STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Implementing the Lexile Framework Schoolwide: Year 2

IDENTIFICATION NUMBER: 4013003

MAXIMUM POINTS: 40

DESCRIPTION:
This component is designed to refine the secondary school faculty's skill implementing the Lexile Framework for Reading. When implemented, faculty will 1) differentiate instructional materials by student ability groups, and 2) monitor student attainment of the state standards using instructional materials.

This component is restricted. Only individuals who have completed training by MetaMetrics to facilitate the Lexile Framework for Reading may open this component. All 40 points will be awarded upon completion of training and follow-up activities. Partial points will not be awarded.

GENERAL OBJECTIVES:
Participants will differentiate instructional materials to facilitate students' 1) ability to comprehend text material that meets grade level standards and 2) ability to attain developmental reading growth goals.

SPECIFIC OBJECTIVES:
Within the time constraints set by the stakeholders, participants will:

1. Demonstrate the ability to set student growth goals relative to student's fall (initial) reading ability.
2. Determine ability groups of students using student performance on SRI-I.
3. Determine what benchmarks need to be emphasized during instruction using student performance on District Diagnostic Assessment results.
4. Demonstrate the ability to control student comprehension by matching students to text.
5. Demonstrate an understanding of how to instruct students to perform benchmark skills using Lexiled text materials that meet grade level standards.
6. Differentiate text materials for instructing a single theme, subject, or lesson objective by selecting a variety of text written at differing Lexiles.
7. Demonstrate the ability to use electronic databases containing Lexiled text materials.
8. Demonstrate the ability to monitor grade level standards using instructional materials.
9. Demonstrate the ability to monitor student performance using multiple measures.
10. Demonstrate the ability to monitor student completion of differentiated reading in Lexile Reader Writer.

DELIVERY PROCEDURES:
Participants will:
1.   Conduct a needs assessment to determine 1) student ability groups and 2) determine which benchmarks need to be emphasized during instruction.
2.   Participate in activities that lead to mastery of the specific objectives of this component.

3. Create authentic products based on the content of the targeted objectives of the component.
4. Develop a plan of action for revision and/or modification.

FOLLOW-UP PROCEDURES:
Participants will:
1. Administer the SRI-I in the fall, winter, and spring to all students eligible to participate in standardized testing.
2. Complete Growth Goals Monitoring Sheets for all students eligible to participate in standardized testing after fall, winter, and spring testing.
3. Assign and monitor student completion of weekly targeted supplemental reading using Lexile Reader Writer.
4. Locate, and utilize during instruction, Lexiled text from a variety of electronic databases including: eLibary, EBSCO Online Reader, SIRS, Reading Counts, and Lexile Reader Writer.

EVALUATION OF PARTICIPANTS:

A formative evaluation will be conducted to ensure that the follow-up activities were implemented.

Implementation Activity	Standard of Success
Students will complete the SRI-I assessment in the fall, winter, and spring.	100% of eligible students
Students will have a completed Monitoring Growth Goals Chart following fall, winter, and spring testing.	100% of students eligible to participate in testing
Students will complete differentiated reading assignments daily.	80% of students in attendance the entire school year will complete 50% of their targeted reading assignments.
Teachers will create differentiated lesson plans that illustrate how scaffold instruction using differentiated materials.	Four lessons that include using differentiated materials that 1) meet student ability groups and 2) culminate in text that meets grade level standards.

COMPONENT EVALUATION:

A summative evaluation will be conducted to determine the degree that the component impacts student reading achievement. The following summative questions will be addressed:

Summative Evaluation Questions	Data Source
Have 80% of all students eligible to participate in the school accountability program demonstrated one and a half years growth between fall and spring on Scholastic Reading Inventory-Interactive?	SRI-I
Have 80% of students eligible to participate in the school accountability program demonstrated one years developmental growth or greater on FCAT?	FCAT Reading
Has the percent of students meeting high standards on FCAT in reading increased significantly?	FCAT Reading
Has the percent of students making learning gains on FCAT in reading increased significantly?	FCAT Reading
Has the percent of the lowest performing 25% of students making learning gains on FCAT in reading increased significantly?	FCAT Reading