

Literacy Plan: A Sample

Oregon Elementary School Reading Plan for Kindergarten through Third Grade

COMPONENT 1: GOALS

Reading development is one of the most important goals of Oregon Elementary School. Every staff member at Oregon Elementary School is committed to building and sustaining a school culture in which high quality reading instruction for all students is our most important priority. Our primary reading goal is to implement the Schoolwide Beginning Reading Model to help every child read at grade level or above by third grade. However, this goal alone is insufficient and requires that students accomplish several smaller formative reading goals along the way in order to reach our primary reading goal. These formative goals will be measurable, based on the DIBELS assessments.

For some children, physiological, medical, or attendance issues may interfere with the goal of grade level reading. Our goal for students for whom grade level reading goals are not realistic is to provide them with the best reading instruction possible, to document the instruction provided, and to clearly indicate the progress children are making toward challenging reading goals.

COMPONENT 2: ASSESSMENT

Reading assessments are necessary to (a) determine if children are reading at grade level, (b) monitor reading progress, and (c) plan instruction. All children will be assessed at the beginning, middle, and end of the year to determine if they are reading at grade level. Children not reading at grade level will be assessed regularly to monitor their reading progress. Assessments to monitor reading progress will be brief and take little time away from reading instruction. These assessments will be used to plan the instruction necessary to increase student reading progress. At the end of the year, all children will be assessed on a standardized reading test to determine if they are reading at grade level. We will use measures for these purposes that have research-based evidence documenting their reliability and validity for the specific purposes for which they are being used.

COMPONENT 3: INSTRUCTION

Sufficient time for reading instruction is necessary for children to read at grade level. All children in K-3 will receive 90 minutes of reading instruction each day. Reading instruction will begin during the first week of school and will continue through the last week of school. Children not reading at grade level will receive more than 90 minutes of reading instruction each day.

Schools and teachers require high quality instructional programs and materials to provide high quality reading instruction to all children. A common core reading program will be used in K-3 with children reading at or above grade level. For children reading below grade level, some combination of the core reading program with additional highly specific supplemental reading materials and intervention programs will be used for reading instruction. The combination of materials used will be based on the learning needs of students. All programs and materials used at Oregon Elementary School will be constructed according to principles of scientifically-based

reading research and, to the greatest degree possible, these programs and materials will be demonstrated to be effective in rigorous scientific studies.

Effective reading instruction for all children is achieved through differentiated instruction. Our commitment is to identify children who are reading below grade level, or who are otherwise at risk for reading problems, and provide these students with instruction that is differentiated for them based on need. Differentiated instruction will help children make the progress necessary to reach grade level reading performance.

COMPONENT 4: LEADERSHIP

Effective leadership is essential in the implementation of our Schoolwide Beginning Reading Model. At Oregon Elementary School we are committed to making sure that effective leadership begins with the visible involvement of the building principal. To the greatest degree possible, leadership support will also involve a reading coach, specialists, and targeted grade level teachers. Oregon Elementary School is committed to allocating resources to fund a K-3 reading coach at least a half time, if at all possible. We value the role of specialists in instructional leadership to ensure the coordination/integration of services for our students. Our school will operate as one cohesive system to best meet the needs of all of our students rather than as a group of isolated programs. Together, identified building leaders will help ensure that the components for the successful implementation of the Schoolwide Beginning Reading Model are in place and that the implementation of these components is aligned with scientifically-based reading research.

COMPONENT 5: PROFESSIONAL DEVELOPMENT

The effective use of reading assessments and instructional programs and materials requires high quality professional development for teachers and other staff members, including the principal, specialists, instructional assistants, and the reading coach. Prior to using reading assessments or instructional programs and materials in the classroom, staff members will receive thorough training in their appropriate use. Staff members who require additional professional development to use assessments and instructional programs and materials appropriately will receive it. The building principal will be responsible for making sure all staff members have the training they need to use reading assessments and instructional materials appropriately.

Effective communication about reading performance and planning is essential in our Schoolwide Beginning Reading Model. At Oregon Elementary School, every two weeks throughout the year, all K-3 staff will meet in grade level meetings to discuss, monitor, and plan reading instruction and achievement. The principal, and/or other designated building leaders will facilitate these meetings.

COMPONENT 6: COMMITMENT

The Schoolwide Beginning Reading Model uses methods and procedures that are based on scientifically-based reading research. As a school, we are committed to making decisions about reading assessments, instructional programs and materials, and professional development on the basis rigorous scientific research, to the greatest degree possible. We will study this research, and

solicit summaries and implications of this research from recognized experts in the field. We will integrate this information in our Schoolwide Beginning Reading Model to continuously improve reading instruction and student reading outcomes at Oregon Elementary School.

To make continuous improvement tangible and focused, we will commit to an action planning process. Our action plan will contain the following components: (a) the element being addressed by the action (e.g., assessment, differentiated instruction, professional development); (b) the intended target or scope of the action (e.g., school-wide, specific grade or instructional group); (c) the specific action to be implemented; (d) person or group responsible for implementing the action, and (e) a process to report on progress of action implementation.

We will commit to sharing student performance data with stakeholders and to celebrating our continued success in improving reading. We will ensure continuance of the Schoolwide culture through the implementation of the above components and through leadership hiring practices that are based on the Schoolwide Beginning Reading Model. This schoolwide commitment is fundamental to our school's mission because we believe that from kindergarten through third grade, strong and explicit reading instruction is critical in helping all children develop the skills, habits, and dedication to reading that will serve them throughout their lives.

PURPOSES/USES OF LITERACY PLAN

Oregon Elementary is committed to implementing the above critical components to ensure that all students are reading at grade level or above by third grade. This literacy plan will be at the heart of everything we do in our building in reading. It will drive our day-to-day reading instruction and our decision making. We will use this plan to share our commitment with others in and out of education. We will present the plan to our school district, superintendent, and school board for their support and approval. The plan will provide the criteria for hiring new teachers and administrators in our building. The district will work with us to make sure only those educators committed to this plan work in our building. We will provide the district, superintendent, and school board with frequent updates on how well children are learning to read in our school. Most importantly, this literacy plan is the commitment that we make to the parents of the children in our school and to the children themselves. The plan allows us to convey to parents that we are serious about reading instruction and meeting our goal of all children reading at or above grade level. The plan shows parents what we will do to make sure each child reaches that goal.

Oregon Elementary Literacy Plan - Part 2

Revision Date: 6/1/09

Literacy Plan Review Timeline: This plan will be reviewed yearly after the Spring DIBELS Benchmark.

When new staff is hired each school year, this plan will be shared with them.

Component 1: Goals

Primary Reading Goal:

All students at Oregon Elementary will be reading at grade level by the end of third grade.

Formative Reading Goals (based on DIBELS 6th edition):

Kindergarten	
Phonemic Awareness: PSF	Middle: 18 correct phonemes/minute End: 35 correct phonemes/minute
Alphabetic Principle: NWF	Middle: 13 correct letter sounds/minute End: 25 correct letter sounds/minute
First Grade:	
Alphabetic Principle: NWF	Beginning: 24 correct letter sounds/minute Middle: 50 correct letter sounds/minute
Fluency in Text: ORF	Middle: 20 correct words/minute End: 40 correct words/minute
Second Grade	
Fluency in Text: ORF	Beginning: 44 correct words/minute Middle: 68 correct words/minute End: 90 correct words/minute
Third Grade	
Fluency in Text: ORF	Beginning: 77 correct words/minute Middle: 92 correct words/minute End: 110 correct words/minute
Fourth Grade	
Fluency in Text: ORF	Beginning: 93 correct words/minute Middle: 105 correct words/minute End: 118 correct words/minute
Fifth Grade	
Fluency in Text: ORF	Beginning: 104 correct words/minute Middle: 115 correct words/minute End: 124 correct words/minute

School-Level Goals for Overall Improvement:

Kindergarten:

90 percent of kindergarten students will reach or exceed the kindergarten spring 2009 NWF DIBELS progressive benchmark. This is a 10 percent increase from spring of 2008.

1st grade:

65 percent of first grade students will reach or exceed the spring DIBELS ORF benchmark goal of 40 correct words per minute. This is a 20 percent increase from to spring 2008.

2nd grade:

55 percent of second grade students will reach or exceed the spring 2009 ORF DIBELS benchmark goal of 90 correct words per minute. This is a 15 percent increase from spring 2008.

3rd grade:

60 percent of third grade students will reach or exceed the spring 2009 ORF DIBELS benchmark goal of 110 correct words per minute. This is a 18 percent increase from spring 2008.

By spring of 2009, the number of third grade students meeting or exceeding on the OAKS will increase from 85 percent to 90 percent - an increase of 5 percent (taken from the Oregon 2008-2009 School Improvement Plan).

4th grade:

60 percent of fourth grade students will reach or exceed the spring 2009 ORF DIBELS benchmark goal of 118 correct words per minute. This is an 8 percent increase from spring 2008.

5th grade:

60 percent of fifth grade students will reach or exceed the spring 2009 ORF DIBELS benchmark goal of 124 correct words per minutes. This is a 5 percent increase from spring 2008.

By spring of 2009, the number of fifth grade students meeting or exceeding on the OAKS will increase from 35 percent to 60 percent - an increase of 25 percent (taken from the Oregon 2008-2009 School Improvement Plan).

Component 2: Assessment

A. DIBELS Screening**Measures To Be Administered:**

Grade	DIBELS Screening Measure	Essential Element(s) Assessed
K	ISF, PSF and NWF	Phonemic Awareness and Alphabetic Principle
1	PSF, NWF and ORF	Phonemic Awareness, Alphabetic Principle and Fluency with connected text
2	NWF and ORF	Alphabetic Principle and Fluency with connected text
3	ORF	Fluency with connected text
4	ORF	Fluency with connected text
5	ORF	Fluency with connected text

Evidence of Reliability and Validity of Measures:

DIBELS Technical Reports

Timeline (*When will the measures be administered?*):

September, January and May

Students (*Which students will be screened?*)

All kindergarten through fifth grade students will be assessed three times yearly.

Resident Expert (*Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.*):

Instructional coach and/or literacy coach

Assessment Team Members:

Two Title 1 teachers
 Special Ed. teacher
 Vice principal
 Instructional coach and/or literacy coach

Training/Retooling (*Frequency/Focus*):

The Instructional/Literacy coach will provide a DIBELS Essentials training to new members of the assessment team yearly.

The Instructional/Literacy coach will provide a DIBELS refresher session prior to each DIBELS Benchmark for the assessment team members

Data Entry (*Who will perform the function? Who can be trained as a back-up person?*):

The school secretary has been trained to do the DIBELS data entry.

An instructional assistant has been trained as a DIBELS data entry back-up.

Funding Needs (*Expenses for purchasing or printing measures, data collection, data entry*):

\$200.00 for printing and copying of DIBELS materials

\$1200.00 for substitutes for the assessment team members during the winter and spring DIBELS benchmark data collection. There will be no cost for assessment team substitutes during the Fall DIBELS benchmarking, since it will be done within the first week of school, prior to the start-up of small group instruction.

Funding Source:

Title I Funds
 District General Fund

B. DIBELS Progress Monitoring**Target Students:**

All Intensive, Strategic and Benchmark students

Frequency of DIBELS Progress Monitoring:

Intensive students will be monitored every two weeks.
 Strategic students will be monitored every four weeks.
 Benchmark students will be monitored every six weeks.

Measures:

Use of DIBELS progress monitoring measures will be based on instructional level of students.

Grade	DIBELS Progress Monitoring Measure	Essential Element(s) Assessed
K	Initial Sound Fluency (ISF) Phoneme Segmentation Fluency (PSF) Nonsense Word Fluency (NWF)	Phonemic Awareness Phonemic Awareness Alphabetic Principle
1	Phoneme Segmentation Fluency (PSF) Nonsense Word Fluency (NWF) Oral Reading Fluency (ORF)	Phonemic Awareness Alphabetic Principle Fluency with connected text
2	Nonsense Word Fluency (NWF) Oral Reading Fluency (ORF)	Alphabetic Principle Fluency with connected text
3	Nonsense Word Fluency (NWF) Oral Reading Fluency (ORF)	Alphabetic Principle Fluency with connected text
4	Oral Reading Fluency (ORF)	Fluency with connected text
5	Oral Reading Fluency (ORF)	Fluency with connected text

Use of in-program assessments from Houghton Mifflin, our core reading program

Use of in-program assessments from our supplemental and intervention programs

Evidence of Reliability and Validity of Measures:

DIBELS Technical Reports

Resident Expert (*Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.*):

Instructional coach and/or literacy coach

Assessment Team Members:

Classroom teachers
 Title 1 teachers
 Special Ed. teacher
 Instructional assistants

Training/Retooling (*Frequency/Focus*):

The Instructional/Literacy Coach will provide DIBELS Essentials training to new members of the assessment team yearly.

The Instructional/Literacy Coach will provide a DIBELS Refresher to staff at the beginning of each school year and as often as needed.

Data Entry (*Who will perform the function? Who can be trained as a back-up person?*):

The school secretary has been trained to do the DIBELS data entry.

An instructional assistant has been trained as a DIBELS data entry back-up.

Funding Needs (*Expenses for purchasing or printing measures, data collection, data entry*):

\$500.00 for printing costs

Funding Source:

Title I Funds

District General Fund

Process for Assessing and Placing New Students (e.g., *How quickly can this assessment take place?*):

Classroom teacher, Title 1 teachers or Instructional/Literacy Coach will administer the appropriate DIBELS measures with a new student the day of their arrival then meet to determine if further placement testing is needed (i.e., in-program placement testing for intervention programs). Information will be shared with all staff working with the new student.

C. Diagnostic Testing**List Curriculum Embedded Assessments:**

a. Core Program Survey Assessments

The Houghton Mifflin Phonics/Decoding Screening Test will be administered to all students in Houghton Mifflin in grades 1-5 in September, January and May.

b. Core Program Theme Skills Tests:

Houghton Mifflin Theme Skills Tests will be administered at the end of each theme in kindergarten through fifth grade.

c. Supplemental/Intervention Programs Mastery Tests:

- Language for Learning 15 Program Assessments
- Early Reading Intervention Progress Monitoring Tests 1-4
- Early Reading Intervention Exit Test
- Language for Thinking 15 Program Assessments
- Reading Mastery Tests and Checkouts
- Horizons CD Mastery Tests and Checkouts
- Read Naturally SE Story Hot Reads
- Corrective Reading Decoding Mastery Tests and Checkouts

d. Supplemental/Intervention Programs Placement Tests:

- Language for Learning Placement Test
- Early Reading Intervention Placement Test
- Language for Thinking Placement Test

- Reading Mastery Placement Test
- Horizons CD Placement Test
- Corrective Reading Decoding Placement Test
- Read Naturally SE Placement Test

Target Students (Criteria for determining who will receive diagnostic testing):

As part of the RTI process, intensive students not responding to instruction will be reviewed by the EBIS team for further evaluation. In-program assessments will be utilized to help identify those students not responding to instruction. Those students will enter the EBIS problem solving process.

List Standardized Diagnostic Measures:

Woodcock-Johnson-R
Young Child Achievement Test (Y-CAT)

Evidence of Reliability and Validity of Standardized Measures:

Woodcock-Johnson-R Technical Reports
Young Child Achievement Test (Y-CAT) Technical Reports

D. End-of-Year Testing (Outcome Measures)

Standardized Measures:

Grade	Standardized Measure	Essential Element(s) Assessed
K	DIBELS Benchmark Assessments	Phonemic Awareness Alphabetic Principle
1	DIBELS Benchmark Assessments	Phonemic Awareness Alphabetic Principle Fluency in Text
2	DIBELS Benchmark Assessments	Alphabetic Principle Fluency in Text
3	DIBELS Benchmark Assessments Oregon Assessment of Knowledge and Skills	Fluency in Text Vocabulary and Comprehension
4	DIBELS Benchmark Assessments	Fluency in Text
5	DIBELS Benchmark Assessments Oregon Assessment of Knowledge and Skills	Fluency in Text Vocabulary and Comprehension

Evidence of Reliability and Validity of Measures:

DIBELS Technical Reports
OAKS Technical Reports

Timeline:

May DIBELS Assessment Window (first three weeks of May)
OAKS Assessment Window

Assessment Team:

DIBELS Benchmark Assessment Team
Classroom teachers with support from Title1 staff

Funding Needs (Expenses for purchasing measures, data collection, data entry, etc.):

Printing costs for DIBELS Benchmark Booklets [\$200.00]
Substitutes for DIBELS Benchmark Assessment Team [\$1200.00]

Funding Source:

District Assessment Funds

E. Data-Based Decision Making:**How will data be used to make decisions at the systems level?**

Our EBIS Team will meet after each DIBELS Benchmark period to examine school level system data to determine if the overall system is healthy. On the reading side of the system, the EBIS Team will use DIBELS Adequate Progress Norms to determine the relative strength of the benchmark, strategic and intensive support systems. For math, the EBIS Team will review CBM math benchmark data to determine needed adjustment the math model within the school. To look at behavior, the EBIS Team will examine office referral data to identify hotspots within the school.

How will data be used to make decisions for instructional groups and individual students?

After each two-week progress monitoring period, grade level teams will meet for 1 hour after school to review reading and math progress monitoring data. Every six weeks, each grade level team will meet for an afternoon grade level meeting to analyze grade level systems in reading, math and behavior. Grade level teams will be looking at progress monitoring and benchmark assessment data. These teams will also review student performance on in-program assessments for group of students. Also during that time, grade level teams will be reviewing lesson pacing maps. Data will be used to make grouping decisions and to inform instruction. The EBIS Team will meet with a grade level team to discuss students of significant concern. With this rotation, the EBIS Team will meet with each grade level team once every seven weeks.

Plan for Monitoring Instructional Groups/Individual Students:

All groups and students will be monitored as noted above.

Process/Criteria for Evaluating the Effectiveness of Instruction:

DIBELS Summary of Effectiveness Report, percentage of students meeting end-of-year formative goals, coaching and principal observations.

Component 3: Instruction
Time:**Length of Reading Block:**

- K: 90 min. Reading Block (45 min whole group/45 min skill-based small group flood)
- 35 min Reading Intervention Block (in addition to the 90 minute Reading Block)

- 1: 90 min. Reading Block (45 min whole group/45 min skill-based flood)
 - 35 min Reading Intervention Block (in addition to the LA Block)
- 2: 90 min. Reading Block (45 min whole group/45 min skill-based flood)
 - 35 min Reading Intervention Block (in addition to the LA Block)
- 3: 90 min. Reading Block (45 min whole group/45 min skill-based flood)
 - 35 min Reading Intervention Block (in addition to the LA Block)
- 4/5: 90 min. Reading Block (45 min whole group/45 min skill-based flood)

**Attach Sample School Schedule*

Start Date for Reading Instruction:

- Whole group reading instruction will begin by the second full week of school.
- Small group reading instruction will begin the third full week of school.

End Date for Reading Instruction:

Whole group and small group reading instruction will end on Friday of the last full week of school.

Additional Reading Time (i.e., Intervention Block):

- All K students will receive an additional 35 minutes of small group instruction daily
- All students in grades 1st-3rd in Reading Mastery or Horizons CD will receive an additional 35 minutes of small group instruction daily.

Criteria for Identifying Students for Additional Reading Time:

All DIBELS Intensive and low to middle Strategic students will receive an additional 35 minutes of small group instruction daily.

Intervention Block Instructors:

Classroom teachers
Title 1 teachers
Instructional Assistants

Targeted Students:

- All intensive and low-medium strategic K students receive a 2nd dose of small group
- All students in grades 1-3 in Reading Mastery or Horizons CD receive a 2nd dose of small group instruction daily

Summer School Reading Programs:

Migrant Summer School

Targeted Students:

K-5 Migrant Students

Funding Needs:

Summer School Materials
21 days x 6 hour certified staffing costs

21 days x 6 hour instructional assistants staffing costs

Funding Source:
Title IC Funds

Programs and Materials:

Research-Based Core Program for K-5:
Houghton Mifflin 2003 Nation's Choice

Research-Based Supplemental and Intervention Programs:

Program	Type (S or I)	Grade	Essential Element(s) Addressed
Early Reading Intervention	I	K	Phonemic Awareness Alphabetic Principle
Language for Learning	I	K	Vocabulary
Language for Thinking	I	1	Vocabulary
Reading Mastery (Levels 1-5)	I	K-5	Phonemic Awareness Alphabetic Principle Fluency in Text Vocabulary Comprehension
Horizons CD	I	3-5	Fluency in Text Vocabulary Comprehension
Corrective Reading Decoding (Levels A-C)	I	3-5	Alphabetic Principle
Read Naturally SE (Levels 1.0-7.0)	S	1-5	Fluency in Text
Rewards Intermediate	S	4-5	Alphabetic Principle-Multisyllabic Words

Criteria for Selection of Additional Supplemental and Intervention Programs:

Any additional supplemental or intervention programs will be selected for the approved SBRR programs on the Florida and Oregon curriculum review list.

Funding Source for Core, Supplemental, and Intervention Materials:

District curriculum funds

Plan for Monitoring Fidelity of Program Implementation:

- Administrators will do monthly reading observations focusing on fidelity and effective use of the reading block time, including transitions.
- The reading coach will conduct targeted observations to support teachers identified by the principal.

Differentiated Instruction:**Instructional Grouping:**

K: <input type="checkbox"/> Within-Class Grouping	<input checked="" type="checkbox"/> Cross-class Grouping	<input type="checkbox"/> Cross-grade Grouping
1: <input type="checkbox"/> Within-Class Grouping	<input checked="" type="checkbox"/> Cross-class Grouping	<input type="checkbox"/> Cross-grade Grouping
2: <input type="checkbox"/> Within-Class Grouping	<input type="checkbox"/> Cross-class Grouping	<input checked="" type="checkbox"/> Cross-grade Grouping
3: <input type="checkbox"/> Within-Class Grouping	<input type="checkbox"/> Cross-class Grouping	<input checked="" type="checkbox"/> Cross-grade Grouping
4: <input type="checkbox"/> Within-Class Grouping	<input type="checkbox"/> Cross-class Grouping	<input checked="" type="checkbox"/> Cross-grade Grouping
5: <input type="checkbox"/> Within-Class Grouping	<input type="checkbox"/> Cross-class Grouping	<input checked="" type="checkbox"/> Cross-grade Grouping

Criteria for Small Group Formation During Reading Block:

- DIBELS benchmark and progress monitoring data
- Houghton Mifflin Phonics/Decoding Screening Tool
- Student need based on Houghton Mifflin Theme Skill Tests
- For students in the replacement core, groups will be based on placement tests and in-program assessments

* *Attach Current Instructional Map for Each Grade Level*

Timeline for Updating Instructional Maps:

CSI Maps will be reviewed after each DIBELS benchmark assessment period

Lesson Pacing Goals:

Program/Level	Complete By (Date and Grade)
Houghton Mifflin Level K	End of K
Early Reading Intervention	End of K
Language for Learning	End of K
Houghton Mifflin Level 1	End of 1st grade
Language for Thinking	End of 1st grade
Reading Mastery	Based on group pacing guidelines
Horizons CD	Based on group pacing guidelines
Corrective Reading Decoding Levels A-C	Based on group pacing guidelines
Houghton Mifflin Level 2	End of 2nd grade
Houghton Mifflin Level 3	End of 3rd grade
Houghton Mifflin Level 4	End of 4th grade
Houghton Mifflin Level 5	End of 5th grade

Plan for Enhancing the Core Program:

Utilizing the Houghton Mifflin Program-Specific Enhancements in grades K-3

Plan for Accelerating Students in an Intervention Program:

- 1.5 lessons per day in Reading Mastery Classic and Plus I
- 1.0 lessons per day in Reading Mastery Classic II (lesson 80) and Plus II (lesson 1) with 2 days/week of Read Naturally SE or Corrective Reading Decoding
- 1.0 lessons per day in Horizons CD with 2 days/week of Read Naturally SE or Corrective Reading Decoding

1.0 lessons per day in Reading Mastery Plus 3-5 with 2 days/week of Read Naturally SE or Corrective Reading Decoding

Service to Special Populations of Students:

ELL: ELL students will be included in all aspects of the reading program. Additionally, students that need extra language support will receive small group language instruction.

SPED: The SPED teacher will continue to serve all students on an IEP with research-proven programs. Additionally, when necessary the SPED teacher will provide a third dose of reading instruction to struggling students on IEP's.

Instructional Delivery:

Total reading time will be based on student need. Generally, students with medium-low strategic and intensive needs will receive at least forty five minutes of whole group instruction with two small group sessions lasting forty to forty-five minutes each. Instruction will be based on the nine general features of effective instruction: teacher modeling, explicit instruction, students engaged in meaningful interactions with language during lesson, multiple opportunities for students to practice instructional tasks, instructor provides corrective feedback after initial student responses, students are engaged in the lesson during teacher-led instruction, students are engaged in the lesson during independent work, students are successful completing activities at a high criterion level of performance and instructor encourages student effort.

Component 4: Leadership

Principal

Outline Principal Involvement in Reading Activities:

Reading Culture/Communication:

- Principal regularly communicates with parents concerning the status of their children in the reading program.
- Principal communicates with school staff when there are changes in the reading schedule, this may include minor and major changes and interruptions.
- Principal communicates with support staff and parents at EBIS and IEP meetings.
- Principal communicates with district administration including Superintendent, Personnel Director, Curriculum Director, and Special Education Director on issues related to the reading program.
- Principal coordinates with Site Council, Early Literacy Team, and Language Arts Cadre to create a school-wide reading schedule.
- Principal is an advocate for the reading program's sustainability and proponent for the program's success.

Budget:

Principal works with instructional/literacy coach in the planning and implementation of a budget that ensures the success of the reading program. Principal works with district administration to guarantee adequate funding for the full implementation of the reading program.

Teaching Reading Groups:

Administrators teach reading groups as needed.

Reporting of K-3 reading program status:

Principal completes data-based decision making plans each winter and spring. These reports are presented to the teachers at grade level meetings and to the School Board.

Participation in Teacher Training on Reading Programs and Assessment System:

Principal, when available, attends professional development related to reading programs and assessment.

Participation in Grade Level Team and Early Reading Team Meetings:

- Principal, when available, attends Early Literacy Team and Grade Level Reading Team meetings.
- Principal collaborates with the reading coach on the scheduling of reading program meetings and creating of the ELT and Grade Level Reading meeting agendas.

Observations of Reading Instruction (Indicate type and frequency):

Principal observes certified and classified staff implement the reading program via walk-through, informal, and formal observations. Principal and instructional/literacy coach collaboratively observe and provide feedback to staff during the monthly principal/coach side-by-side walk through.

Describe Coordination of Title, ELL, and Special Education with General Education Reading Programs:

Principal coordinates with Title I, Special Education, ELL, district staff, educational consultants, and general education teachers, to ensure the success of the reading program. This coordination includes a school-wide reading schedule. The reading schedule is created with the collaboration of the support staff in conjunction with the Early Literacy Team, and input from classroom teachers.

Principal works with the above mentioned stakeholders and the Early Literacy Team to ensure the success of the reading program. The continued success of the reading program includes selecting research-based core, supplemental, and intervention curriculums. Reading program success also depends on the faithful implementation of the curriculums and adherence to the required number of instructional minutes dedicated to reading instruction. Reading program success depends on the collection, input, distribution and analysis of the DIBELS data.

Mentor Reading Coach:

Mentor Reading Coach and FTE:

K-5 Mentor Reading Coach -1.0 FTE

Funding Source:

District General Fund

Responsibilities:

The Mentor Reading Coach will:

- Serve as instructional leader to provide staff development, support, and direct and explicit feedback to teachers about the implementation of scientifically-based reading programs, instructional strategies, and reading assessments.
- Model new teaching strategies and observe program implementation.
- Meet regularly with classroom teachers, and other coaches to collaborate, talk about student instructional needs, and plan for instruction based on progress monitoring outcomes.
- Collaborate with building staff to establish a master reading schedule that allocates a minimum of 90 minutes of reading instruction per day. This schedule will also delineate instruction for children receiving core, supplemental or intervention instruction.
- Facilitate the selection and oversee the implementation of the comprehensive, supplemental and intervention programs.
- Provide professional development for instructional assistants who are responsible for assisting students in reading.
- Serve as expert in the DIBELS data system and assessment teams, provide refresher trainings, and work with teachers on data interpretation and making appropriate instructional decisions based on data.

Grade Level Teams:**Participants at each grade level:**

K	1	2	3	4	5
Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
Reading Coach*	Reading Coach*	Reading Coach*	Reading Coach*	Reading Coach*	Reading Coach*

Indicate facilitator for each grade level with an *.

Frequency of Meetings:

Grade level team meetings will be on a six week cycle. They will meet after each two week DIBELS progress monitoring period. The table below outlines the meeting schedule.

Time Period	Length of Meeting	Purpose of Meeting
Week 2	1 hour after school	1. Review DIBELS progress monitoring and in-program assessments data. 2. Adjust instructional groupings
Week 4	1 hour after school	1. Review DIBELS progress monitoring and in-program assessments data. 2. Adjust instructional groupings
Week 6	half day meeting	1. Review DIBELS progress monitoring and in-program assessments data. 2. Adjust instructional groupings 3. Update Assessment Wall 4. Review/Discuss EBIS students 5. Review Lesson Progress Reports 6. Program Professional Development

Day/Time of Meeting for Each Grade Level:Weeks 2 and 4

Thursday- 1 hour after school

Week 6

K: Monday/PM

1: Tuesday/PM

2: Wednesday/PM

3: Thursday/PM

4: Wednesday/AM

5: Thursday/AM

Funding Needs:

8 x 1 hour K-5 after school meetings (\$460/mtg. x 8 mtgs. = \$3680.00) [\$4000.00]

2 x half day K-5 Grade Level Meetings (\$180/tchr. x 22 tchrs. = \$3960.00) [\$4000.00]

3 x half day Early Release Meetings (Sept.-Jan.-May) -District Level (District Funded)

Funding Source:

Building budget [\$8000.00]

District budget

Early Reading /EBIS Team:

Members:

Name	Title

Objectives of Early Reading Team:

- To manage Schoolwide Reading Schedule
- To adjust building support as needed for reading groups
- Monitor systems level data
- Write and implement the Schoolwide Reading Action Plan

Alternate School Team to Meet these Objectives:**Frequency of Meetings:**

After each DIBELS Benchmark or more frequently as needed

Day/Time of Meeting:

2 hour after school meetings- 3:45-5:45

Funding Needs:

4 x 2 hour after school meetings (8 tchrs. x 8hrs. = \$1280.00) [\$1300.00]

Funding Source:

Building budget [\$1300.00]

Identify Other Building Leaders in the Area of Reading:

Title1 Teachers

Component 5: Professional Development**Process for Determining School PD Needs:**

Our SBRR reading programs are in place. The primary source for determining PD needs is student data. Additionally, principal and coach observation data will be used. When appropriate, teacher need surveys will be utilized.

PD for Principal (Topics/Priorities):

Reading Leadership
Curricula professional development
Behavior Management

PD for Coach (Topics/Priorities):

Reading Leadership
 Curricula professional development
 Behavior Management

PD for Teachers (Classroom Teachers and Specialists):

Program Training:

Program / Topic	PD Provider	Number of Days	Participants	Timeline
Reading Mastery Plus 1-2	Reading Coach	2	K-3 RM+ teachers	Summer/Fall
HM CE	HM CE Trainer	5	All new HM teachers	Summer/Fall
ERI	Kindergarten teacher	1	New K teachers	Summer/Fall
L4L	Reading Coach	1	New K teachers	Summer/Fall
RM+ 3-4 Horizons CD	Reading Coach	1	Gr: 2-5 RM+/Horizon CD teachers	Summer/Fall

Study Groups:

One book study per school year will be offered to staff.

Classroom Consultation:

One out-of-grade-level peer observation opportunity will be offered to each certified staff member per year.

Collaboration Time:

One morning 45 minutes Grade Level Meeting per month in lieu of Staff Meetings and Cadre Meetings.

PD for Educational Assistants:

45 mins. 1 time a month
 Coach/Title train

PD for Substitute Teachers:

Provide PD to substitute teachers during Staff Development Days and Teacher Work Days

PD Plan for New Staff:

2 ½ new teacher training before all staff comes back.
 Specific curriculum training (listed above)
 District appointed mentor

Plan for Building Capacity with In-Building or In-District Trainers:

Continue to send coach, Title 1 teachers and lead teachers to curricula trainer of trainer opportunities.

Plan for Ongoing PD Rollout:

The fall of each school year the District will provide PD training for new staff in the following curricula

- Houghton Mifflin Core Enhancements
- Reading Mastery Plus 1-5/Horizons CD
- Corrective Reading Decoding
- Early Reading Intervention
- Read Naturally SE
- Language for Learning
- Language for Thinking

Funding Needs for PD:

Substitutes for teachers

Funding Source for PD:

Title 1

General Fund

Component 6: Commitment

School Action Plans:

Timeline for Completion:

The Early Literacy Team at Oregon Elementary will draft and revise the Reading Action Plan after the spring DIBELS benchmark data collection each year.

Schedule/Process for Updating Action Plan:

After the fall and winter DIBELS benchmark data collection the Reading Action Plan will be reviewed.

Staff Responsible:

Early Literacy/EBIS Team

Plan for Reporting/Sharing Student Performance Data to Stakeholders:

- Share the successes and failures of our reading program with administrator colleagues at administrator team meetings.
- Report to the school board on the progress of the reading program. Share DIBELS data with school board members in a yearly report.
- Teachers explain individual DIBELS data with parents at parent teacher conferences.
- Monthly parent newsletter includes information on reading programs and provides strategies on what parents can do to improve literacy skills with their children.

Plan for Celebrating/Acknowledging Student Success:

After each DIBELS Benchmark there will be celebrations at staff meetings and grade level meetings recognizing teachers and student achievement. We will have an end of the year celebration to recognize all staff for their achievements.