student and the instructional level tested.

INTERVENTION

Lynda gave practice time for coding the QRI 3 and answered questions raised by the coaches. Specific questions relating to the six interferences and possible strategies were shared by the reading coaches. Instructional materials for intervention were discussed and perused. Reading coaches met in elementary and secondary groups.

August 1, 2001

INTERVENTION

Jean and Lynda led a discussion about intervention classrooms. The group brainstormed ideas for setting up centers and other ways to manage intervention activities. Some of the ideas were:

- Class-wide peer tutoring
- Scrambled sentences
- Pattern puzzles
- Re-readings
- Center extension after whole group
- Books on tape
- Students charting their own progress
- On-line resources:
 - Book Adventures.com;
 - NRSI.com;
 - Donjohnston

- Time reading
- Partner reading
- Taped recording – leveled materials
- Book jackets

LEAD COACHES

For contact purposes, lead coaches were identified for schools that have more than one Reading Coach.

Jenkins - Wanda Wilkinson
 PK Yonge - Lynda Hayes
 Browning Pearce - Sheila Unzicker
 Bronson Elementary - Marianne Lundy
 Trenton Middle/High - Janet Bradley
 Ft. White - Wanda Conner
 Lake Butler Elementary - Jo Hudson
 Lake Butler Middle - Susan Decker

REFLECTION/NEXT STEPS/FOLLOW-UP

Coaches still need...

- Non-teaching time
- To set up decodable text libraries and suggestions/criteria for selecting
- Technology to support program
- Email distribution list
- Confidence
- A trip to Alabama
- Forms, Samples, Processes
- Information on grants & ways to obtain books (money for materials)
- Time for practice
- Support from NEFEC and each other - share "war stories"
- Ideas on keeping student
- Bring in other projects as resources (ISR, FDLRS, etc)
- Assimilate my learning
- What are my next steps -- day to day role
- What students do I serve first -- prioritizing needs of

Staff still needs...

- Intervention follow-up
 - Find out specific needs
- Help for those who did not attend Summer Reading Academy
- What -- So What -- Now What?
 - Get from Principal

- Support with scheduling
- Follow-up training (possibly next summer) for Year 1 schools
- Regional training
- Training for paraprofessionals

Need from Principal...

- Support/guidance about what students to served first -- prioritizing student needs
- Non-teaching time
- Technology to support program needs, software needs, networking opportunities, videotape of best practices
- Surveys from SRA
- What -- So What -- Now What?
- Copies, examples of intervention plans and other forms from Alabama
- Meetings with my principal
- Ideas on how to keep student portfolios

Marsha will communicate with principals regarding the coaches' concerns. Each coach will schedule a meeting with her principal to address start-up implementation.

NEXT MEETINGS

All meetings will be held from 9:30 am - 2:00 pm unless otherwise noted.

- 8/24/01 - Lake City
- 9/20/01 - Lake City or Lake Butler
- 10/11/01
- 11/8/01
- 1/17/02
- 2/21/02
- 4/18/02
- 5/16/02

FLORIDA READING INITIATIVE

READING COACHES MEETING

Lake City Technical Lab • August 24, 2001 • 9:30 am - 2:30 pm

Agenda

DATA ENTRY TRAINING

(1 hr 15 min)

Steven Starke

TECHNICAL ASSISTANCE

(30 min)

- Email, Networking, Website

Jeff Weathers

UPDATE ON SCHOOL PROGRESS

(45 min)

- Schedules
- Intervention Plans

All

LUNCH

UPDATE ON SCHOOL PROGRESS continued

(45 min)

All

INTEGRATION OF TLCF GRANT

(30 min)

Evelyn

FOLLOW-UP

(30 min)

- Mini-grants
- Two-day Training
- Support From Principals
- Staff Support
- Future Meetings
- School Calendars
- Upcoming Conferences

Marsha

Handouts

Contact Sheets

Two-day Follow-up info sheet

Conference Flyers

TLCF

Mini-grant Application

Map to United Church of Gainesville

Meeting Schedule

FLORIDA READING INITIATIVE
READING COACHES MEETING

Lake City Technical Lab • August 24, 2001 • 9:30 am - 2:30 pm

Minutes

Welcome and introductions with an overview of agenda was done by Evelyn.

DATA ENTRY TRAINING

Steven Stark

Steven Stark provided a format for coaches to report student test data. He conducted a training on how to use the spreadsheet and how to compile the data from individual teachers and reporting it to him. A suggestion was made to possibly use machine scoreable answer sheets in the spring; however, a different method would need to be used for grades K-2.

The spreadsheet and manual on how to use can be found on Edmetric's website -

<http://www.edmetrics.com/fri/index.htm>

TECHNICAL ASSISTANCE

Jeff Weathers

WEBWALK

Reading Coaches were given step-by-step instructions and demonstrations of how to use the internet, do email and visit/bookmark websites. Using the Web Walk, coaches went from opening the web browser to visiting websites to sending email.

While in the NEFEC web page, Reading Coaches were guided to a specific doorway for FRI Reading Coach information. Within this doorway, they will be able to view documents, send emails to each other, receive information about meetings, complete the Coaches survey and post messages. This site will continue to grow and will be a primary information source for the project.

UPDATE ON SCHOOL PROGRESS

All

Each school is requested to bring their schedule & intervention plans.

WHAT'S WORKING & WHAT'S NOT

What's working? (Comments from Coaches)

- Gates MaGinite tests positive
 - Need to test smaller # of K at a time
 - Suggest making notes on pretest of testing procedures and students with problems taking test that could invalidate their results. Also make suggestions for improving situation in post testing.
- K-3 teachers are wonderful and accepting. Many 4-5 teachers are resistant and apprehensive.
- Keep copies of K-3 student tests for future reference and portfolio.
- Strategy of the Week posted in school bulletin & used school wide.
- PK has intervention class 1st period wherein each 9 wks. students rotate to new teacher. The intervention classes are struggling with how to plug-in

and integrate the strategies into intervention. They are using content texts and doing timed readings. Preparing to do reciprocal peer tutoring/teaching wherein peer is trained in QARs and develops questions for the tutoree.

- K-5 set up pyramid to help select which test to give depending on student's level. Have gone to using blocks of time. Also using Book Club and SSR.
- Doing readalouds and including content area books in SSR. Students read silently for 15 min day and another 15 min. content area class using textbook.
- Discovery of how many resources school already and didn't even know it. Teachers taking their classroom books and libraries and organizing them: leveling books and sending home readalongs for parents/child to use. Also using word walls. Reading blocks where children rotate through. Class wide assessment with mentoring/tutoring, small group instruction.
- Sharing ideas with each other as coaches. Also NEFEC is assigning a support person per school for TA (technical assistance) and on-site visits.
- Able to buy more resources, big books, level books, & setting aside all early out days for FRI training.
- Support from principals and regular meetings with teams.
- More questions being asked about how to help a student with reading and having someone specific to ask.
- All staff encouraged to visit reading classrooms.
- Working together and brainstorming solutions to problems. Teams of teachers working together to focus full class period on one level of reading group, low, middle and high.

What's not working? (Comments from Coaches)

- Problems with Gates
 - In Kindergarten, experience is you can't test more than 3 at a time.
 - Confusion over value of giving Gates in Fall. Issue of accurate norms is overcome by using Fall Norms.
- Major problem with struggling readers in M/HS is comprehension, not phonics or phonological awareness. Refer to Strategies that Work from Toolbox.
- Where do we put SSR? If put in intervention, there's no time for intervention. If put in study skills, there's no time for study skills training. Looking at doing it in English and keep journal of readings. Struggling with where to schedule/where to put SSR. Some teachers and support staff not doing SSR. One principal goes to different every day to do his/her SSR. All students do SSR in homeroom and also keep and write in their reading journal.
- Passages in QRI are not correlating with what teachers think is correct level for child. (Problem may be not understanding correctly meaning of instructional level.)
- Teachers reluctant to do reading instruction because teachers say, "I don't have time to teach reading, because I have too much to teach to prepare

them for FCAT.” Most 3,4,5 and MS/HS teachers are still feeling FCAT pressure.

- Lack of Resources remains a challenge for some schools.
- Involvement with grants and expectation of help with grant writing leads to need for grant writing training. Ft. White is in yr. 3 of CSRD grant. Coach will send copy of their grant to share with others.
- Logistics of how to best use staff is still an issue.
- How to work successfully with teachers who show outward resistance to FRI strategies in their teaching.

Other Issues/Concerns

- Does each school purchase T form of Gates for post testing? Yes, this is part of the commitment of each school. Agreement is that schools are to order these forms themselves. \$20,000 per school **must** be used for activities in FRI. NEFEC to send a notice to each Superintendent that money must be used for FRI.
- Principals will get email on Monday regarding 9/6 meeting.
- Request copy of School Plan be e-mailed to Robin for posting on web.
- Get with principals on obtaining a copy of Alabama Samples of School Plans.
- E-mail Steven about questions on hand scoring of tests. (steven@edmetrics.com)

INTEGRATION OF TLCF GRANT

Evelyn

The TLCF grant focuses on technology. Challenges and objectives of the grant were explained. The budget is currently being put together. Upon approval, the first item purchased will be for each school to receive a lap-top computer for use by reading coaches (1 per site). NEFEC is working out the details of usage (check out from Putnam or permanently assigned to school)

Integration in the Reading Components during two week summer training

While component chairs are revising each of the components, we will look at the research part, which needed the most help. This will be the focus of adding technology to the FRI Summer Reading Academy for 2002. There may be multiple ways to do this such as : PowerPoint, video vignettes.

Integration in the classroom instruction of the FRI

The second piece is in teaching of components -- how is technology put into that part. The TLCF Statewide grant will also provide for technology teachers. Reading Coaches and principals will nominate 2 teachers at each school who will use technology as they teach their components. These should be teachers who already use technology, and/or would like to use technology more. (TLC – FRI Tech Strategy Teachers) Guidelines for the nomination process were presented and reviewed. Names are needed ASAP. Coaches will be able to go to their Coaches website to nominate their school's Technology Strategy Teachers.

Two Books have been selected for use in developing technology in instruction. They both have many suggestions of meaningful, research-based software. Technology Strategy Teachers will use these books to choose software. Each will choose which component they want to work with – use software in classroom instruction of that component and collaborate with the component chairs to include these technology strategies in the component revision. The nomination is also open to reading coaches but if nominated, they will work in the intervention component.

An allocation of \$1,500 for software acquisition will be provided to each Technology Strategy Teacher. The software will be ordered by NEFEC.

Dr. Weathers will work with the technology teachers.

FOLLOW-UP

Marsha

- NEFEC will schedule a grant writing workshop.
- Two-day training – info in packet – key teachers at school who could not attend
 - SRA (content area needs will be addressed at later workshops)
 - Basics first - Map to United Church of Gainesville was provided
- Meeting with principals regularly – will let them know about suggestion to coincide some meetings with coaches and to maintain communication between principals and reading coaches.
- NEFEC staff will provide a key person assigned to each school for support
 - Meeting next week to determine assignments.
 - Staff will act as resource to coaches and schools.
- Contact person for Coaches is Evelyn, with assistance from Marsha & Janet
- Upcoming Conferences –
 - FRA conference – Evelyn will let principals know that attending conferences is a worthwhile means for teachers to obtain very valuable information for schools.
 - Not yet sure of funding source to support attendance by coaches.
 - One is a Southeastern IRA conference, Nov. 7-9 in Hilton Head, S.C. For information go to: http://www.reading.org/meetings/regional_conf/
 - Next meeting 9/21/01 – Starke – Bradford Family Service Center – Lynn will organize working lunch – 9:30AM - 2:30PM

HANDOUTS

1. Contact Sheets
2. Two-day Follow-up info sheet
3. Conference Flyers
4. TLCF
5. Mini-grant Application
6. Map to United Church of Gainesville for 2day training
7. Meeting Schedule for the year

FLORIDA READING INITIATIVE

READING COACHES MEETING

Bradford Family Service Center, Starke • September 21, 2001 • 9:30 am - 2:30 pm

Agenda

Thought for the Day

Monthly Report (Remember, this will be done at the meeting.)

Additions to the Agenda

Group Update and Issues

Steven Stark re: Gates Scores

Planning for the format of coming meetings

Looking at Student Work

Comprehension Instruction for Struggling Readers

FRI Technology Teachers

Handouts

Monthly Report Form
Meeting Schedule

PRINCIPALS' MEETINGS

Thursday, September 6, 2001 • 9:00 am - 2:00 pm • NEFEC

AGENDA

READING COACH UPDATE

- Roles and Responsibilities
- Needs Assessment
- Conference Opportunities
- Meeting Format

Marsha Wright

STATUS OF EVALUATION

- Evaluation Overview
- Principals Survey
- School and Testing Timelines

Steven Stark

INSERVICE POINTS/CERTIFICATIONS

- ESOL Certification
- In-service Points for Principals

Marsha Wright

***** **BREAK** *****

FOLLOW-UP TRAINING

- 2 Day Training for Teachers
- Gaps and Needs for the Year
- Training for Paraprofessionals
- Principal Training

Marsha Wright

GRANT CONNECTIONS

- Technology Literacy Challenge Grant
- Florida Learning Alliance
- Florida Leaders.Net
- CSRD Grants

Janet Valentine

***** **LUNCH** *****

INTERVENTION

- Discussion of Plans
- Serving ESE Students

Fran Vandiver

FUTURE MEETINGS

- Reading Coaches' Meeting Schedule
- Principals' Schedule

Marsha Wright

Handouts

Reading Coaches' Meetings - Minutes w/Attachments
Conference Flyer
Two Day Follow-up Training
ESOL /FRI Correlation
TLC Overview
Reading Coaches' Meeting Schedule
Lead Team Assignments
Contact Lists

Florida Reading Initiative
PRINCIPALS' MEETINGS

Thursday, September 6, 2001 • 9:00 am - 2:00 pm • NEFEC

MINUTES

ATTENDANCE

Year I Schools: Drew Stone, Dean Chesser, Michael Allen, Laverne Bell, Jeff Edison, Garry Durham, Ron Vonk, Janice Pounds, Sandra Weaver, Deborah Decubellis, Mark Bracewell, Linda Johns, Fran Vandiver, Mary Ann Kyle, Bill Yanossy

Phase II Schools: Daniel Faircloth, Becky Reddish, William McRae, Barry Sams, Mary A. Goldwire, Mike Hartley, Jim Lewis

NEFEC: Janet Valentine, Cathy Merritt, Marsha Wright, Robin Alexander

Marsha Wright opened with welcomes, introductions and an overview of the agenda.

Marsha explained that the Phase II schools will join the meeting at lunch time and will stay for information specific to the application process. Phase II schools were described as those schools who applied last year but were not accepted. Some of the schools came close to meeting criteria and if they still meet criteria, they will be included in the applicants for Year 2. However, inclusion for year 2 is not guaranteed, nor is it exclusive to these schools.

STATUS OF EVALUATION

Handout: The Florida Reading Initiative Evaluation Program

Steven Stark's presentation consisted of evaluation overview, principals survey and testing timelines.

The Evaluation Overview explained what the evaluation will measure, how it will be measured, and what the principals' roles are in the evaluation. Although we are looking at state data, we are also looking at individual student gains.

Several issues regarding the evaluation sampling arose, so it was decided that a subcommittee will meet to take another look at the evaluation plan. That committee will be Janice Pounds, Fran Vandiver, Mark Bracewell, Linda Johns, Steven Stark, and David Miller. Janet Valentine and Evelyn Maycumber from NEFEC will also be part of the committee. In the meantime, schools are to continue implementing their school plans and keep student records on intervention strategies being used with each child. Schools should still provide a list of their struggling readers to the evaluator. The deadline for list is the end of September.

School plans need to be conceptually detailed so the evaluator can understand what schools are doing. Principals will work on their school plan at the October meeting. Once the initial plan is completed, records need to be kept of any variations from the plan.

Evaluators will start working on targeted interviews in November. It was also noted that principals should keep a record of any additional funds that come in through grants. This may be useful data for the evaluation.

Steven asked if schools prefer to use scantrons for spring testing, rather than manual scoring. Everyone agreed that hand scoring was best because it provides the teachers with useful information.

READING COACH UPDATE

Handout: Minutes of Reading Coach meetings

Marsha updated the principals on the reading coach meetings and shared minutes from the meetings. There was a discussion about the roles and responsibilities of the coaches and the needs that they have expressed in the meetings.

INSERVICE POINTS/CERTIFICATIONS

Handout: Memorandum dated 6/18/01 - Correlation of FRI Components with ESOL Components

ESOL certification for those teachers who attend the FRI Summer Reading Academy was discussed. NEFEC is currently working on a system for ESOL certification that applies to all districts. The ESOL plan for NEFEC districts has to be approved by DOE. A request will be made regarding retroactive approval.

Principals will receive inservice points for monthly meetings if they desire. NEFEC will send a copy of the inservice rosters to the district and each Principal is responsible for turning in necessary follow-up. School plans and other intervention work can be counted as follow-up.

Fran and Janet are working on a reading endorsement for the Reading Initiative, specifically looking at endorsement for reading coaches

SUMMER READING ACADEMY AND FOLLOW-UP TRAINING

Handout: Florida Reading Initiative two day overview for teachers of participating FRI schools

The 2-Day follow-up training for teachers who did not attend the Summer Reading Academy will be held 9/25-9/26/01 in Gainesville at the United Church of Gainesville. An information flyer was provided.

The Summer Reading Academy was discussed and suggestions were made:

SRA Strengths:

- Specific agendas for faculty meetings
Note: The agenda will be revised, with the help of a subcommittee, for SRA 2002.
- Principals meeting during SRA
- Bus rides & arranged meeting time in afternoons allowed for good discussions.
- Teachers getting to experience what it feels to be like their students in classrooms.
- Content area training, that is, training specific to level and content taught

SRA Weaknesses:

- Need more time in faculty meetings.
- Intervention trainings for all classrooms
- Phonemic Awareness should be provided to all SRA participants
- Some trainers better than others
- Sessions didn't end at the same time
- Confusion in the informal assessment for K-1

Needs:

- Reading coaches help facilitate cross-training for those teachers who didn't attend the SRA
- Superintendents need to be aware of need for additional funding for follow-up training and support.
- Share list of trainers with principals
- Revise principal handbook to be more specific to what we learned from year one; to be done with subcommittee
- Year1 principals need to meet with their teachers who attend SRA 2002
- Cross school visits by grade level and content area need to occur asap

Schools are being asked to provide in-house training for non-instructional staff. Each school will be provided with a tape of Kim Hill's Conceptual Frameworks.

The research information will be included in the 2-day training overview in order to substantiate why all parts are critical, possibly as a part of Conceptual Frameworks.

NEFEC will organize regional trainings for specific needs of teachers at schools. Some schools have already begun in-house training of their staff. Trenton had in-house presenters who conducted staff training.

Those teachers who did not attend the Summer Reading Academy will attend SRA 2002 as needed, on a case by case basis. This will be a principal/program coordinator decision.

Each principal will be provided with a list of all components and a copy of all components. Once revisions are made, updated versions will be sent.

Trainers for next year will be selected from participating schools. The point was made that it is very important that the best possible trainers are used, even if larger groups or required. NEFEC will keep this in mind as plans for the SRA develop. Also, principals requested that we share the list of potential trainers with them. They can provide valuable feedback as to their teacher's capabilities and readiness levels.

GRANT CONNECTIONS

Handout: Challenges and Objectives - TLCF Grant Project

Janet shared that NEFEC has written the Florida Reading Initiative schools into other grants.

The Technology Literacy Challenge Fund grant was created to integrate technology into FRI components. Nominations will be made from each school for a technology teacher. These teachers will help to integrate technology into components. Each school will receive a laptop. Initially there will be two schools with T-BOS (technology based observation system) installed. This is form of interactive videoconferencing which will allow anyone to observe classrooms from other locations.

The FLA has applied for and received a TLCF grant also. As a part of this grant, the Consortium will be allowed to have 1 school (grades 8-10) pilot a wireless technology unit. Language arts, math or science teachers who are technology savvy may apply. The teacher will receive a stipend for 8 days of training. Every student in that class will receive a wireless computer. The school will be provided with a server, teacher workstation, 150-175 wireless computers and a wireless hub. Any interested school is to contact Janet by 9/14/01.

The FloridaLeaders.Net grant evaluates the use of technology at schools. Principals are encouraged to take the FloridaLeaders.Net training. It is a 3-day training and each

participant will receive a free palm pilot and will be taught how to use it. The next training begins Tuesday, 9/11/01. Check their website for additional dates.

For those wanting information on the CSRD grant, please contact Evelyn Maycumber.

INTERVENTION DISCUSSION

The following is a list of some of the initiatives that have been started at FRI schools:

Chiefland Middle -	Academy of Reading 8:10-8:40
James M. Anderson -	FRI time 8:15-9:00
Browning Pearce -	K1 – FCAT Lab P-A-R-T-Y time (pick anything and read to yourself) 2:45p-3:00p
Suwannee Middle -	60 minutes in morning – 1 st period

Suggestions were made as to how to administer the QRI:

Have administration substitute for teachers to do QRI.

Go to feeder schools to do QRI-3 – get training done before school starts

Issues:

Appropriate Leveled Materials

- We will begin to compile lists now. Principals are to send any lists of appropriate leveled materials they have.
- A suggestion was made to coordinate through their media specialist to get a list of best books to be in library for grade level.
- McGraw Hill can provide a list of leveled books for middle schools.
- Jamestown is a good publisher for leveling middle school books.
- Lynda will get list for elementary schools.
- Mark Bracewell will get list for middle schools.

Target Population

- Students targeted for project can not exceed resources - material & human. Begin with the students you can get the most with first

For the October meeting, bring intervention plans, including a copy for everyone.

FUTURE MEETINGS

Handout: Calendar of Events (Reading Coaches Meeting Schedule)

Principals decided on the following meeting dates:

10/11/01 - 9:30A-2P - NEFEC

11/8/01 - 9:30A-2P - NEFEC

Principals and Reading Coaches will meet together.

There will be no meeting in December. Dates for 2002 will be scheduled at the October meeting.

NEFEC SUPPORT FOR SCHOOLS:

NEFEC Support Staff has been assigned to each school. Their time spent at each school will vary, but will probably be at least 1 day per month. More information will be given at the next meeting regarding the role of these support people.

SRA 2002:

Location for the Summer Reading Academies are not yet decided. Dates are as follows:

SESSION 1 - June 3 – 7
June 10-14

SESSION 2 - June 10-14
June 17-21

CONFERENCES:

Flyers for the FRA Conference, CRISS Trainers Conference and CRISS Teachers Conferences were provided. Principals were encouraged to support their Reading Coaches in becoming members of the FRA and attend other conferences as funds permit.

FRI LEAD TEAM ASSIGNMENTS:

A member of the FRI Lead Team has been assigned to be the liaison for each school as follows:

Principals - Marsha Wright
Reading Coaches - Evelyn Maycumber
Component Chairs (Elementary) - Lynda Hayes
Component Chairs (Secondary) - Evelyn Maycumber
Presenters - Janet Valentine
Reading Academy - Janet Valentine

Two Day Follow-up Training - Marsha Wright
Phase Two Principals – Marsha Wright
Website/Updates - Evelyn Maycumber
Lead Team - Janet Valentine

There will be some reassignments pending the selection of a Coordinator for the project.

BIN:

- Notify Superintendents of continued need for funds
- Give consideration to which trainers are assigned to train certain faculties
- Principals meet with faculty during pre-planning to reflect on the SRA
- Use SAC money and SIP money to bring teachers back a day earlier

OTHER

The principals were briefed by Cathy Merritt on the status of the reading appropriations that were recently submitted to the Department of Education. The \$300,000 reading appropriation will be received soon and has been approved. It is awaiting signatures. The \$552,000 appropriation has been received. The participants then continued their discussion on funding needs. Cathy noted that schools will be called on to make presentations and provide data and other information as we work toward the goal of additional funding. A discussion followed and strategies were briefly noted

PART II OF MEETING: PHASE II SCHOOLS

Following lunch, Phase II principals joined in the meeting. Welcome and introductions were done.

The objective for this meeting was to allow Phase II principals to get an idea of where the Year I schools are, see the structure of Principals' meetings and get to know Year I principals. It will also help prepare them to become participant schools.

Discussion followed with each Year I principal sharing their experiences over the last year, which included attending the SRA, creating school plans, testing students, and implementing intervention plans.

PHASE II Meeting

The Phase II schools will have to meet the same criteria as last year. Some of the actions that they can take now to prepare for selection application are:

- Faculty buy-in
- School-wide training such as:
 - CRISS Training
 - Curriculum mapping
 - Data analysis (ACEE can be contacted for any of these trainings)
- Visit with year I schools and have them come to Phase II schools

Marsha will meet with Phase II principals to go over the research - 10/10/01 - Starke - Bradford Family Service Center 9:00a-12:00p

Timeline for applications:

- Applications for Year II Schools sent out - December 1, 2001
- Year II Applications due - January 15, 2002
- Acceptance Notification sent to selected schools - March 1, 2002

After a question and answer session, the meeting was adjourned.

2 Day Orientation

September 25 - 26, 2001 • 9:00 am – 3:00 pm
United Church of Gainesville • Gainesville, FL

DAY 1

Welcome/Introductions	Marsha Wright
Update on the Florida Reading Initiative	Marsha Wright
Conceptual Framework	Lynda Hayes
Informal Assessment for K-3 (Upstairs room)	Lynda Hayes
Informal Assessment for 4-12 (Fellowship hall)	Nancy Corbett

**** **LUNCH** ****
(on your own)

Informal Assessment for K-3 (Upstairs room)	Lynda Hayes
Informal Assessment for 4-12	Nancy Corbett

DAY 2

Intervention Strategies for Elementary (Fellowship hall)	Sabrina Crosby
Intervention Strategies for Secondary (Upstairs room)	Evelyn Maycumber

**** **LUNCH** ****
(on your own)

Intervention *continued*



North East Florida Educational Consortium

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Featured Workshops

- CRISS Teachers Conference
- CRISS Trainers Conference
- Partners in Prevention of Substance Abuse

Featured Services

- FDLRS
- The Florida Reading Initiative / Best Practices Center
- Area Center for Educational Enhancement (ACEE)

Featured Resources

- FCAT Teacher Challenge
- Reading Links
- More Links

Latest News

Introducing FDLRS/ATEN Quarterly Training Calendar

"Silence Hurts" Campaign Launches Official Kick-Off

Hot Topics :



Latest Newsletters

FLA Connections Fall 2001 (PDF)

NEFEC Update Oct. 2001 (PDF)

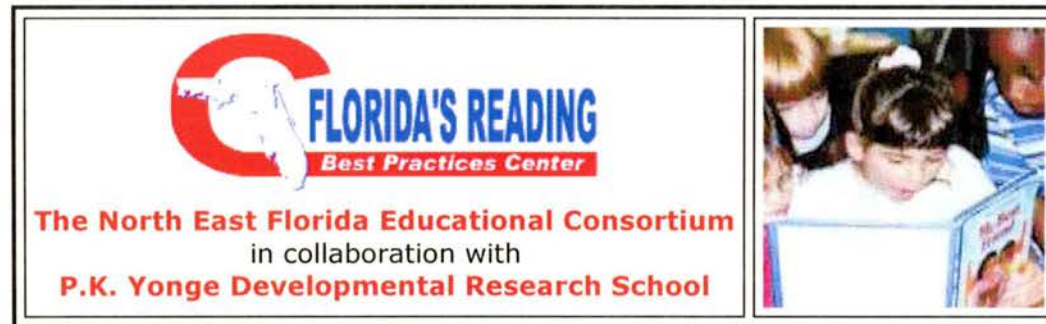
In The News

Teachers Return Ready to Read

The Condition of Education, 2001

prepared by the National Center for Education Statistics





Florida's Reading Best Practices Center is serving the state of Florida as a unique K-12 based project with a focus on professional development, resource dissemination and links to best practices in the area of reading. The Center is funded through the Florida Legislature and is a joint effort between the [North East Florida Educational Consortium \(NEFEC\)](#) and [P.K. Yonge Developmental Research School](#). The most recent effort of the Best Practices Center is the development, implementation and follow-up of the Florida Reading Initiative. Collaborative efforts between NEFEC, P.K. Yonge, northeast Florida districts, the Department of Education and other Regional Service providers are addressing the alarming numbers of struggling readers.

Work on a [new Florida Reading Initiative website](#) is underway. If you would like to go ahead and check it out, [click here](#).

The Florida Reading Initiative

- >> [Introduction](#)
- >> **March 2001 Legislative Presentation** : [Power Point](#) or [PDF](#) version
- >> [Components and Component Chairs](#) (PDF)
- >> [Presenter Information](#) (PDF)
- >> [2001 Literacy Participation Sites](#) (PDF)
- >> [Train the Trainer March 2001 Schedule](#) (PDF)
- >> [Research / A Reading Initiative History](#) (PDF)
- >> **Summer Reading Academy**
June 11-22, 2001
P.K. Yonge Developmental Research School
[Pictures](#)

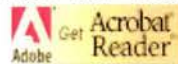
Project / Lead Team & Secretarial Staff

Reading Initiative News

- >> [Teachers Return Ready to Read](#)
September 14, 2001 - Gilchrist County Journal
- >> [FRI Reading Coaches Meet and Plan for the Coming Year](#)
August 1, 2001
- >> [Summer Reading Academy Draws Near](#)
May 17, 2001
- >> [Businesses Get Behind Reading Initiative](#)
April 19, 2001
- >> [Teacher toolboxes - Businesses get behind reading initiative](#)
April 6, 2001 - Palatka Daily News
- >> [Teaching teachers to teach - Reading skills instruction addressed in literacy academy in Gainesville](#)
March 29, 2001 - Palatka Daily News
- >> [LBMS/LBES part of new reading initiative program](#)
March 29, 2001 - Bradford County Telegraph
- >>

- >> [Bob Smith](#)
- >> [Dr. Fran Vandiver](#)
- >> [Janet Valentine](#)
- >> [Evelyn Maycumber](#)
- >> [Jean Schiffbauer](#)
- >> [Marsha Wright](#)
- >> [Nancy Dean](#)
- >> [Lynn Hubbell](#)
- >> [Lynda Hayes](#)
- >> [Marybeth La Pointe](#)
- >> [Sherri Helms](#)
- >> [Robin Alexander](#)
- >> [Doris Nilsson](#)

You will need Adobe Acrobat Reader installed on your system to view PDF files.



- >> [It's easy as A-B-C - Reading brought back to the forefront of education](#)
March 24, 2001 - The Gainesville Sun
- >> [The Florida Reading Initiative : Helping Schools Reach 100% Literacy](#)
March 21, 2001

Best Practices Links

- >> [Browse our collection of Reading links!](#)

Business Partners

- >> [BellSouth](#)
- >> [Riverside Publishing](#)
- >> [Edmetrics Inc.](#)
- >> [Florida Department of Education](#)
- >> [Hartley Press](#)
- >> [Georgia Pacific](#)
- >> [Steel Beach Productions Inc.](#)
- >> [Mass Mutual](#)
- >> [PPI Construction Management](#)
- >> [Brown & Brown Benefits](#)
- >> [Arthur J. Gallagher Co.](#)
- >> [Hayes Computer Systems](#)
- >> [Steve Ward & Associates](#)
- >> [IBM](#)
- >> [Florida Times Union](#)
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- >> [CNB](#)
- >> [The Churchwell Co.](#)
- >> [Fringe Benefits](#)
- >> [Educational Management Consultant Services](#)

We welcome any **comments** you may have regarding this initiative.

Florida Reading Initiative



NEFEC Homepage

For Participants:

- Participating Schools
- Reading Coaches
- Components
- Presenters
- Technology Teachers
- Project Lead Team
- Summer Reading Academies

For Everyone:

- News
- Five Year Vision for 100% Literacy (PDF)
- Research: A Reading Initiative History (PDF)
- Reading Links
- Project/Lead Team and Staff
- Business Partners
- All Documents

News

- >> Life After the Summer Reading Academy
September 14, 2001 - NEFEC Pulse
- >> Teachers Return Ready to Read
September 14, 2001 - Gilchrist County Journal
- >> August 2001 Evaluation of Florida Reading Initiative
August 2001 - Edmetrics, Inc.
- >> LBMS initiates DEAR Day in community for Sept. 5
August 30, 2001 - Bradford County Telegraph
- >> Governor Bush visits LBES
August 16, 2001 - Bradford County Telegraph
- >> FRI Reading Coaches Meet and Plan for the Coming Year
August 1, 2001
- >> Summer Reading Academy Draws Near
May 17, 2001
- >> Businesses Get Behind Reading Initiative
April 19, 2001
- >> Teacher toolboxes - *Businesses get behind reading initiative*
April 6, 2001 - Palatka Daily News
- >> Teaching teachers to teach - *Reading skills instruction addressed in literacy academy in Gainesville*
March 29, 2001 - Palatka Daily News

- >> [LBMS/LBES part of new reading initiative program](#)
March 29, 2001 - Bradford County Telegraph
- >> [It's easy as A-B-C - Reading brought back to the forefront of education](#)
March 24, 2001 - The Gainesville Sun
- >> [The Florida Reading Initiative : Helping Schools Reach 100% Literacy](#)
March 21, 2001

[back to top](#)

FLORIDA READING INITIATIVE
COMPONENTS

1. Conceptual Frameworks
2. Effective Intervention
3. Comprehension Strategies K - 1
4. Comprehension Strategies 2 - 3
5. Comprehension Strategies 4 - 5
6. Comprehension Strategies Middle and High
7. Formal/Informal Assessment K - 1
8. Informal Assessment 2 - 3
9. Informal Assessment 4 - 5 and Middle and High
10. Informal Qualitative Reading Inventory 2 - 12
11. Formal Assessment K - 12
13. Intervention 2 - 3
14. Intervention 4 - 12
15. Language Development & Vocabulary K - 1
16. Language Development & Vocabulary 2 - 3
17. Language Development & Vocabulary 4 - 5
18. Language Development & Vocabulary Middle
19. Language Development & Vocabulary High
20. Phonemic Awareness & Phonics K - 1
21. Phonemic Awareness & Phonics 2 - 3
22. Phonemic Awareness & Phonics 4 -5 and Middle and High
23. Reading/Writing Connection K - 1
24. Reading/Writing Connection 2 - 3
25. Reading/Writing Connection 4 - 5
26. Reading/Writing Connection Middle and High
27. Content Area Reading and Writing - Language Arts - Middle and High
28. Content Area Reading and Writing - Math - Middle and High
29. Content Area Reading and Writing - Science - Middle and High
30. Content Area Reading and Writing - Social Studies - Middle and High

“What are Schools Doing to Teach Reading Using Technology?”

The Florida Reading Initiative (FRI) is using technology in three key ways to support the teaching of reading via the FRI. All three of which are made possible by a 2001-02 TLCF Regional Impact grant being administered by the North East Florida Educational Consortium (NEFEC). First, the design for the training of teachers (whole faculties) in FRI schools is being revamped to include technology in two important ways. First, the traditional training model of a presenter lecturing with overheads and participant packets is being revised to be delivered primarily via PowerPoint shows with graphics, sound bites and embedded video clips that illustrate classroom implementation of the various reading strategies taught during the intensive two-week FRI Reading Academy training. Once developed, these instructional presentations for all of the twenty-nine FRI components will be packaged on CDROM. Not only will the use of technology help clarify, through illustrations, the content being presented, it will also insure each participant receives the same high-quality information from training to training. It will also help change the role of FRI Presenter from one of an “expert content presenter” to more of an “inservice facilitator/resource person” whose energies are focused on helping participants clarify understanding via activity facilitation, interaction and Q & A sessions.

A second way technology will be used is to improve the training and implementation of reading instruction by including technology supported teaching strategies/activities and lessons options in each of the twenty-nine FRI components. Through the TLCF grant, pairs of classroom teachers are currently developing and field-testing technology supported teaching strategies/activities and lessons that are tied to specific strategies of reading instruction within the FRI components, at all grade levels K-12. To qualify, each technology “lesson” must meet best practices criteria, be a “natural fit” with the FRI program of reading instruction and not be a canned, scripted or CAI commercial software program. In fact, the FRI Technology Teachers are encouraged to identify ways to adapt commercially available applications and instructional software and web resources into the context of lessons they are preparing and delivering to students as part of their daily classroom reading instruction. Final versions of these technology-based “lessons” will be integrated into their respective FRI training components and presented, in future trainings, as optional ways for teachers and students to engage in reading instruction using technology.

The third way technology is being used is to enhance communications and provide ongoing follow-up and support to FRI principals, school level reading coaches, technology teachers and classroom teachers. This is referred to as the T-BOS System for “**T**echnology-**B**ased **O**ngoing **S**upport System”. Via the TLCF grant, enhancements have been made to the NEFEC web-site to provide all levels of school and project personnel with efficient and convenient communications with each other and electronic access to FRI & TLCF

information and resources. Special areas of the web site now contain FRI program information, links to reading resources, project documents, message boards, chat rooms, e-mail lists, etc. In addition, the use of previously acquired teleconferencing equipment located within each participating district is being used to provide alternatives to drive-in meetings and minimize days out of the classroom for FRI technology teachers and reading coaches.

And finally, an innovative In-class Observation System (IOS) is being piloted for use in schools and classrooms to provide minimally intrusive access to observation, feedback and coaching on implementing best practices reading. The IOS is a mobile unit consisting of a Picturitel 680 iPower Set-Top totally integrated system of a voice activated, sound directed digital video camera with high-grade audio pick-up that sits atop a fifteen-inch TV monitor. This unit attaches to a wireless networked, Celeron processor PC which contains the software to manage the system. To support the mobile use of the IOS anywhere in the school recipient FRI schools will be outfitted with a standards based 802.11 wireless network.. The wireless network is capable of receiving signals from any wireless network card equipped PC device anywhere in the school and also enables the IOS system to move around to whichever classroom wishes to be observed, without having to re-establish connection with the network. The wireless network connects to the school's existing LAN server, which provides the connectivity link to transmit the IOS video/audio signal to any specific location via the schools T1+ lines over the Internet.

This technology allows experts to view and critique the classroom episodes and provide coaching to the originating teacher and overcomes the constraints of time, geography and expense of travel for on-site visits.

Technology Teachers

Lake City Technical Center • September 18, 2001 • 9:30 AM – 2:30 PM

<u>Activity</u>	<u>Handouts</u>	<u>Person</u>
<p>Welcome & Self Introductions</p> <p>"What motivated you to accept the nomination to be your school's FRI technology teacher?"</p>	List of FRI Technology Teachers	Evelyn
<p>Overview of Grant</p> <p>Technology Teachers Roles and Expectations (Desired Outcomes)</p>	Challenges & Objectives T-BOS/IOS, Requirement for Tech. Teachers	Evelyn
<p>Process of Integrating of Technology Into Components</p>	Component Chairs List	Evelyn & Jeff
<p>Grant Implementation Timeline</p>	Grant Implementation Timeline	
<p>Introduction to FRI Website</p> <p>On-line Survey & Online Ordering</p>	Web Site URL & Access Password	Jeff & Robin
<p>Process for Ordering Materials</p>	Ordering Form	Robin & Jeff
<p>Technology Integration Process</p> <p>Best Practices Criteria Other Required Components Resource Books Orientation w/ Overview of Texts' Structure</p>	FLA Best Practices Content Criteria Technology Best Practices Criteria Software Ordering Information Form Excerpts from Three Resource Books	Evelyn & Jeff
<p>Q & A</p>		Evelyn, Jeff & Robin
<p>Adjournment</p>		

Technology Teachers

Lake City Technical Lab • August 24, 2001 • 9:30 am - 2:30 pm

Minutes

WELCOME & SELF INTRODUCTIONS

The meeting was opened with welcome and introductions, which included each technology teacher discussing their motivation for accepting the nomination for technology teacher.

Teachers reviewed the list of participants and updated email addresses.

They were reminded that the timeline for this project will be face-paced in order to gear up to help meet printing deadlines for FRI components.

All communications received from NEFEC to technology teachers will be through technology. Everyone involved in FRI will be expected to connect via email

OVERVIEW OF GRANT & PROCESS OF INTEGRATING TECHNOLOGY INTO COMPONENTS

Technology teachers were provided with desired outcomes for their roles and expectations in the project. Challenges and objectives for technology integration into the FRI training components, classroom implementation and T-BOS systems were discussed.

The 3 main objectives were as follows:

1. Integrate technology into all aspects of the training of the FRI Components

Teams of presenters and component chairs are rewriting components. Technology will be integrated to enhance research pieces.

2. Integrate technology into all aspects of classroom implementation of FRI components

Technology teachers will work with component chairs to find natural ways that students use technology, including internet connections and software, to link to components.

While money for software can be used to purchase new software, there are major resources available on the internet -- free interactive activities.

Teachers were asked to make a tentative decision about what component and grade level they wanted to focus on for the software recommendations.

Name	School	Grade Level	Email	Component
Cheryl Beauchamp	Bronson Elementary School	2		Phonemic Awareness & Phonics
Leann Malphurs	Bronson Elementary School	K-5		

Gina Currie	Browning-Pearce Elementary	K		Phonemic Awareness & Phonics
Kim Rousseau	Browning-Pearce Elementary	4		Comprehension Strategies
Laverne Bell	Chiefland Middle			
Melynda Alcock	Chiefland Middle			
Mary Anne Gilmer	Fort White Elementary School	K-5	gilmer_ma@fl.net	Reading/Writing Connection
Merry George	Fort White Elementary School	K-5	george_merry@fl.net	Reading/Writing Connection
Claudette Frees	Hampton Elementary	1	claudette@atlantic.net	Reading/Writing Connection
Edith Walker	Hampton Elementary	2	walkeredith@msn.com	Reading/Writing Connection
Jan Manos	James M. Anderson	1	manos_ja@dixie.k12.fl.us	Phonemic Awareness & Phonics
Karen Cooper	James M. Anderson	3	cooper_kar@dixie.k12.fl.us	Language Development & Vocabulary
Debra Gastelum	Jenkins Middle School	8	Gastelum_11@fl.net	Content Area Reading/Writing - Language Arts
Diana Wilson	Jenkins Middle School	8	DianaWilson@iwon.com	Language Development & Vocabulary
Crystal Swilley	Lake Butler Elementary School	3		Language Development & Vocabulary
Carolyn Parrish	Lake Butler Elementary School	1	cpbear15@hotmail.com	Comprehension Strategies
Denise Ricks	Lake Butler Middle School	7 & 8	denise@union.k12.fl.us	Reading/Writing Connection
Melissa Lynch	Lake Butler Middle School	7	lynchm@union.k12.fl.us	
Rhonda Clyatt	Lake Butler Middle School	5	clyatt@union.k12.fl.us	
JoAnna Chisholm	Maccienny Elementary School	3	jochis2@yahoo.com	Content Area Reading/Writing - Social Studies & Science
Karen Rambo	Maccienny Elementary School	3	kessmaud@netcom.net	Phonemic Awareness & Phonics
Carol Sprague	PK Yonge	3		
Greg Cunningham	PK Yonge	7	gregcunningham@fl.net	Reading/Writing Connection
Kathy Robertson	PK Yonge	1-2		
Renee Simmons	PK Yonge	1-2	renee.simmons@fl.net	
Thomas Ruszczuk	PK Yonge	12	truszczuk@pk.yfl.edu	Content Area Reading/Writing - Language Arts

Angela Hester	Suwannee Middle School			
Paula Gaineskis	Suwannee Middle School	7		Comprehension Strategies
Sue Reed	Trenton Middle/High	9-12		Content Area Reading/Writing - Social Studies
Sue Sholtzes	Trenton Middle/High	6-12		Comprehension Strategies & Intervention

3. Implement T-BOS system to support implementation and extend training of FRI in all schools

Two of the 13 FRI (J.M. Anderson Elementary & Trenton Middle/High) schools have been chosen to pilot the use of the minimally-intrusive technology system. Ongoing support will be provided. T-BOS will be used extensively with the inherent goal to go paperless.

The system includes a camera and microphone, voice directed system, which uses minimally-intrusive technology to capture classroom lessons and broadcast. Using a wireless unit, information can be broadcast across web. In the future, any wireless computers will be able to talk to that network. T-BOS will be a complex, yet easy to use communication system.

GRANT IMPLEMENTATION TIMELINE

Technology teachers are to touch base, via email, with their component chair.

The deadline for component revisions, including technology piece, is November 15, 2001.

Districts have been requested to release technology teachers for 4 days of meetings. There will be 1 more meeting before 11/15/01, perhaps in mid October. All teachers will receive notice of a date for the next meeting.

INTRODUCTION TO FRI WEBSITE

Teachers were guided to the NEFEC website and shown the sections for FRI, which includes the technology teachers. Everything created (i.e., agendas, minutes, hand-outs) will be posted on web.

Teachers were encouraged to register upon their first visit to the NEFEC website.

PROCESS FOR ORDERING MATERIALS

Each technology teacher has \$1500 for ordering software. A form will be posted on the FRI website for technology teachers to submit orders for software materials. Orders will be process upon receipt. Teachers were provided with criteria and guidelines.

OTHER

All districts will receive travel reimbursement for technology teachers to attend meetings. Request for reimbursement can also be requested for substitutes.

Teachers are to bring student sample for inclusion in the component. Samples chosen should be dark enough for re-copying.

Books have been ordered for each technology teacher as follows:

1. Effective Literacy Instruction
2. Teaching With the Internet

In addition, elementary level technology teachers will receive a book titled *Young Children and Technology*. Books will be mailed to schools.

Teachers are asked to obtain an authorization for release ahead of time from all students. A copy of the release form can be found on NEFEC website.

TLCF Regional Impact Grant
Technology Integration Teachers

Name	School	Grade Level	Email	Component
Cheryl Beauchamp	Bronson Elementary School	2	beauchampc@bronson.k12.nc.us	Phonemic Awareness & Phonics
Leann Malphurs	Bronson Elementary School	K-5	malphursl@bronson.k12.nc.us	
Gina Currie	Browning-Pearce Elementary	K	gcurrie@browningpearce.k12.nc.us	Phonemic Awareness & Phonics
Kim Rousseau	Browning-Pearce Elementary	4	krousseau@browningpearce.k12.nc.us	Comprehension Strategies
Laverne Bell	Chiefland Middle			
Melynda Alcock	Chiefland Middle			
Mary Anne Gilmer	Fort White Elementary School	K-5	gilmer_m@fwes.k12.nc.us	Reading/Writing Connection
Merry George	Fort White Elementary School	K-5	mgeorge@fwes.k12.nc.us	Reading/Writing Connection
Claudette Frees	Hampton Elementary	1	cfrees@hampton.k12.nc.us	Reading/Writing Connection
Edith Walker	Hampton Elementary	2	walker@hampton.k12.nc.us	Reading/Writing Connection
Jan Manos	James M. Anderson	1	jmanos@jma.k12.nc.us	Phonemic Awareness & Phonics
Karen Cooper	James M. Anderson	3	kcooper@jma.k12.nc.us	Language Development & Vocabulary
Debra Gastelum	Jenkins Middle School	8	gastelum@jenkins.k12.nc.us	Content Area Reading/Writing - Language Arts
Diana Wilson	Jenkins Middle School	8	dawilson@jenkins.k12.nc.us	Language Development & Vocabulary
Crystal Swilley	Lake Butler Elementary School	3		Language Development & Vocabulary
Carolyn Parrish	Lake Butler Elementary School	1	cparrish@lakebutler.k12.nc.us	Comprehension Strategies

TLCF Region 10 Impact Grant
Technology Integration Teachers

Name	School	Grade Level	Email	Component
Denise Ricks	Lake Butler Middle School	7 & 8	denise.ricks@lbtms.k12.fl.us	Reading/Writing Connection
Melissa Lynch	Lake Butler Middle School	7	melissa.lynch@lbtms.k12.fl.us	
Rhonda Clyatt	Lake Butler Middle School	5	rhonda.clyatt@lbtms.k12.fl.us	
JoAnna Chisholm	Macclenny Elementary School	3	jchisholm@macclenny.com	Content Area Reading/Writing - Social Studies & Science
Karen Rambo	Macclenny Elementary School	3	krambo@macclenny.com	Phonemic Awareness & Phonics
Carol Sprague	PK Yonge	3		
Greg Cunningham	PK Yonge	7	greg.cunningham@pk.yonge.edu	Reading/Writing Connection
Kathy Robertson	PK Yonge	1-2		
Renee Simmons	PK Yonge	1-2	rsimmons@pk.yonge.edu	
Thomas Rusczyk	PK Yonge	12	trusczyk@pk.yonge.edu	Content Area Reading/Writing - Language Arts
Angela Hester	Suwannee Middle School			
Paula Gaineskis	Suwannee Middle School	7	pgaineskis@suwannee.org	Comprehension Strategies
Sue Reed	Trenton Middle/High	9-12	sreed@trentonmiddlehigh.com	Content Area Reading/Writing - Social Studies
Sue Sholtes	Trenton Middle/High	6-12		Comprehension Strategies & Intervention

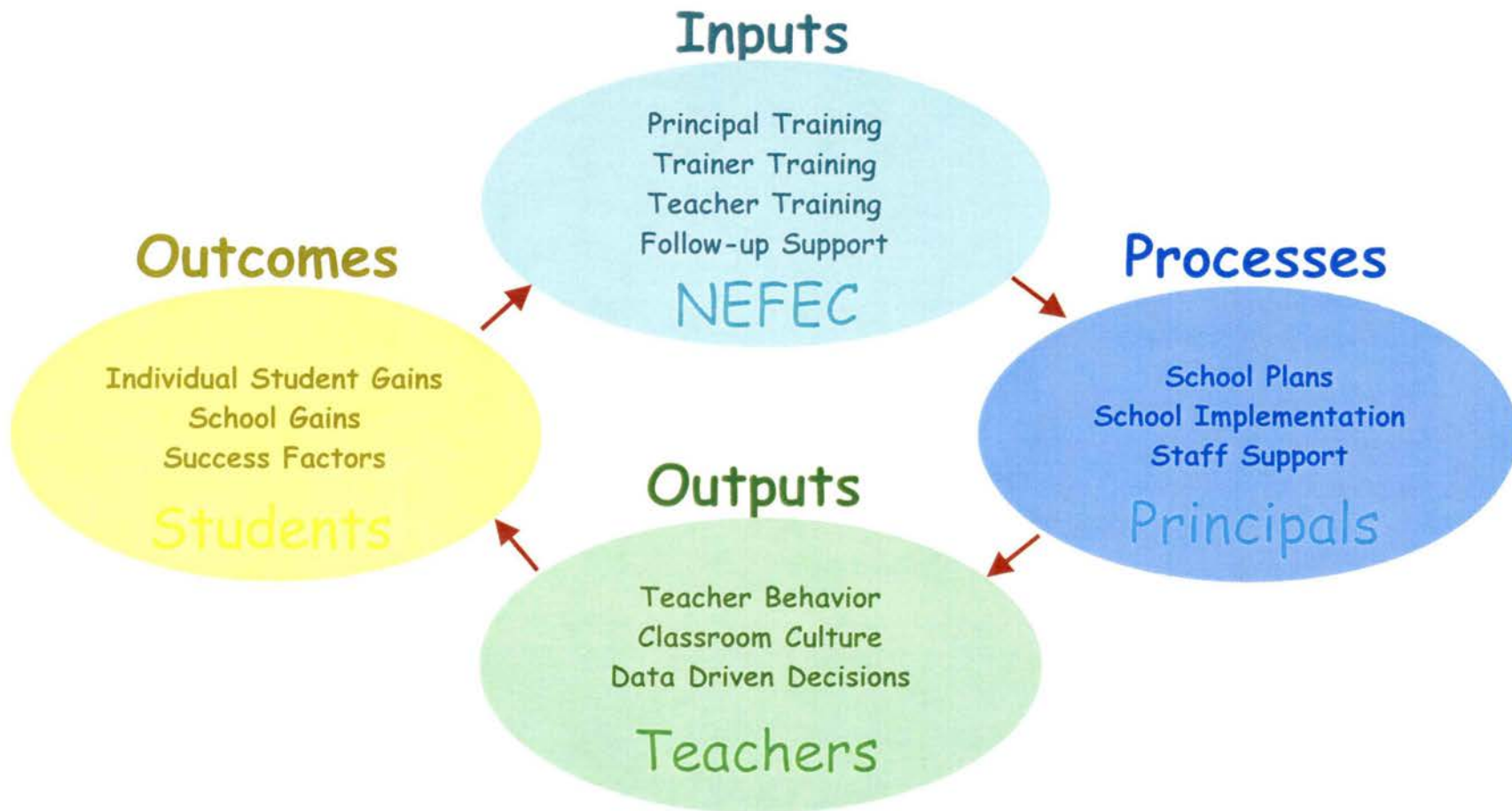
The Florida Reading Initiative Evaluation Program

Conducted by:



Edmetrics

The Florida Reading Initiative Evaluation Program is designed to provide the collaborating partners in the initiative with sufficient information to determine the effectiveness of each of the activities of the participants as well as the overall program and to guide amendments and additions to the program to ensure future success. Both qualitative and quantitative measures are incorporated in the evaluation model. In the final analysis, the effectiveness of the program will be judged on improved reading skills of the students the program serves.



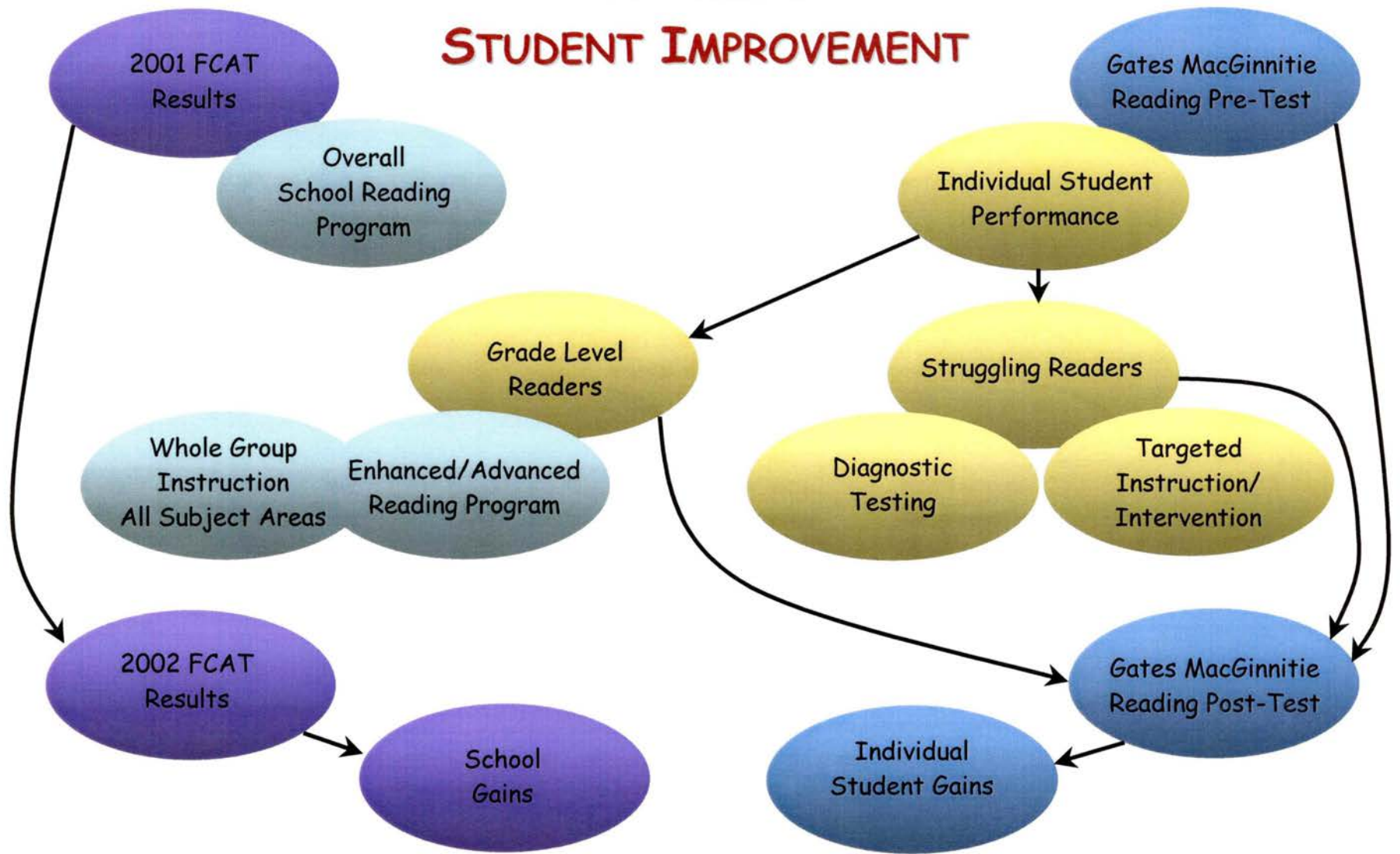
Key Points:

- Data from existing or planned measures
- Little additional burden
- Ensuring replicability
- Determining success factors

Evaluation Needs/Protocols

- Establish timelines prior to school year
- Consistent testing timeframes
- Required reports
- Technology-based data collection

TRACKING STUDENT IMPROVEMENT



Florida Reading Initiative Evaluation

So who does what and how are they evaluated?

	What are they doing?	How do we evaluate it?	What's the bottom line?
NEFEC	Train Principals Train Teachers Provide Follow-up Support	Qualitative (surveys and structured interviews) Quantitative (increased knowledge of teaching reading) and Qualitative (surveys and self-reporting instruments) Qualitative (interviews with clients)	Increased student reading performance!
Principals	Provide Resources for Teachers and Students School Leadership	Qualitative (structured interviews) and Quantitative (review of resources provided) Qualitative 360 degree evaluation (structured interviews with faculty, staff and students)	Increased student reading performance!
Teachers	Better understanding of teaching reading Change in classroom behavior; instruction; and curriculum	Quantitative (assessments) and Qualitative (survey and self-report journals) Qualitative (observations by principals and structured interviews)	Increased student reading performance!
Students	Improved reading performance	Quantitative (based on Gates MacGinitie Pre/Post-tests and FCAT results)	Increased student reading performance!

FRI Evaluation Project

Project Start: Mon 7/9/01
Project Finish: Fri 6/28/02

ID	Task Name	Start	Finish	Resource Names	% Complete
1	INPUTS	Tue 7/10/01	Fri 6/14/02		0%
2	Evaluation Project Plan	Mon 7/9/01	Tue 7/31/01		100%
3	Review initial draft evaluation plan and provide feedback	Mon 7/9/01	Fri 7/13/01	Evaluation Committee	100%
4	Review feedback from evaluation committee and develop second draft of evaluation plan	Mon 7/16/01	Wed 7/18/01	Steven	100%
5	Provide feedback on second draft of evaluation plan	Thu 7/19/01	Tue 7/24/01	Evaluation Committee	100%
6	Review feedback on second draft and develop final conceptual draft	Wed 7/25/01	Mon 7/30/01	Steven	100%
7	Develop presentation of conceptual draft and present plan to Reading Coaches	Tue 7/31/01	Tue 7/31/01	Steven	100%
8	MILESTONE - Completed Evaluation Plan submitted to NEFEC	Tue 7/31/01	Tue 7/31/01	Steven	100%
9	Present evaluation plan to principals	Thu 9/6/01	Thu 9/6/01	Steven	0%
10	Administrative Team Data	Mon 7/16/01	Fri 9/14/01		17%
11	Development of structured interview to gather principal data	Mon 7/16/01	Fri 7/20/01	Steven	100%
12	Review of structured interview and feedback	Mon 7/23/01	Fri 7/27/01	Evaluation Committee	50%
13	Conduct interviews of participating principals	Mon 7/30/01	Fri 8/17/01	Steven	0%
14	Compile data from structured interviews	Mon 8/20/01	Fri 8/31/01	Steven	0%

15	Prepare principal interview sub-report for inclusion in 9/30 report to NEFEC	Mon 9/3/01	Fri 9/14/01	Steven	0%
16	Teacher Training	Tue 7/10/01	Fri 6/14/02		4%
17	Pre/Post tests from June inservice training	Fri 7/20/01	Fri 8/31/01		11%
18	Collect post-test data from principals and schools	Fri 7/20/01	Fri 7/20/01	Janet,Steven	100%
19	Score and analyze pre/post tests from June inservice training	Wed 8/1/01	Fri 8/10/01	David,Jenny	20%
20	Summary report on pre/post tests data for inclusion in 8/31 report to NEFEC	Mon 8/13/01	Fri 8/24/01	David,Jenny	0%
21	MILESTONE - pre/post test data from June inservice training included in 9/31 report to NEFEC	Fri 8/31/01	Fri 8/31/01	Steven	0%
22	Workshop Exit Surveys	Tue 7/10/01	Fri 8/31/01		52%
23	Collect forms from exit surveys of individual workshops a June inservice training	Tue 7/10/01	Fri 7/20/01	Janet	100%
24	Compile exit surveys and forward results to David and Jenny	Mon 7/23/01	Tue 7/31/01	Janet	100%
25	Analyze exit surveys	Wed 8/1/01	Fri 8/10/01	David,Jenny	20%
26	Summary report on workshop exit surveys for inclusion in 8/31 report to NEFEC	Mon 8/13/01	Fri 8/24/01	David,Jenny	0%
27	MILESTONE - individual workshop exit survey analysis included in 8/31 report to NEFEC	Fri 8/31/01	Fri 8/31/01	Steven	0%
28	Follow-up Activities	Wed 8/1/01	Fri 6/14/02		0%
29	Develop procedure/form for cataloging NEFEC site visitations	Wed 8/1/01	Fri 8/17/01	Janet	0%
30	Track NEFEC followup activities, include logs in November, January, and final reports	Mon 8/20/01	Fri 6/14/02	Janet,Evelyn	0%

31	Develop procedure/form in conjunction with reading coaches to track school-initiated follow-up activities	Wed 8/1/01	Fri 8/17/01	Janet	0%
32	Track school-initiated followup activities, include logs in November, January, and final reports	Mon 8/20/01	Fri 6/14/02	Reading Coaches,Janet	0%
33	PROCESSES	Wed 7/11/01	Fri 6/14/02		0%
34	School Plans	Wed 7/11/01	Fri 9/28/01		0%
35	Record time and resources spent on developing individual school plans including list of faculty participating in preparation	Wed 7/11/01	Wed 9/5/01	Principal	0%
36	Submit a copy of the school plan and record of resources used in development to evaluation committee	Thu 9/6/01	Thu 9/6/01	Principal	0%
37	Analyze school plans and categorize schools	Fri 9/7/01	Fri 9/28/01	David,Jenny	0%
38	MILESTONE - School plan analysis included in 9/30 report to NEFEC	Fri 9/28/01	Fri 9/28/01	David,Jenny,Steven	0%
39	Reading Coaches	Fri 7/20/01	Fri 6/14/02		0%
40	Collect demographic data on reading coaches	Tue 7/31/01	Tue 7/31/01	Evelyn,Lynda,Janet	0%
41	Develop monthly survey of reading coaches	Fri 7/20/01	Fri 8/17/01	Jenny,David	0%
42	Administer monthly survey of reading coaches activities at monthly meetings	Mon 8/20/01	Fri 6/14/02	Janet	0%
43	Collect and aggregate survey data for inclusion in November, January, and final reports	Mon 8/20/01	Fri 6/14/02	David,Jenny	0%
44	MILESTONE - Final report on activities of reading coaches and effects on student reading	Fri 6/14/02	Fri 6/14/02	David,Jenny	0%
45	OUTPUTS	Wed 8/1/01	Fri 6/21/02		0%
46	Assessment Activities	Mon 9/17/01	Wed 10/31/01		0%
47	Gates MacGinitie	Mon 9/17/01	Wed 10/31/01		0%

48	Submit number of students tested by grade level	Mon 9/17/01	Fri 9/28/01	Principal	0%
49	Compile data	Mon 10/1/01	Fri 10/19/01	Steven	0%
50	MILESTONE - Report on students tested for the 10/31 report to NEFEC	Mon 10/22/01	Wed 10/31/01	Steven	0%
51	QRI-3 or other "informal" assessment numbers	Fri 10/12/01	Wed 10/31/01		0%
52	Submit the number of targeted students assessed through either the QRI-3 or other "informal" assessment instrument employed at the school	Fri 10/12/01	Fri 10/19/01	Principal	0%
53	Compile data	Mon 10/22/01	Fri 10/26/01	Steven	0%
54	MILESTONE - Report on students tested for the 10/31 report to NEFEC	Mon 10/29/01	Wed 10/31/01	Steven	0%
55	Ancillary student data	Mon 9/3/01	Thu 11/1/01		0%
56	Collect baseline data for library circulation rates, discipline referral rates, ESE referral rates, attendance data, etc	Mon 9/3/01	Fri 9/28/01	Steven	0%
57	Compile baseline data	Mon 10/1/01	Fri 10/19/01	Steven	0%
58	Report on baseline student ancillary data for October 31 report to NEFEC	Mon 10/22/01	Wed 10/31/01	Steven	0%
59	Collect 2001 FCAT data for baseline analysis	Mon 9/3/01	Fri 9/14/01	Steven	0%
60	Analyze FCAT baseline data	Mon 9/17/01	Fri 9/28/01	David,Jenny	0%
61	Report on 2001 FCAT data for inclusion in 10/31 report to NEFEC	Mon 10/1/01	Fri 10/26/01	David,Jenny	0%
62	MILESTONE - Report to NEFEC	Thu 11/1/01	Thu 11/1/01	Steven	0%
63	Teacher Activity	Wed 8/1/01	Fri 6/21/02		0%
64	Develop survey for gathering teacher activity data	Wed 8/1/01	Fri 8/31/01	David,Jenny	0%
65	Administer pre teacher survey	Mon 9/3/01	Fri 9/21/01	Steven	0%
66	Administer mid teacher survey	Mon 1/7/02	Fri 1/25/02	Steven	0%

67	Administer post teacher survey	Mon 4/22/02	Fri 5/3/02	Steven	0%
68	Analyze teacher surveys	Mon 5/6/02	Fri 5/31/02	David,Jenny	0%
69	MILESTONE - Report on teacher survey for inclusion in final report to NEFEC	Mon 6/3/02	Fri 6/21/02	David,Jenny	0%
70	Reading Coach Activities	Wed 8/1/01	Fri 5/31/02		0%
71	Develop monthly report to be given to reading coaches at monthly meetings	Wed 8/1/01	Fri 8/17/01	David,Jenny	0%
72	Administer monthly surveys to reading coaches at monthly meetings	Mon 9/3/01	Fri 5/31/02	Janet	0%
73	Reports on reading coach activities for inclusion in November, January, and final reports to NEFEC	Mon 9/3/01	Fri 5/31/02	David,Jenny	0%
74	Principal Activities	Mon 1/7/02	Thu 2/28/02		0%
75	Targeted interviews	Mon 1/7/02	Fri 2/8/02	Steven	0%
76	Select teacher interviews	Mon 1/7/02	Fri 2/8/02	Steven	0%
77	Reading coach interviews	Mon 1/7/02	Fri 2/8/02	Steven	0%
78	Report for inclusion in 2/28 report to NEFEC	Mon 2/11/02	Thu 2/28/02	Steven	0%
79	OUTCOMES	Wed 8/1/01	Fri 6/28/02		0%
80	Assessment activities	Wed 8/1/01	Fri 6/28/02		0%
81	Gates MacGinitie	Wed 8/1/01	Fri 6/28/02		0%
82	Pre test administered to all students during the second week of instruction	Mon 8/6/01	Fri 8/31/01	Teachers	0%
83	Common digital database form developed and provided to Reading Coaches	Wed 8/1/01	Fri 8/31/01	Steven	0%
84	Class scores aggregated and electronic class forms filled out	Mon 8/20/01	Fri 8/31/01	Teachers,Reading Coaches	0%
85	Class forms collected and forwarded to evaluation team	Wed 8/1/01	Fri 8/17/01	Reading Coaches	0%
86	Class and individual student data entered into a common	Mon 9/3/01	Fri 9/14/01	Steven	0%

	database				
87	Baseline analysis of student reading data from Gates MacGinitie	Mon 9/17/01	Fri 9/28/01	David,Jenny	0%
88	Report on Gates MacGinitie pre-test developed	Mon 10/1/01	Fri 10/19/01	David,Jenny	0%
89	MILESTONE - Gates MacGinitie pretest data included in October Monthly Report to NEFEC	Wed 10/31/01	Wed 10/31/01	Steven	0%
90	Post test administered to students in the 32nd week of instruction	Mon 4/22/02	Fri 5/31/02	Teachers	0%
91	Common digital database form developed and provided to Reading Coaches	Mon 4/22/02	Mon 4/22/02	Steven	0%
92	Class scores aggregated and electronic class forms filled out	Mon 4/22/02	Fri 5/31/02	Teachers,Reading Coaches	0%
93	Class forms collected and forwarded to evaluation team	Fri 5/17/02	Fri 5/31/02	Reading Coaches	0%
94	Class and individual student data entered into a common database	Mon 6/3/02	Fri 6/7/02	Steven	0%
95	Analysis of student reading data from Gates MacGinitie for gain scores	Mon 6/10/02	Fri 6/21/02	David,Jenny	0%
96	Report on Gates MacGinitie gain scores developed	Mon 6/24/02	Wed 6/26/02	David,Jenny	0%
97	MILESTONE - Gates MacGinitie gain scores included in final report to NEFEC	Thu 6/27/02	Fri 6/28/02	Steven	0%
98	QRI-3 or other "informal" tests	Mon 9/3/01	Fri 5/31/02		0%
99	Collect information on different types of assessments used and whatever information can be gleaned from them	Mon 9/3/01	Fri 5/31/02	David,Jenny	0%
100	FCAT	Mon 9/3/01	Mon 6/3/02		0%

101	Baseline FCAT 2001 scores	Mon 9/3/01	Fri 9/28/01	David,Jenny	0%
102	Report on FCAT 2001 baseline data for inclusion in 10/31 report to NEFEC	Mon 10/1/01	Mon 10/15/01	David,Jenny	0%
103	Analyze 2002 FCAT data	Wed 5/1/02	Wed 5/15/02	David,Jenny	0%
104	Data analysis of FCAT 2001 v 2002	Thu 5/16/02	Fri 5/31/02	David,Jenny	0%
105	MILESTONE - FCAT data in final report	Mon 6/3/02	Mon 6/3/02	David,Jenny	0%
106	Struggling readers sub scores	Wed 5/1/02	Fri 5/31/02		0%
107	Breakout data on struggling readers as a subpopulation of the general school and analyze data on them	Wed 5/1/02	Fri 5/31/02	David,Jenny	0%

Evaluation of Florida Reading Initiative

Principal Training and Summer Reading Academy

August 2001 Report

EVALUATION REPORT

Program	The Florida Reading Initiative Principal Training Summer Reading Academy
Program Location	NEFEC Schools
Evaluators	David Miller, PhD Steven D. Stark, EdD Jenny Bergeron
Report submitted to	NEFEC
Period Covered by report	Ending June 24 2001
Date report submitted	September 11, 2001

Executive Summary

An independent third party was contracted to evaluate The Florida Reading Initiative (FRI). This is the first of several reports. The overall evaluation focuses on four parts of the FRI:

- **Inputs** - Those aspects of the FRI involving training of education professionals;
- **Processes** – The development and subsequent implementation of school level plans;
- **Outputs** – Changes in the behavior and performance of principals, reading coaches and teachers; and
- **Outcomes** – Changes in student reading ability.

This report focuses on the evaluation of the Inputs prior to August 31, 2001 and includes sections on

- **Principal Orientation**
- **The Summer Reading Academy**

Principal Orientation

Prior to the Summer Reading Academy in June 2001, the principals of the participating FRI schools received four days of training on the leadership necessary to implement the Florida Reading Initiative in their schools. Ideally, the evaluation of this aspect of the project would have occurred concurrent with the actual training. Due to the timing of the evaluation contract, the evaluation was conducted *ex post facto*.

Principals participated in a 17 part structured interview to determine the perceived value of the training they received prior to the SRA. The parts focused on the effectiveness of the NEFEC staff in providing the training, the perceived gain in knowledge about reading

strategies, and the development of the leadership skills necessary to implement the FRI in their schools. In all cases, the responses of the principals were positive (Figure 1).

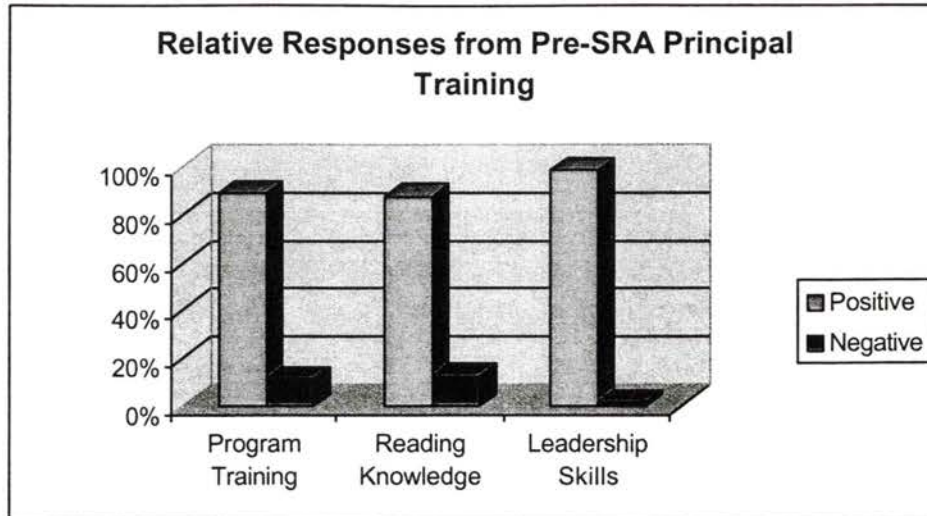


Figure 1: Relative Responses from Pre-SRA Principal Training

Items used in the Principal survey, scores, and general comments can be found in Appendix A.

The Summer Reading Academy

The Summer Reading Academy was evaluated through three methods:

- Assessment by a pre- and posttest composed of multiple choice items addressing teachers' knowledge of reading techniques acquired in the summer training sessions;
- An attitudinal survey designed to assess participants' feelings of teacher self-efficacy; and
- Presenter evaluation surveys delivered after each training session to evaluate both instructional effectiveness and participants' beliefs about knowledge acquired in the summer sessions.

Pre-/Posttest

The pre- and posttest measures were identical forms composed of 29 multiple choice items with each item having 4 alternatives. The content of these items samples subject matter pertaining to instruction needed to effectively teach reading as proscribed by 8 training models. Those models contained content related to **language development, vocabulary, phonemic awareness, concepts of print, comprehension strategies, reading-writing connection format, informal assessment and effective intervention**. The questions sample participants' knowledge and application of terminology, specific facts and methods, and procedures gained in the summer sessions for effectively teaching readers. This was done by providing participants with scenarios and asking them how they would respond as well as providing definitions for terminology. The test and test items were subjected to rigorous content and construct validity measures, reliability, and discrimination indices.

The data from the 400+ taking the pre- and posttests indicated a significant gain in overall test scores. The data were significant at $\alpha=.05$. Gain scores were similar in subsections of pre- posttest (Figure 2).

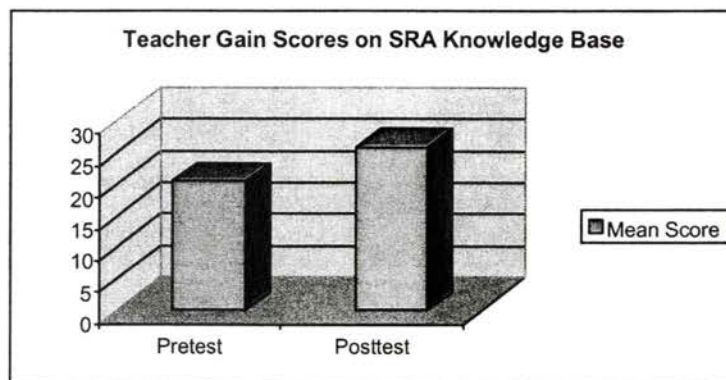


Figure 2: Teacher Gain Scores on SRA Knowledge Base during the Summer Reading Academy.

Attitudinal Survey

The pre-and posttest attitudinal measures were identical forms composed of 16 items. Participants answered questions using a five point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Questions addressed teachers' beliefs about their ability to **instruct students, teaching in general, and the influence of home experiences on student learning (i.e., teacher efficacy)**. The test and test items were subjected to rigorous content and construct validity measures, reliability, and discrimination indices.

The data from the 400+ taking the pre- and posttests indicated a significant gain in overall test scores. The data were significant at $\alpha=.05$. Gain scores were similar in subsections of pre- posttest (Figure 3).

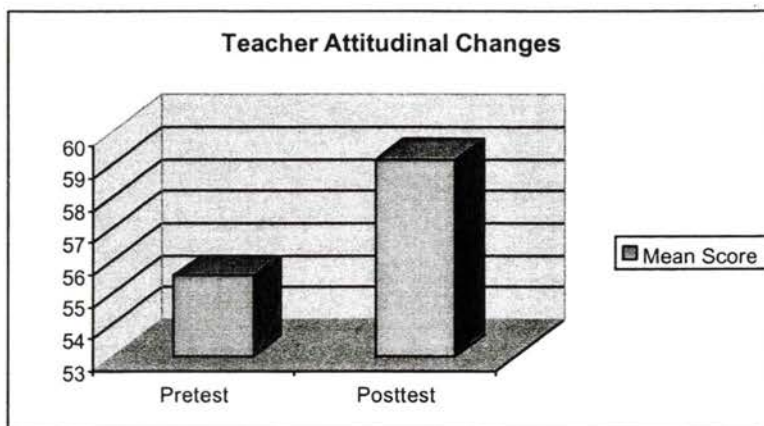


Figure 3: Teacher Attitudinal Changes during the Summer Reading Academy.

Presenter Evaluation Surveys

At each training session, participants answered a 4-item survey using a 4-point Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree) for the 130 sessions. The 4 questions addressed whether information at the sessions was **presented in an organized manner, the effectiveness of the instructor in conveying information, whether participants gained sufficient knowledge and felt competent to use these new strategies, and finally if the participant felt as if they needed additional information.**

Information is reported in percentages with categories combined into agree (1 or 2) and disagree (3 or 4) in Table 5. Overall, the results of the survey seem to indicate that the participants felt that the training sessions were helpful. That is, the sessions were well-organized, effective, and left participants feeling competent to use the strategies. Opinions were mixed on whether more information was needed (Figure 4)

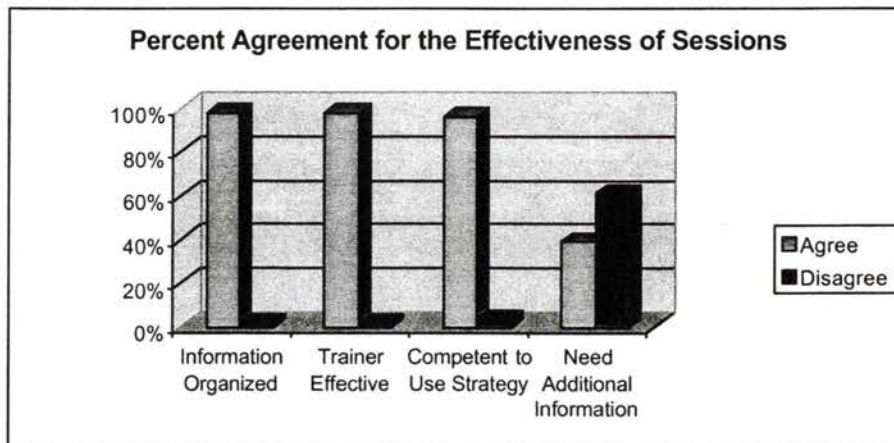


Figure 4: Percent Agreement for the Effectiveness of Sessions during the Summer Reading Academy.

NEFEC Pulse

An Official Publication of the North East Florida Educational Consortium

April 2001

The Florida Reading Initiative: Helping Schools Reach 100% Literacy

Many veteran educators have often compared the educational system to a giant pendulum: It swings from one extreme to the other and often misses the real academic needs of the students. There are thousands of programs and curriculums, tons of workshops and How-to Books, and more experts than one could listen to in a lifetime. Yet, many of our students continue to score below grade level on state-administered tests.

One teacher stood up in a faculty meeting and addressed this problem quite candidly. He stated what many teachers already know, "We don't need another fad. We need a new direction, a complete focus and the full support of parents and administrators. We need something that is tried and proven, and reaches every single child. No child should be left behind or fall through the cracks in the system. Every student must learn how to read, and that will take the effort of every teacher, not just the Language Arts teacher."

On March 26, 2001, The Florida Reading Initiative arrived with a force destined to change reading instruction and student

"This is a landmark day in the history of education" - Dr. Ben Nelms, Interim Dean UF



achievement forever. The Florida Reading Initiative has arisen from a need of the twelve member districts of the North East Florida

Educational Consortium and is spearheaded by Florida's Best Practices Center. The Center is a joint effort between the North East Florida Educational Consortium (NEFEC) in Palatka, and P.K. Yonge Developmental Research School in Gainesville

The Florida Reading Initiative is a K-12 research-based, school-wide project committed to providing the training, knowledge, and support necessary for schools to achieve 100% literacy. Every child will learn to read and continue to read on grade level. Can it be done? The astounding answer is, "Yes!"



Schools wishing to participate had to apply for participation and agree to several stipulations. One of the most important is agreeing that at least 85% of its faculty and the principal will attend a two-week summer Reading Academy.

(The Florida Reading Initiative - continued on page 5)



From Theory to Reality

The air buzzed with excitement. Educators gathered in the Reitz-Union auditorium for the first session of the day, and Dr. Ben Nelms, Interim Dean of the University of Florida stated what every one there knew to be true, "This is a landmark day in the history of education." He was right. On that note, the Florida Reading Initiative became a reality.

Imagine the atmosphere. First picture the best teacher you've ever had. You know the one: loving, intelligent, funny, interesting, and passionate about teaching. Now imagine a huge room filled with teachers just like that. It was overwhelming. It was inspiring. It reminded this writer why she became a teacher in the first place. These educators are the pioneers and the leaders. These educators will be the ones responsible for training other educators this summer. With all this talent and passion for helping children learn, the Florida Reading Initiative is guaranteed to be a success.

Kim Hill, one of the Alabama trainers and speaker for the first session, inspired many when she said, "We don't do anything for kids except change their lives." What could be more important than that?

"We don't do anything for kids except change their lives" - Kim Hill





Florida School for Deaf and Blind to Join Consortium

The North East Florida Educational Consortium (NEFEC) is pleased to announce that on July 1, 2001, the Florida School for the Deaf and Blind

(FSDB) will join NEFEC with full membership status. FSDB President Elmer Dillingham presented his request to the NEFEC Board of Directors during the January 17, 2001, Board of Directors meeting in Tallahassee.

FSDB is located in St. Augustine and serves 710 students statewide in grades K-12 and 40 children ages birth to three, and provides free appropriate public education for eligible sensory-impaired students of Florida. FSDB awards standard and special diplomas and prepares its graduates for a wide range of professional careers and trades.

Due to their location, FSDB currently participates in several regional programs housed at the Consortium. These programs include the Florida Diagnostic and Learning Resource System (FDLRS) and the Crown Region Assistive Technology Network (ATEN). Full membership will enable FSDB to access cost saving programs such as printing and bulk purchasing, as well as instructional services that provide teacher training, distance learning and leadership development opportunities. Putnam County and the other NEFEC districts will greatly benefit from this partnership as well.

FSDB has already served as a lifeline for sensory-impaired students and their families in Putnam and surrounding counties. However, by becoming a full-time member of NEFEC, FSDB will be able to further help students by providing assistance to our local schools serving visually impaired and hearing impaired students. Staff of FSDB will be able to provide assistance to districts on selecting adaptive equipments and specialized software for students with disabilities. Furthermore, they will have the ability to provide screening and diagnostic evaluations for students upon request, and provide audiology services to children ages birth to three.

By joining the Consortium, FSDB will also receive services from the Florida Learning Alliance, (FLA). The Alliance is currently developing a telecommunications network, course offerings, teacher training and other benefits to enhance the educational programs in 31 participating rural school districts.

"We're happy to become a part of the Consortium," Dillingham, FSDB President, stated. "This opportunity will provide us with direct contact to other districts. This will allow us to share and receive information and will be mutually beneficial for all involved."

Member districts are excited by the possibilities this partnership promises and the opportunities to better serve faculty, staff and students in all NEFEC districts.

The Florida Reading Initiative - continued from page 1

Schools must complete an application showing readiness for change, have district support, and commit to hiring a reading coach who will receive intensive training in the diagnosis of reading problems and intervention strategies. Reading coaches will spend one-half of their time working with struggling readers and the other half serving as a support and resource to the school faculty.

Teachers will receive training in the following areas: phonemic awareness and phonics, language development and vocabulary, comprehension strategies, reading/writing connection, content area reading and writing, effective intervention and formal and informal assessment. Faculty of each school will be required to develop a school-based plan that addresses intervention for struggling readers.

Because of this initiative, over 500 teachers and 21 principals will become reading experts in a total school focus designed to achieve 100% literacy. Though continual assessment, no child will be left behind. All students will receive the necessary instruction and attention needed to be successful readers.

Even though teachers from several NEFEC district schools will be trained as presenters for The Florida Reading Initiative, only a limited number of schools have been selected to participate. The following schools will serve as the Literacy Participation Sites: PK Yonge Developmental Research School (Alachua), Macclenny Elementary (Baker), Hampton Elementary (Bradford), Fort White Elementary (Columbia), Anderson Elementary (Dixie), Trenton High School (Gilchrist), Bronson Elementary (Levy), Chiefland Middle (Levy), Browning Pearce Elementary (Putnam), Jenkins Middle (Putnam), Lake Butler Elementary (Union), and Lake Butler Middle (Union).

Janet Valentine, NEFEC Director of Instructional Services stated, "Teachers and principals of selected Literacy Participation Sites are very excited by the possibilities the Florida Reading Initiative brings. In fact, several principals are already seeing positive results even before the training has begun. Teachers feel like they are part of a team, and that they are united for a common goal. That goal is improved student achievement with a 100% literacy rate."

Follow-up for the Florida Reading Initiative will continue throughout the year with additional professional development, modeling, research, and focus groups. In the spring of 2002, participating schools will be able to apply to become demonstration schools with the honor of hosting visitations for interested schools in NEFEC districts.

The goal of every good teacher has been to make a difference in the lives of as many children as possible. With this Initiative, schools are heading in a new direction with a common goal: Success in reading for each individual student. Administrators, teachers, parents, and students will not have to settle for anything less.



The Florida Reading Initiative: Embarking Upon Success...



NEFEC Pulse
 An Official Publication of the North East Florida Educational Consortium

This publication is brought to you by the North East Florida Educational Consortium and is a joint effort of all departments of NEFEC. For more information about items covered in this issue, please call 329-3800 or visit our website at www.onedotnefec.org

Produced, designed, and edited by
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 NEFEC Pulse logo designed by Alex Gastelum

NEFEC Wins National Aegis Award

The North East Florida Educational Consortium has won a 2001 Aegis Award for an interactive multimedia CD-ROM video produced for teacher training purposes. The Aegis Awards are the industry's premier competition for peer recognition of outstanding video productions and non-network TV commercials.



"Windows to Learning" was recognized for its outstanding production quality in the category of "Training/Education" videos by a distinguished panel of judges representing industry professionals from around the country.

The video was created for the purpose of providing teachers with actual footage of CRISS strategies being used in a real classroom. CRISS, CReating Independence through Student-owned Strategies, is an educational program designed to help students learn content information across the curriculum and throughout the grade levels.

"Windows to Learning" was designed by NEFEC staff and has been used extensively to help teachers improve their instruction, which ultimately improves student achievement. Program Development Specialist Evelyn Maycumber played a key role in the creation of Windows to Learning. "I am pleased to hear that we have received such a prestigious award," Maycumber stated. "It is a wonderful production and deserves this recognition."

Several Putnam County school teachers were featured in the video including Lula Gail Parrish (Palatka High), Julie Fuller (Interlachen High), and Paula Hollingsworth (Beasley).

For more information on "Windows to Learning," or CRISS, please contact NEFEC at 386-329-3800. Project updates and educational information for administrators, teachers, parents, students, and community members can be obtained through NEFEC's web site at www.onedotnefec.org.

Florida Learning Alliance Update

The following accomplishments have occurred in Year 2 of the five-year Florida Learning Alliance Grant through the collaborative efforts of F.L.A., NEFEC, FIRN & E-Rate:



- 92 NEFEC Schools have received T1 telecommunication line speeds at no cost to their district
- Five largest NEFEC Districts received T3 telecommunication connections at District Offices
- NEFEC Districts & Schools received \$917,640 worth of telecommunications hardware
- NEFEC Districts & Schools received \$404,761 worth of T1/T3 telecommunications services
- NEFEC Districts & Schools received \$322,968 worth of FIRN telecommunication hardware
- NEFEC Schools received \$2,500 Mini Grants for a combined total of almost \$60,000
- Total F.L.A. benefits received by the 12 NEFEC Districts and 92 Schools was \$1,375,277

For more information about the Florida Learning Alliance, visit www.onedotnefec.org or www.fllearningalliance.org.

Florida Reading Initiative Principals Training

The Principals of the thirteen schools selected to become Florida Reading Initiative participation sites met together for the first time on May 9th. The schools, known now as the "lucky thirteen" are as follows: McClenny Elementary, Baker County; Hampton Elementary, Bradford County; Ft. White Elementary, Columbia County; Anderson Elementary, Dixie County; Trenton High School, Gilchrist County; Bronson Elementary and Chiefland Middle, Levy County; Browning Pearce Elementary and Jenkins Middle, Putnam County; Lake Butler Elementary and Lake Butler Middle, Union County and Suwannee Middle, Suwannee County.

Under the facilitation and direction of Dr. Fran Vandiver,

Director of P.K. Yonge Developmental Research School, Janet Valentine, Director of Instructional Services/NEFEC and Marsha Wright, Program Development and Training



Coordinator/NEFEC, the group focused on the Florida Reading Initiative content. The school leaders addressed the content and process of faculty meetings that are an integral part of the intensive two week training their faculties will attend beginning June 11, 2001. During the faculty meetings that are interspersed within the training, each principal will facilitate school wide intervention plans for struggling readers. Together the principal and faculty will plan intensive implementation and detailed follow-up addressing the reading needs of each student.

It is easy to understand why each of these schools was selected as one of the "lucky thirteen". The principals are knowledgeable, well-prepared and extremely excited about this project. Their willingness to participate with their teachers in the two week Academy and lead the faculties through a process for identifying struggling is key to school wide instructional change.



Principals of the "Lucky Thirteen" and FRI Lead Team Members

The Summer Reading Academy Is Almost Here!

From all of the hustle and bustle around the offices and hallways of NEFEC, one might just think it's Christmas in June. It is a lot like Christmas: People are rushing around putting things in boxes. Everyone is lending a helping hand and there is a feeling of excitement in the air. Even better is the feeling that we are about to receive the best gift of all: the ability to effectively teach children to read. Beginning June 11th, 700 educators will begin the Summer Reading Academy. It is sure to be a historical day in education.

To learn more about the Florida Reading Initiative and what it will mean to you, please visit our website today.



Pictured above are some of the supplies for the Summer Reading Academy

Columbia County Teachers Experience ESOL Training Online

Every teacher needs the state-mandated ESOL training. But with a full teaching load, busy schedules and family life, how can it be done? Five Columbia County teachers led by Judy West of Putnam County completed the ESOL requirement in an innovative way...through distance learning. With anytime, any place staff development, teachers have a choice.

Judy West, ESOL Instructor, explained, "That's one of the great things about taking an online course - you can work when you choose. In fact, I find most of the course participants are working late. They are busy people and they work when they have time. That's the up side of an online course."

The ESOL course content is completely online and can be accessed anytime, twenty-four hours a day, seven days a week, making it very convenient for busy professionals.

Victoria Ellis, from Columbia High School, shared her thoughts on the accessibility of the online course, "The ability to access courses and workshops from where ever we are and at times convenient for busy professionals is wonderful. I've worked on this class in the car, waiting at the doctors office, during lunch, anytime there is a computer and some spare time available."

Getting the required hours conveniently is a plus for Shane Russell, a Speech Language Pathologist for the Columbia County School System. "I hope that this course can be offered again so that more teachers can get the hours that they need in a more convenient way."

In the fall, NEFEC will offer online ESOL classes again. Look for three ESOL classes, Empowering ESOL Teachers (60 hours), ESOL for Other Content Areas (18 hours) and the newest ESOL Language Learning (79 hours). Visit the NEFEC website under Distance Learning for registration and more information about the online opportunities.

I am delighted to have had the opportunity to experience this form of distance learning. It opens up a new frontier in staff development.

Victoria Ellis

It's up to the individual and how they choose to take their course work. At least now there's a choice!

Judy West



Taking the ESOL course online for the past eight weeks has been very interesting, as well as very difficult. I'm really glad that it worked out for me to take this course online to get my 18 hours. I hope that this course can be offered again so that more teachers can get the hours that they need in a more convenient way.

-Shane Russell

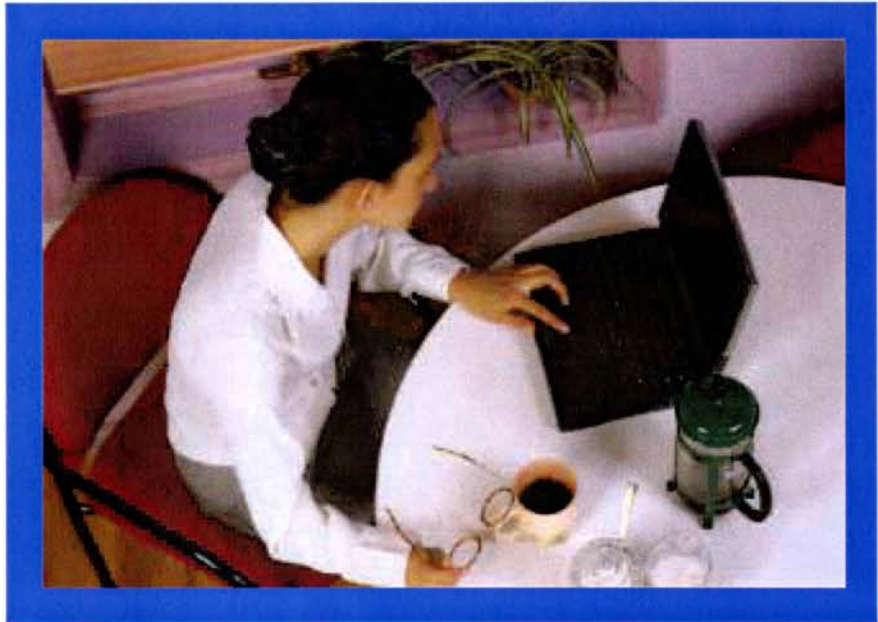
Speech Language Pathologist, Columbia County School System

Teachers Experience ESOL Training Online

Every teacher needs ESOL training but with a full teaching load, busy schedule and family life, how can it be done? Nine teachers from Columbia and Flagler Counties, led by Judy West of Putnam County, completed the ESOL requirement in an innovative way...through distance learning.

With anytime, any place staff development, teachers have a choice. Judy West, ESOL Instructor, explains, "That's one of the great things about taking an online course, you can work when you choose. In fact, I find most of the course participants are working late. They are busy people and they work when they have time. That's the up side of an online course."

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Florida Reading Initiative

Year Two Schools

Applications sent out for Year Two Schools
December 1, 2001

Year Two Applications due
January 30, 2002

Acceptance Notification sent to selected schools
March 1, 2002

Summer Reading Academy 2002

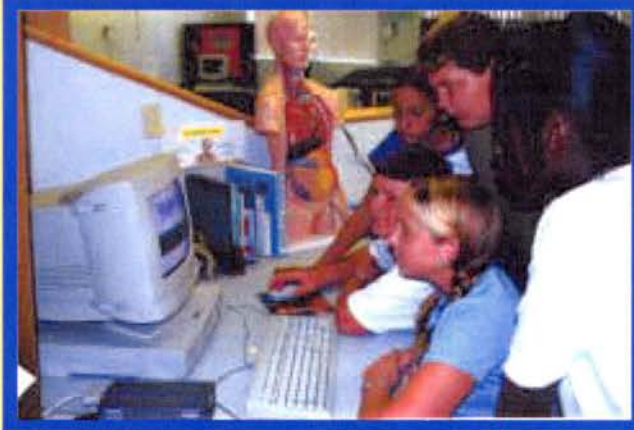
June 3 - 14, 2002
June 10 - 21, 2002

Locations determined following selection

\$2.5 Million in Tech Grants to Benefit Schools

Florida Reading Initiative schools as well as other area schools will soon see the benefits of five Technology Literacy Challenge (TLC) grants totaling nearly \$2.5 million. Two grants were submitted by NEFEC as part of their commitment to improving student achievement in the 13 rural school districts served. Baker, Columbia and Lafayette Counties also received TLC grants at \$500,000 each.

The first of the five grants is a \$500,000 statewide impact grant aimed at schools that participated in year one of NEFEC's Florida Reading Initiative. These schools include Macclenny Elementary from Baker County, Hampton Elementary from Bradford, Fort White Elementary from Columbia County, James M. Anderson Elementary from Dixie, Trenton High School in Gilchrist, Bronson Elementary and Chiefland Middle from Levy County, Browning Pearce Elementary and Jenkins Middle in Putnam County, Lake Butler Elementary and Lake Butler Middle from Union County, and P.K. Yonge Developmental Research School in Gainesville. The focus of this statewide grant is to integrate technology into reading instruction and provide follow-up and support for these thirteen schools using technology as a means of communication.



Approximately 600 teachers from the thirteen schools were trained for two weeks this summer at the P.K. Yonge campus in Gainesville. Armed with strategies for struggling readers, these teachers returned to their campuses full of renewed enthusiasm and energy. However, without an effective support system in place, enthusiasm and energy may dwindle. This grant provides for needed support, feedback, and technological enhancement

aligned to the reading strategies that were the focus of NEFEC's 2001 Summer Reading Academy.

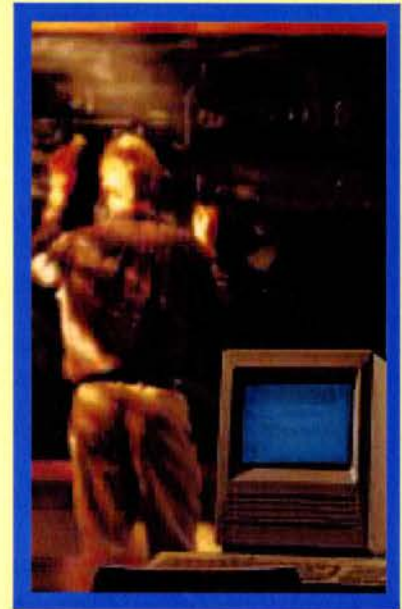
The primary focus of Baker County's \$500,000 grant Project GoMobile! is to create a learning environment that will promote mobile and flexible access to technology both in and out of the classroom. The Baker County School District will place mobile, wireless laptops on carts in each of the district's five schools. All technology placed at each school is designed for mobility with wireless connectivity to take advantage of learning activities that don't necessarily take place within the traditional classroom environment. Wireless laptops, housed on carts, will also provide for the lack of available space in small classrooms for effective utilization of technology.

Staff development will be provided on the fundamentals and mechanics of the hardware/software and also on the integration of technology into the curriculum. Consultants and district technology specialists will provide technical services. Technical services will include purchasing, installation and maintenance of equipment and on-going guidance in the successful integration of technology.

Columbia County received a \$500,000 TLC grant for "Project GO" (Go Online), which will be implemented in the two middle schools. Partnering with the Public Library and Epiphany Catholic School, the grant is designed to raise student achievement in core academic areas, according to Janie Hollis, Director of Instructional Technology.

Grant funds will be used to purchase hardware, obtain Internet connectivity, and for staff development. They will train a technical facilitator on each middle school team and the facilitators will demonstrate and coach their team members.

Lafayette County will use their TLC \$500,000 grant to change from Mac to IBM at the elementary school.



(Tech Grants—continued on page 6)

Life After the Summer Reading Academy

Following the Florida Reading Initiative (FRI) Summer Academy, teachers and administrators from the 13 schools, which have been deemed "The Lucky Thirteen", took



Florida Reading Initiative

vacations, enjoyed summer days at home and thought about the training they had received. Perhaps some wondered about how the beginning of the school year would look. Now those school faculties are energetically engaged in implementing the concepts they learned this summer. With the goal that each student will reach their appropriate grade level in reading, many activities have been set in motion.

READING COACHES

The teachers designated as FRI Reading Coaches spent three days in a planning seminar that helped them prepare for the tasks ahead. First of all they reviewed the concepts of the interferences to reading and spent some time orienting themselves to the kinds of assessments they and their colleagues would use to assess specific student needs. The evaluation team of Edmetrics and the University of Florida met with the coaches and outlined the checkpoints of evaluation throughout the

year. The coaches will play a great part in sharing with others around the state the results from this effort to make a difference in the reading performance of each student in the "Lucky 13" schools.

Parts of the days were spent in sharing the specific intervention plans that have been made by each school. Reading Coaches were amazed by the amount they had learned since the beginning of the reading initiative and the amount of support they continue to feel from all involved. Monthly planning meetings were scheduled for the year.

TECHNOLOGY JOINS FRI

Coaches will receive a laptop and additional services through a NEFEC Technology Literacy Challenge Fund Grant that will aid both teachers and coaches in their quest

to meet the reading needs of each student. Communication among the Reading Coaches Cadre will be through email and the use of the website. Also planned is the use of video conferencing units and additional technology in order to make "short" the current "long drive" necessary for some districts. Teachers with questions will find answers quicker resulting in students progressing toward their reading goals.

READING IS HOT TOPIC

This comprehensive and multi-faceted task of making a positive impact on student reading levels through changes in assessment and instruction is a major undertaking. The teachers and administrators in the Florida Reading Initiative schools indicate willingness to go even beyond what is required. As they support and learn from each other throughout this initial year while preparing to share the knowledge gained with others in the summer to come, reading has become the "hot topic" in "thirteen lucky districts".



Principals of the "Lucky 13" FRI Schools meet throughout the year in order to share concerns and insights, study issues and develop ways to support teachers. A key principle of the FRI is that change can only occur within a systemic school environment of support and networking.



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At a breakfast hosted by the SGA of Trenton High School and sponsored by Bed of Nails and Training, the teachers at THS got re-acquainted and settled down to prepare for the 2001-2002 school year. Thirty teachers attended the Florida Reading Initiative Summer workshop. Trenton High has been chosen to be the only high school among 13 schools to pilot the Florida Reading Initiative. Principal Drew Stone spent all of last school year working with the Northeast Florida Educational Consortium in preparing the program which was modeled after the successful Alabama Reading Initiative.

Teachers at THS this year will make reading a priority. Each week the entire school will Drop Everything And Read, and each English and reading teacher will spend 20 minutes per day reading with their students. We are creating a vocabulary rich environment where reading and comprehension are a part of every subject. Students are taking tests to give baseline data for the year, and will be tested again at the end to assess growth. Accelerated Reader is being used by all grade levels as is a new diagnostic program called Star Reader. The teachers truly are excited, yet overwhelmed by all of the innovations being implemented this year, but they believe this will be the launching pad to greater achievement AND lifelong learning. THS is truly excited about reading. Come read with us this year.

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NEFEC News

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IN THE NEWS 08-01-01

FRI READING COACHES MEET AND PLAN FOR THE COMING YEAR

On July 30, 31 and August 1, 2001, twenty-five appointed reading coaches from their respective Florida Reading Initiative Schools met at Flagler Beach to review their roles and responsibilities for the coming school year. Time was also given to share each individual school's progress toward focusing on those students needing intensive reading instruction and intervention.

The FRI Reading Coaches stated that teachers are eager to begin the initial school evaluation of each student's reading level in order to plan for effective instruction and the gathering of appropriate resources. The overall evaluation implementation, which will be guided by Steven Starke (Edmetrics, Inc.) and David Miller (University of Florida), was discussed in detail and the Reading coaches provided valuable input into this important phase of the Florida Reading Initiative.

Mary Ann Brost and Dennis Ehrhardt of the ISRD Project provided insight and suggestions regarding the inclusion of exceptional students and teachers in the intervention and implementation plan for schools.

Following the various activities and sharing sessions the following are some of the comments from FRI Reading Coaches as they prepared to return to their schools:

"I received much more than I expected, not only do I feel more confident, I'm ready to go back and set up a more effective program for our school. I feel a cooperative network has been established and I feel comfortable communicating with my peers. What a great resource!"

"I received lots of information on testing procedures and evaluation. There was sharing of lots of ideas between us on how we are going to implement these interventions and materials to use."

"I received all I expected and professional literature to use as a resource for myself and share with other teachers at my school. Thank you!"

"I received ideas and sources for materials. Edmetrics answered my prayer for organization. QRI III questions were answered."

The next meeting for the FRI Reading Coaches will be August 24, 2001 in Lake City at the Technology Center. (9:30 - 2:30).

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SUMMER READING ACADEMY DRAWS NEAR



Teacher materials for the Florida Reading Initiative's Summer Reading Academy are beginning to stack up. Pictured above are Gates-MacGinitie Reading Tests donated by **Riverside Publishing**. Riverside has contributed over \$150,000 in assessment materials to support the "Lucky 13" schools participating in the first year of the Initiative. For more information on the Initiative as well as business support, please visit the **Best Practices webpage**.

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For Immediate Release
April 19, 2001

Businesses Get Behind Reading Initiative

PALATKA, FL - Several prominent businesses have joined forces with an education foundation to give more than \$300,000 in cash and in-kind donations for a reading training program.

Shay Starling, executive director of the Foundation for Rural Excellence, Inc., said the gifts from the business partners would support "reading toolboxes" for teachers attending the Florida Reading Initiative's two-week summer reading academy.

The North East Florida Educational Consortium (NEFEC) launched the reading initiative through its Reading Best Practices Center, which began last June. The best practices center, a project giving teachers training and resources for reading, was developed with \$575,000 from the Florida legislature.

"Each teacher will leave the training with a toolbox that contains student assessments, proven reading strategies, instructional CDs, research articles, recommended readings and Internet resources," Starling said. Over 500 teachers from NEFEC member school districts will participate in the program.

Invited to invest in an effort to improve the reading skills of Florida's students, companies like Riverside Publishing promptly pledged their support. Riverside donated over \$150,000 in testing materials designed to pinpoint reading weaknesses in individual students. Of the materials donated, Riverside's *Gates-MacGinitie Reading Tests*TM and *Diagnostic Assessments of Reading* tests are highly regarded and used throughout school districts in the U.S.

On Wednesday, Starling waded through a sea of 50 boxes of children's literature stored in a small NEFEC conference room. Starling said Random House Inc., a New York-based publishing company, donated the books, valued at \$8,000. Other business partners include BellSouth, Hartley Press, Georgia-Pacific, Steel Beach Productions, Blue Cross/Blue

"Serving North East Florida's Students From Coast To Coast"

An Equal Opportunity Employer

Shield, Edmetrics, Inc., the Florida Department of Education and Wireless Testing, Inc.

Janet Valentine, NEFEC director of instructional services, said the companies have committed to spending more than \$300,000 for the reading initiative. "Each teacher leaves (the academy) with over \$400 worth of materials," Valentine said.

The following schools will have at least 85 percent of their instructional staff participating in the Reading Academy this summer: P.K. Yonge Developmental Research School (Alachua County), Macclenny Elementary (Baker), Hampton Elementary (Bradford), Fort White Elementary (Columbia), Anderson Elementary (Dixie), Trenton High School (Gilchrist), Bronson Elementary (Levy), Chiefland Middle (Levy), Browning Pearce Elementary (Putnam), Jenkins Middle (Putnam) and Suwannee Middle (Suwannee).

Nationally and statewide, literacy has become an issue for educators. Valentine said 49 percent of Florida's fourth-graders scored in the two lowest levels for reading on the Florida Comprehensive Assessment Test (FCAT). Sixty-one percent of the state's eighth-graders and 71 percent of 10th graders scored in the same low categories in reading.

NEFEC members are Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Lafayette, Levy, Nassau, Putnam and Union Counties as well as P.K. Yonge Developmental Research School and Florida School for Deaf and Blind.

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04/06/2001

Teacher toolboxes

Businesses get behind reading initiative

*By Jennifer Thomas
Palatka Daily News*

PALATKA Twenty businesses have joined forces with a local foundation to give more than \$200,000 of in-kind donations for a reading training program.

Modeled on a highly successful reading program in Alabama, officials hope to duplicate those results in Florida schools.

Shay Starling, executive director of the Foundation for Rural Excellence Inc., said the gifts from the business partners are for the Florida Reading Initiative.

The North East Florida Educational Consortium (NEFEC) launched the reading initiative through its Reading Best Practices Center, which began last June.

Teachers in 12 NEFEC member districts will participate in the program.

The consortium started the best practices center, a project giving teachers training and resources for reading, with \$525,000 from the Florida legislature.

On Wednesday, Starling waded through a sea of 50 boxes of children

's literature stored in a small NEFEC conference room.

Starling said Random House Inc., a New York-based publishing company, donated the books, valued at \$150,000.

Random House is one of the foundation's 20 business partners that will get an update on the reading initiative project at a meeting next Wednesday at NEFEC.

Other companies attending include Georgia-Pacific Corporation, BellSouth and Riverside Publishing, a Chicago-based company that publishes education materials.

The foundation, which provides funding for staff development and teacher recruiting, sought materials to help teachers with reading in classrooms.

Janet Valentine, NEFEC administrative director of instructional services, said the companies have committed to spending more than \$200,000 for the reading initiative.

Random House books will be included in "toolboxes" given to NEFEC teachers who complete a 10-day summer reading academy to learn reading strategies. The toolboxes are containers resembling their namesake.

The teachers also will receive a CD-ROM with reading models and assessments, or tests, to pinpoint student reading weaknesses.

"Each teacher leaves (the academy) with \$360 of materials," Valentine said.

She said Riverside Publishing donated the assessments and Georgia-Pacific, 56 cases of paper to duplicate materials.

"We need 300,000 pieces of paper for copying for the reading academy," she said.

The summer reading academy is the second for NEFEC.

Last week, the agency sponsored its first reading academy at the University of Florida with 212 teachers and 22 administrators from its member districts.

Modeled after the Alabama Reading Initiative, 17 trainers from the neighboring state led the session.

Alabama initiated its highly successful reading program three years ago.

"They have one school right now that has shown 100 percent literacy," Valentine said. "Every child is at grade level."

She said other Florida districts attending the training were Volusia, Alachua and Suwanee counties and the Florida School for the Deaf and Blind.

This summer, 525 teachers, including local educators from Browning-Pearce Elementary and Jenkins Middle

schools, are expected to attend the academy in Gainesville.

Valentine said the training is only for schools ready to commit their time to the reading academy.

"Eighty-five percent of (the school's) faculty have to commit to attend the full 10 days of summer training plus the principal," she said.

Nationally and statewide, literacy has become an issue for educators.

NEFEC Program Specialist Marsha Wright said 49 percent of Florida's fourth-graders scored in the two lowest levels for reading on the Florida Comprehensive Assessment Test (FCAT).

Wright said 61 percent of the state eighth-graders and 71 percent of 10th graders scored in the same low categories in reading.

NEFEC members are Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Lafayette, Levy, Nassau, Putnam and Union counties and P.K. Yonge Developmental Research School in Gainesville, and FSDB.

03/29/2001

Teaching teachers to teach

Reading skills instruction addressed in literacy academy in Gainesville

*By Jennifer Thomas
Palatka Daily News*

PALATKA Some Putnam County teachers are in Gainesville this week to learn skills for teaching students reading.

Educators hope the new skills will help districts attain 100 percent literacy among students -- Putnam County's goal.

On Feb. 26, Superintendent David Buckles announced to school board members his goal for local schools to reach 100 percent literacy by 2005.

Led by 17 Alabama trainers, the weeklong academy at the University of Florida is sponsored by the North East Florida Educational Consortium (NEFEC). "We're training almost 200 people from all the counties in Gainesville this week," NEFEC Executive Director Robert Smith said Wednesday.

"Most teachers that are certified to teach have only had very limited training in how you teach reading," Smith said.

Smith said Alabama educators successfully led an initiative to improve reading in their state's schools, some of which are at 100 percent literacy.

"Which means every child in school is reading at (his or her) grade level," he said. Smith said all NEFEC counties -- Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Layfayette, Levy, Nassau, Putnam and Union -- are represented at the academy.

Two NEFEC schools are also represented at the training session, P.K. Yonge Laboratory School in Gainesville, and Florida School for the Deaf and Blind in St. Augustine, which recently joined the consortium.

"Our superintendents all said we're all doing different things in reading, and we need to find the best out there and see what fits," Smith said.

Reading has become an issue for schools nationwide.

In Florida in some districts students taking the Florida Comprehensive Assessment Test (FCAT) showed declines or little improvement in reading and math. NEFEC teachers at this week's academy will become trainers for others who will attend a two-week summer academy.

Locally, the summer academy will take place at Browning Pearce Elementary and Jenkins Middle schools, Smith said.

Smith said Buckles, a NEFEC board member, met Tuesday with Gov. Jeb Bush to review the reading program with him.

And, he said Sen. Betty Holzendorf, D-Jacksonville, is currently seeking a \$1.5 million appropriation from the Florida Legislature to help the consortium do more reading training.

He said Rep. Joe Pickens, R-Palatka, is seeking support in the Florida House for the funds.



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LBMS/LBES part of new reading initiative program

By: Gail D. Livingston, Editor, Union County Times

March 29, 2001

Lake Butler Middle School (LBMS) Principal Bobbie Morgan and Linda Dicks, principal at Lake Butler Elementary School (LBES) have joined with many other principals, teachers and district administrators in Gainesville to participate in the Florida Reading Initiative program.

Principals and staff members from the 12 school districts that were selected by the North East Florida Educational Consortium (NEFEC) to participate in the program will be learning from some of Alabama's best teachers on how to teach effective reading. In June, each of the 12 participating schools will have at least 85 percent of their staff to attend a two-week Summer Reading Academy at P.K. Yonge to learn the new reading skills.

One of the components of the new reading program will teach students to take notes in a special four-column format to more quickly learn new vocabulary words. Teachers will be showing students that by folding a piece of notebook paper in four parts, the students will have one column for vocabulary words, one column for definitions, another column in which to write the words and a final column to draw a picture of the word being learned. By folding the paper into four columns, the students will be able to test themselves on the new words. Teachers this summer will also be learning how to show the students to use circular diagrams to compare and find different ideas that are presented in reading materials.

NEFEC and staff from P.K. Yonge in Gainesville searched for many years for an idea that would help make students better readers. Through this research, a successful mode of teaching was discovered in the Alabama Reading Initiative program, after which the Florida program is modeled.

The new Florida Reading Initiative program will consist of 38 components, with teachers from LMBS and LBES learning many of these procedures during the summer reading academy. Teachers will receive training in the following areas: phonetic awareness and phonics, language development and vocabulary, comprehension strategies, reading/writing connection, content area reading and writing, effective intervention and formal and informal assessment. Faculty of each school will be required to develop a school-based plan that addresses intervention for struggling readers.

Prior to the two schools in Union County being accepted as demonstration



schools for the new reading program, the schools had to complete an application showing readiness for change, have strict support and commit to hiring a reading coach who will receive intensive training in the diagnosis of reading problems and intervention strategies. LBMS and LBES reading coaches will spend one-half of their time working with struggling readers and the other half serving as a support and resource to the school faculty.

The middle and elementary schools were the only two schools in Union County selected to become a demonstration school for the 2001-2002 school year. Many other counties within the consortium had only one school site chosen per district. Other demonstration schools and counties include: P.K. Yonge Developmental Research School (Alachua County), Macclenny Elementary (Baker), Hampton Elementary (Bradford), Fort White Elementary (Columbia), Anderson Elementary (Dixie), Trenton High School (Gilchrist), Bronson Elementary (Levy), Chiefland Middle (Levy), Browning Pearce Elementary (Putnam) and Jenkins Middle (Putnam).

"Teachers and principals of selected Literacy Participation Sites are very excited by the possibilities the Florida Reading Initiative brings," said Janet Valentine, NEFEC director of instructional services. "In fact, several principals are already seeing positive results even before the training has begun. Teachers feel like they are part of a team, and that they are united for a common goal. That goal is improved student achievement with a 100 percent literacy rate."


State grants of less than \$500,000 have been used to pay for work at P.K. Yonge and NEFEC. NEFEC is asking the state legislature for \$1.5 million to expand the program to more schools in the near future.


Follow-up for the Florida Reading Initiative will continue throughout the year with additional professional development, modeling, research and focus groups. In the spring of 2002, participating schools, such as LBMS and LBES, will be able to apply to become demonstrations schools with the honor of hosting visitations for other interested schools in NEFEC districts.


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It's easy as A-B-C

By **KAREN VOYLES**
Sun staff writer

TRENTON -- Middle school students Megan Homer and Derek Perryman have a head start at new reading skills that a few hundred North Florida teachers will be taught this summer.

Megan and Derek already know how to take notes in a special four-column format to more quickly learn new vocabulary.

By folding a piece of notebook paper in four

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Shelley Kennedy, a sixth-grader at Trenton Middle School, reads a story in Janet Bradley's Language Arts class on Monday. MARLA BROSE/The Gainesville Sun

parts, students have one column in which to list vocabulary words, another for definitions, a third to write the words in sentences and a final column to draw a picture to remind themselves of the word. By folding the paper first one way and then another, they can quiz themselves throughout the week on the new words.

The Trenton students also know how to use circular diagrams to compare and contrast ideas presented in their texts.

Those simple yet innovative techniques are meant to help students improve their reading skills in different subjects and contexts, whether it's a reading book, a math problem, technical manual or magazine.

And they will be among the methods presented to teachers from a dozen area schools during the Summer Reading Academy at P.K. Yonge Developmental Research School in Gainesville. The goal of the academy is to show teachers how to make their students significantly better readers. Portions of the reading academy curriculum are

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already being used at P.K. Yonge and at Trenton Middle High School in Gilchrist County.

"What was happening was that our students could read words on a page, but they could not read to understand the word problems in math," Trenton High Principal Drew Stone said. "We have had some kids drop out that had the ability to do the work, but could not read well enough to do it on their own. We needed a reading program to help all of our students."

Dr. Fran Vandiver, the director of P.K. Yonge, said schools had been working under the belief that if you put a lot of attention on reading between kindergarten and third grade, students would become good readers.

"That was not accurate," Vandiver said. "We found a hole - a gap - that was created by accumulation of change in society. We have a generation or so of children who are not readers - pleasure reading is no longer something that children do."

Alabama model used

Vandiver and P.K. Yonge's Dr. Jean Schiffbauer said that when teachers look at students, they can no longer look only at whether a child has mastered the mechanics of reading, but instead must determine if the child can read and understand the newspaper or driver's license manual or Sports Illustrated.

"What happened at the elementary level was that children would learn to read a story," Vandiver said. "Then they were making the change to reading informational texts and we need to provide them with a different set of strategies to be successful readers."

For about three years, P.K. Yonge staff and the North East Florida Educational Consortium (NEFEC) - an organization of school districts - had been searching for a way to make students in every grade better readers. Then, a year ago, the staff at Trenton Middle High School asked the consortium for help finding a secondary reading improvement plan.

The educators found a successful model in Alabama.

After spending about a year analyzing and documenting reading problems, Schiffbauer came across an article on the Alabama Reading Initiative, credited with raising standardized test scores in that state significantly.

"Alabama was having the same reading problems we are having," Schiffbauer said. "We were not asking our content area teachers to incorporate reading skills but we know that math requires different reading skills than social studies."

The consortium analyzed FCAT reading scores from its member schools in Baker, Bradford, Columbia,

Dixie, Flagler, Gilchrist, Lafayette, Levy, Nassau, Putnam and Union counties as well as the two individual school members, the Florida School for the Deaf and Blind and P.K. Yonge.

About 49 percent of the fourth-graders had scores low enough on the FCAT to be considered "at risk," while 64 percent of middle schoolers and 75 percent of high schoolers were put in that category.

Local teachers borrowed and have been testing some of the reading-education techniques in preparation of teaching the skills to teachers on a broader scale.

"Something that we found was that there is very little teacher reading preparation at any level," said Robert Smith, executive director of the education consortium. "In college, a teacher may only take three or six credits in reading. Also, schools used to teach reading, writing and arithmetic, but over the years schools have had so many new programs and requirements put on them that the reading, writing and arithmetic suffered. By training our content area teachers in specific strategies, we can put the emphasis on reading again."

Learning techniques

That's exactly the emphasis in Janet Bradley's Trenton Middle School language arts class where

students worked in a recent class to interpret another person's writing.

Bradley, who has already been trained in some aspects of the Florida Reading Initiative, led her students through a story about a boy in a migrant family.

Before students took turns reading paragraphs from the story out loud, Bradley had them write what they anticipated in the story. After a student read the opening paragraphs aloud, students were asked to find supporting details to describe the main character and make some inferences from the details. After a few more paragraphs were read aloud, students were asked to give a one sentence summary of the story so far. After more reading, students were asked to determine the motivation of a the story's main character.

"This is one way to make sure that every student is actively learning - they must follow along and be engaged in what is happening," said Bradley. "Also, they are learning to read critically, not just read to determine the plot."

After finishing the story, students worked in twos to draw a pair of overlapping circles. The lapped sections were used to write down similarities between the main character in the story and the Trenton students. Differences were written in the unconnected portions of the circle.

Throughout the story, when students found an unfamiliar word, Bradley directed them to do something other than look it up. The students made four column notes of vocabulary words to study later.

Plan set to begin soon

At the end of March, 17 of Alabama's best teachers are flying to Gainesville to meet with 150 people from the 12 schools that were selected by NEFEC to participate in the program during the 2001-2002 school year. Teachers, principals and district administrators will be learning from the Alabama teachers how to teach effective reading.

In June, each of the 12 participating schools will have at least 85 percent of their staff attend a two week Summer Reading Academy at P.K. Yonge. Not every teacher will learn all of the 38 components of the Florida Reading Initiative at the academy, but most will learn a dozen or more. State grants of less than \$500,000 have been used to pay for the work at P.K. Yonge and Trenton and NEFEC so far. NEFEC is asking the state legislature for \$1.5 million to expand the program to more schools.

"What Alabama did was to expand every year by making the teachers trainers for other teachers," said Janet Valentine, director of instructional services for NEFEC.

Karen Voyles can be reached at (352) 486-5058 or karen.voyles@gainesvillesun.com.

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Browning-Pearce Elementary

100 Bear Blvd.

San Mateo, FL 32187

Telephone(s) (904) 329-0557 (904) 329-0558

Deborah N. Decubellis
Principal

Libby Weaver
Assistant Principal

In an ever-changing school environment we at Browning-Pearce Elementary have made a commitment to 100% Literacy. Browning-Pearce Elementary School was one thirteen schools chosen as an initial demonstration site for the Florida Reading Initiative. The focus of the Florida Reading Initiative is on students learning to read. Because we believe that reading is the key to academic success, we have placed reading as the corner stone of our academic program.

Over the summer our staff spent two weeks in intensive training on reading. As a result of the information learned during those two weeks, many changes have been made. Reading has become a school-wide effort with EVERYONE on staff contributing. In addition to our ninety minutes of daily reading instruction, the amount of individual and small group reading tutoring has been drastically increased. We have also designated fifteen minutes of every school day as P.A.R.T.Y time! P.A.R.T.Y. is an acronym for Pick Anything (and) Read To Yourself. Further, we have established school-wide reading enrichment activities that will take place twice per grading period. Finally, we have adjusted the school day to increase time on task.

Upon completion of the Florida Reading Initiative, our faculty agreed to focus on five areas in our plan for improvement. These areas are phonemic awareness, assessment, communication, time, and addressing interferences. As a school, we brainstormed specific ideas under each area of focus. From there, we worked in grade level teams and as individuals to complete our school wide plan, grade level plans, and individual plans.

In addition we have readdressed our school mission's statement. We have taken the following statement as our guide: **Improving quality of life through literacy**. As we have learned when we provide all children with the opportunity to learn then a years worth of growth is what we can expect.

In order to meet the requirement set down by the state, Browning-Pearce Elementary has placed all aspects of learning around the Sunshine State Standards. All teachers work to prepare their students for the demands of state testing. We strongly believe that if we focus our instruction around the Sunshine State Standards and stay true to our goal of 100% Literacy our school can do nothing but continue to show growth.

To whom it may concern,

The new Florida Reading Initiative training I received has impacted my teaching beyond measure leaving me forever changed in the way I instruct my students. There are many ways the training has affected my teaching; however, I am going to share the most prominent. It gave me the opportunity to share and brainstorm with peers giving everyone I work with who also deal with the students I teach the opportunity to gain the same perspective and best practices. It also allowed me to learn methods and strategies I may have missed or simply did not receive in college or any other training. And finally, it gave validity to what I had been doing that was effective in regard to reaching the goal of 100% literacy and gave me numerous ways of incorporating the new to improve what was already working. Basically it verified which tools in my bag worked and stuffed my bag with even more research-based effective tools.

First, the opportunity to collaborate with other teachers is very sparse in all schools today. The Initiative provided me two entire weeks with peers of all grade levels and all styles of teaching to share ideas and learn cooperatively even more. I left there with a new perspective on my fellow teachers. While I knew we had a great team who each had unique fine qualities in their classroom with their students, I also learned how resourceful our entire body of teachers can be. We are our most vital resource. I learned that with the new knowledge we gained on reading and with a faculty of mission driven teachers of equal training status in the area of reading, we can change the world, or at least the world our students at B.P.E.S. are living in now. This collaboration put us on the same page so to speak allowing us to focus more on individual students supporting one another in our efforts of meeting their individual reading needs.

Another way, and probably the most significant way the Initiative impacted me, was through the strategies and ideas I gained. To begin, I learned that when a student struggles in reading it can only be one or more of six interferences holding them back. Knowing this allows me to target their needs more individually hopefully improving their reading success more significantly. I also learned an overwhelming amount of unique strategies pertinent to each facet of reading such as vocabulary development, reading comprehension, assessment, etc. Moreover, I was able to actually see and practice ways I could envelop my entire day's academics with a blanket of best reading practices. This allows my students and myself to realize reading drives everything and is present in all things... and a student without it is like a carpenter with no tools or lumber. My paradigm in regards to beliefs in reading is totally different now because of the Initiative and I am able to impart this new philosophy to my students using these innovative ideas and strategies.

Finally, I was able to realize what teachers and schools in general do not. I was able to see (what research gave evidence to) that was working and effective. We are doing a good job! Our reading program does have many elements that research says are effective. We as teachers are indeed using tools such as CRISS strategies that are proven to be effective. Research after research in each training module allowed me to see statistics that supported what I am already doing that works. While I had heard what I

did was beneficial and did see results myself, having research backed it up. It gave me validity and somewhat of a pat on the back knowing I was being an effective teacher. Likewise, the Initiative allowed me to see what may not have been effective or what I may have never considered at all, and furthermore what I could do to improve on these ineffective qualities and strategies and how I could implement those I had not considered. This is a crucial element of teaching that had been missing for me in some regards. As a teacher I constantly self-assess and re-evaluate my teaching. Knowing what the research says and being given the new tools to choose from whenever something may not be working gives me the power to do what I do...to teach and do it well. In addition, discovering what I do that already works gives me confidence to keep pushing forward.

In conclusion, one can definitely conclude that the new Florida Reading Initiative is monumental to the ever-changing world of teaching providing teachers with the latest student-tried, teacher-approved, research-backed strategies and ideas. It has changed my teaching life forever and will continue to impact my students from here on out. I will be effective in doing my part to bring about 100% literacy for my students. And most of all, I am working in a faculty of exceptional people just as before, but who are now mission driven with the same focus of improving student reading for every single child who comes through our doors. What more could a teacher desire?

Sincerely,

Tammie Driggers
4th Grade
Browning Pearce Elementary School
Putnam County

September 09, 2001

Local 1111, DUCKIES,

The purpose of this correspondence is to inform you of the knowledge that I acquired this summer when I attended the Florida Reading Initiative. The key concepts that I learned were how to identify a struggling reader, how to assess a struggling reader, and strategies to use to help the struggling reader.

The initial concept that I really thought that was helpful was ways to identify the struggling reader. I thought that I was fairly knowledgeable in this area, but to my surprise, I wasn't as good as I thought I was. I learned that some students can be expert "word callers," but lack decoding skills. This also put in perspective why some students can be quite fluent, and not be able to comprehend.

One of the main focal points of the training for me was the assessment tools that can be used for the struggling reader. Previously, I could identify if a student was a struggling reader, but I really had trouble pinpointing the exact skills that the student was lacking. With the Reading Initiative training, I feel very confident in pinpointing a student's weak areas. I also feel that I have the needed resources to obtain these assessment tools which makes implementation a lot easier.

The final concept that I thought to be of tremendous importance was the strategies that I learned to help the struggling reader. I felt this to be the most crucial part of the puzzle because if you have a student who is struggling in reading, and then you assess to find out the exact deficiency, your next step would be to identify ways of improving the areas where the student is weak. I gained valuable knowledge of various strategies to help not only the struggling readers, but all readers.

As a teacher, I thought the Reading Initiative training was very informative, and I feel a lot more confident in my ability to teach reading; especially to the struggling reader. There was a plethora of knowledge to be learned, but overall I feel that we use a great deal of the strategies in our Success For All program already. If we utilize the strategies that we've been taught we will achieve our goal of 100% literacy.

Mrs. April Singleton
3rd Grade, B.P.E.S.

Jenkins Middle School - Florida Reading Initiative

The Florida Reading Initiative is school reform in the truest sense. This is not a purchased program imposed on a school by a publisher, principal, curriculum director, or superintendent. It is an opportunity for a faculty to learn from other teachers the latest research and effective teaching strategies, and to examine their student data as it relates to what they have learned. The research provides a focus and foundation for the faculty when making decisions. The effective teaching strategies are incorporated into a school-wide plan that addresses the needs of our particular students. The required eighty-five percent vote is a critical element to the success of the initiative. In our case the vote was ninety-six percent. The majority of our faculty and the administration spent two weeks this summer learning and planning together. The common goals and values that came out of those weeks drive this school reform.

Specifically at Jenkins some of the changes that have occurred since June are:

*We have instituted 35 minutes of reading daily. Already this has become such a part of being a student at Jenkins that no one asks, "Are we reading today?" At the beginning of the year when our students had not had the time to obtain a book, our teachers have read to the students to keep the sanctity of this reading time. Consequently reading is not just the responsibility of the language arts department but of everyone. Students are having discussions about books with all teachers.

*After examining our data the faculty realized that to make a significant impact on our struggling readers, Jenkins needed to provide special reading instruction for 75-100 students daily. During the planning this summer the faculty voted to cut a technology program and to use that allocation to hire a reading teacher. We had already hired a reading coach to work with teachers and students.

*All subject areas have agreed to use instructional strategies before, during and after reading that promote better comprehension. Each department listed, in their section of Jenkins Reading Initiative plan, the strategies that they are specifically going to use.

*All Jenkins students have had a reading pretest. This information was added to our data to help identify the struggling readers. All students will take a post-test at the end of the year to measure growth.

*We have restructured our master schedule. The core teachers are working in teams of 2 or 4 and sharing a set of students. This approach allows for more consistency for students. The teaching teams have common planning.

This is just the beginning. Jenkins school plan is not stagnate, written and filed. Our plan changes and evolves as we obtain new data and discover better ways to help our students. The excitement of knowing that what we are doing has already had a positive impact fuels our efforts and is changing our school culture.

Jenkins Belief Statement

We believe that reading is the basis for all learning. All children can become successful readers in an environment that is print rich, a climate in which comprehension is built, and a combination of teaching strategies are practiced throughout the school.

Teacher Comments

During the first month of school 1800 books have been checked out from our media center and five hundred reading counts tests have been passed. This is about double the number of reading counts tests passed from this time last year.

Carol Miller
Media Specialist

The Florida Reading Initiative has given me the information to understand where my students are in the reading process. It helped me to better determine at what stage, (meaning, language or print) they are losing their way. With the tools I was given at FRI, I can work with students to get them over that hurdle and on to reading proficiently with understanding and enjoyment.

Patrick S. Delaney
7th grade language arts

I believe the Florida Reading Initiative has been an extremely positive program at Jenkins. The best outcome that I have seen from it is the fact that all students are reading. Every student in my homeroom pulls out a book each and every morning to read during our Reading Counts time. I see students walking down the hall during class change with their noses glued to books. I read a book to my homeroom students during the first few weeks of school, and each day they would beg me to continue reading even after the Reading Counts time was over. I believe that only good things will come from this program.

Michelle Preston
8th grade math

The Reading Initiative implemented at Jenkins Middle School has helped to focus students during reading assignments. Every morning students come prepared to read during our Reading Counts time. It appears to have helped to improve our students' attitude towards reading in mathematics. Reading is an integral part of our math curriculum and the Reading Initiative has only served to further support the math curriculum.

Traci Reed
8th grade math

My students are enjoying reading novels during our Reading Counts time each morning. The novels are leveled to fit the interest and ability of each student. This makes reading fun and successful for my students. The FRI strategies that I learned during the summer training have motivated my students to become involved in their learning.

Carolyn Christian
ESE teacher

I have just finished grading a test on material that I taught using a FRI strategy called the GIST. The students' scores reflect much better comprehension of this material. I also have heard comments from students that the GIST notes are fun and that they will do a better job on them next time because they can see how helpful they are.

Vicki Lewis
7th grade science

Randi Fasnacht
Crisis Intervention
9/9/01

My approach to the school day has changed since starting the Florida Reading Initiative. Figuring out ways to fit reading into every part of the day is a priority. From announcements to reading class to individual and group counseling to classroom guidance.

It starts with announcements in the morning. I like to involve the students as much as possible. Mondays we have the Word of the Week. A student finds a word to share with the whole school. They announce the word, the definition, and the part of speech. Tuesday is Joke Day. A student reads a joke to the school. Wednesday is Quote Day. Again, a student chooses and reads a quote they have found. Thursday is Meaningful Sentence Day. A student reads one of his or her sentences from reading class to the school. Friday is Book Review Day. A student reviews a book he or she has read for the entire school.

During reading, I have given more of myself to the program we have. Instead of going through the motions, I have become more aware of what may be hindering a student's ability to read. I have somehow always been an effective reading teacher, but now I put more of myself into the process. Roaming around the room, really listening to the students' discussions and oral reading, and spending time on phonics are a few ways I have given more of myself.

As the Crisis Intervention (I prefer "Prevention") Teacher I use books, articles, and role plays while counseling students individually, in groups, and during classroom guidance. Lessons can be learned from literary resources. I hope to run a group (book club) completely devoted to learning life-lessons through books.

Reading fits easily into every part of the day. The Florida Reading Initiative has motivated me and given me tools to do just that.

Browning-Pearce Elementary
September 10, 2001

Dear Mr. Buckles,

I am grateful for this opportunity to share with you my recollections from the Florida Reading Initiative Summer Reading Academy held this past summer at the University of Florida from June 11 - June 22. While there my colleagues and I received training in teaching toward literacy for all students, within the areas of formal/informal assessment, language development and vocabulary, comprehension, phonemic awareness and phonics, the reading/writing connection, and intervention (critical items for struggling readers).

The two weeks of training I received provided me with both knowledge and strategies to use in my classroom. I feel confident that I can now identify readers who are struggling, identify the sources of their problems, get intervention for and provide intervention myself for these students, and incorporate some of the best reading practices currently identified. I am committed to doing everything I can to insure that 100% of the students at Browning-Pearce are literate.

The training also gave me some insight into how important literacy is in my own life. I made a commitment during those two weeks to read as much professional literature on the subject of literacy as I can, as well as read as much children's literature as I can. This past summer I read twenty children's chapter books, because I was so excited about reading after the training.

In my reading class, homeroom, science class, and my math classes; I am trying to use as many strategies and ideas as possible to promote literacy. I am using Reading Vocabulary Cartoons to improve my students' vocabularies, I have used Reader's Theatre to create excitement in oral reading, I have created and used Anticipation Guides to provide background knowledge, I am teaching my students about words and their parts - prefixes, suffixes, root words; which will increase their literacy and hopefully increase their language and writing skills; my students are using learning logs to respond to what they are reading and listening to, and my students are reading at least 15 minutes per day during our Silent Sustained Reading Time (PARTY). As a result of this training, many other things are happening at Browning-Pearce and it is a very exciting time for both teachers and students.

Sincerely,

Pat Eighmey, Grade 5 Teacher

Comments on Florida Reading Initiative

Submitted by Gina Currie
Kindergarten Teacher
Browning Pearce Elementary
Putnam County Schools

Attending the two week training for the Florida Reading Initiative was intensely beneficial for me as a Kindergarten teacher. After examining the research, I realize how important primary years are and how crucial phonemic awareness and phonics are to reading and comprehension. Some of the activities and lessons I am incorporating into my classroom this year are:

- *Literacy Centers: 15 minute rotating centers, with the help of an instructional assistant, geared to reading and writing
- *Poem Journals
- *Manipulating plastic magnetic letters
- *Daily phonemic awareness lessons
- *Daily phonics lessons
- *Explicit instruction in all areas
- *Decodable text divided into levels for students to read at their abilities
- *Daily P.A.R.T.Y. time (school wide silent reading time)
- *Awareness of author's meaning and language
- *Publish student writing into class books to be illustrated
- *Meaningful assessments

This is just a small sample of the improvements I intend to make in my classroom. Reading lessons can and should be taught throughout the day in every subject. I hope to provide a better learning environment for all students and help to improve their quality of life through literacy.

Susan Sutliff

From: LaVerne Bell [belll@levy.k12.fl.us]
Sent: Monday, September 24, 2001 2:52 PM
To: Robert Smith
Subject: Requested "student story"

As part of my role in FRI at Chiefland Middle School, I have the opportunity to wander in and out of classrooms, working on technical problems and offering suggestions and help where I can. As part of this offer to help, I began working with an ESE student (who was a non-reader) about three weeks into the program. He comes to the library for about 30 minutes almost every day and we work on the Academy of Reading program on the computer. After he completes each task we talk about how well he did and look at the mistakes he made, how he can correct them, etc. He wants very badly to learn to read and works really hard. We have worked together for about 3 weeks.

Recently at a grade level meeting we were discussing the various programs we are using during our reading classes. I was sharing some of the strategies I was using with my student and showing some of the computer reports that could be used to collect data when his classroom teacher said to me, "I don't know what you are doing with XXXXX but it is working. Just yesterday, I pulled a book from my library and he actually read to me and UNDERSTOOD what he read!"

Now understand that this is at a pre-primer level. But, it is certainly a success for this child and brings home the true meaning of what being a teacher is all about. Every success a child has is a success for each of us.

Hope this is what you had in mind, if not let me know and I will re-do it.

LaVerne Bell