



## **Alameda Literacy Plan for Kindergarten through Fifth Grade**

**Developed by: Alameda Early Literacy Team**

**Date: April 2008**

This literacy plan has been developed by a team of teachers, administrators, specialists and a literacy coach and is meant to demonstrate our high level of dedication to having all Alameda students reading at or above grade level expectations. Our plan is a message to our stakeholders that outlines our system, goals, and accountability measures.

Included in this plan is a brief description of the major components of the Alameda Schoolwide Beginning Reading Model. Additional details regarding these components can be found in later sections of this document.

### **Component 1: Goals**

Alameda Elementary staff are committed to early reading instruction and achievement. We believe this is the single most important set of educational skills our students need to be successful. Being able to read fluently with high levels of comprehension will give students access to content as they progress through our school system and will help them become productive members of our community. Thus, our primary reading goal is for all students at Alameda Elementary to read at grade level or above by the end of third grade.

### **Component 2: Assessment**

Valid and reliable reading assessments are used to determine student progress toward meeting our primary reading goal. Our decision making model is grounded in scientific research and utilizes outcome based measures, progress monitoring, in program assessments, and statewide testing.

At Alameda, students in grades K-5 will be assessed three times a year (Fall, Winter and Spring) using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to determine if they are at grade level. DIBELS will also be used to monitor student growth. Students that are at grade level will be assessed every six weeks, students that are at a strategic level will be monitored monthly, and intensive students will be assessed every two weeks. In addition to DIBELS, we will utilize the in-program assessments from our core, supplemental and intervention curricula to gain further instructional information on our students. The end-of-year assessment for third, fourth and fifth grades will be the OAKS (Oregon Assessment of Knowledge and Skills).

### **Component 3: Instruction**

Alameda Elementary provides instruction using high quality instructional materials supported by research. Reading blocks for kindergarten and third grade are 125 minutes. Reading blocks for four and fifth grade are 90 minutes. Students reading below grade level will also receive intervention using research based programs. All kindergarten through third grade students in our

intervention curricula will receive an additional small group instructional session of 35 minutes during each school day. Instruction begins no later than the second week of school and ends no earlier than the last full week of the school year. The common core selected for grades K-5 is 2003 Houghton Mifflin Nation's Choice. Intervention programs include Early Reading Intervention, Reading Mastery, Language for Learning, Horizons CD, Corrective Reading and Rewards.

Students will receive differentiated instruction through cross-class grouping in grades K-5. Enhancement opportunities will be offered in the core program using lesson maps and templates for additional practice to master skills. An acceleration plan for students in intervention programs will be provided if needed. Students will receive two lessons in their intervention per day plus appropriate rereading of stories from previous lessons. In grades 1-5, intensive and low strategic students are supplanted from the Core and placed into Reading Mastery or Horizons CD depending on the grade level. ELL students will be included in the reading program in all aspects. Students needing extended language supports will receive small group instruction placed in Core EL intervention. Students that qualify for ESL receive 1 hour to 3.75 hours a week (depending on proficiency level) of ESL instruction. During ESL, students receive instruction using specially designed ELD curriculum (ELLIS, Rosetta Stone, Carousel of Ideas, Language for Learning, Language for Thinking, etc.). SPED teacher(s) will continue to serve all students on an IEP with research proven programs. Kindergarten through third grade students with intensive and strategic needs will receive at least 80 minutes daily of small group, teacher directed instruction. The first 45 minute dose of small group instruction occurs within the 90 reading block and the second 35 minute dose of small group instruction occurs during the afternoon intervention block.

#### **Component 4: Instructional Leadership**

To implement the Schoolwide Beginning Reading Model at Alameda, effective leadership is essential. For building leadership to be effective, the leadership must be visible throughout the school and engaged with the building staff. Effective building leadership involves the school administrators as well as the reading coach, specialists and targeted grade level teachers. The Ontario School District has allocated funds to fund a K-5 reading coach position at Alameda Elementary full time. Alameda Elementary values the role of specialists, as well as targeted grade level teachers throughout the school. Together, identified building leaders will help ensure that the components necessary for the successful implementation of the Schoolwide Beginning Reading Model are in place.

#### **Component 5: Professional Development**

The effective use of reading assessments, instructional programs and materials require professional development. Alameda Elementary will continue to use professional development time and money to train school administrators, specialists, teachers and instructional assistants to implement the curriculum. We will utilize on-site visitations from educational consultants in the various reading curriculums to assist in faithful implementation of the programs. The building principal will be responsible for making sure all staff members are trained to use reading assessments and instructional materials skillfully.

The Alameda reading coach and the building principal have made it a priority to regularly observe each reading group and provide immediate feedback to the instructor. To do this, they will utilize aside-by-side coaching model. The principal and reading coach conduct an observation, discuss it, and then use the reading coach to teach the group while the principal meets with the instructor to provide immediate feedback.

## **Component 6: Commitment**

Commitment to the Schoolwide Beginning Reading Model is fundamental to our school's mission because we believe from kindergarten through fifth grade, strong and explicit reading instruction is critical in helping all children develop the skills, habits and dedication to become successful readers. Alameda's Schoolwide Beginning Reading Model uses methods and procedures that are based on scientifically-based reading research. As a learning community, we will continue to study current research and base our educational decisions on that research.

As a school, we will continue to develop our Schoolwide Beginning Reading Model to meet the needs of our students. To continue to develop our model, we will commit to an action planning process that is outcomes based. The action plan will be reviewed regularly by staff to focus our resources effectively. 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 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 the progress of action implementation.

We also will continue to share student performance data with stakeholders and celebrate our success in improving reading. Through the implementation of the above components we will ensure continuance of the schoolwide culture. The schoolwide culture will also be continued through leadership hiring practices based on the schoolwide model.

### **Purposes/Uses of Literacy Plan**

Alameda 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 the guiding force for all decisions regarding our Beginning Schoolwide Reading Model. Alameda staff members will be knowledgeable in all aspects of our plan and dedicated to following it to ensure student success. 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 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 shows parents what we will do to ensure each child reaches the goal of becoming a successful reader.



## Alameda Elementary Literacy Plan - Part 2

**Revision Date:** 4/11/08

**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 Alameda Elementary will be reading at grade level by the end of third grade.

**Formative Reading Goals:**

<b>Kindergarten</b>	
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
<b>First Grade:</b>	
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
<b>Second Grade</b>	
Fluency in Text: ORF	Beginning: 44 correct words/minute Middle: 68 correct words/minute End: 90 correct words/minute
<b>Third Grade</b>	
Fluency in Text: ORF	Beginning: 77 correct words/minute Middle: 92 correct words/minute End: 110 correct words/minute
<b>Fourth Grade</b>	
Fluency in Text: ORF	Beginning: 93 correct words/minute Middle: 105 correct words/minute End: 118 correct words/minute
<b>Fifth Grade</b>	
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 2008 NWF DIBELS progressive benchmark. This is an 8 percent increase from spring of 2007.

### 1st grade:

60 percent of first grade students will reach or exceed the spring DIBELS ORF benchmark goal of 40 correct words per minute. This is a 21 percent increase from to spring 2007.

### 2nd grade:

55 percent of second grade students will reach or exceed the spring 2008 ORF DIBELS benchmark goal of 90 correct words per minute. This is a 16 percent increase from spring 2007.

### 3rd grade:

By spring of 2008, the number of third grade students meeting or exceeding on the OAKS will increase from 87 percent to 92 percent - an increase of 5 percent (taken from the Alameda 2007-2008 School Improvement Plan).

### 4th grade:

60 percent of fourth grade students will reach or exceed the spring 2008 ORF DIBELS benchmark goal of 118 correct words per minute. This is a 6 percent increase from spring 2007.

### 5th grade:

By spring of 2008, the number of fifth grade students meeting or exceeding on the OAKS will increase from 47 percent to 75 percent - an increase of 28 percent (taken from the Alameda 2007-2008 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 Principal
1	PSF, NWF and ORF	Phonemic Awareness, Alphabetic Principal and Fluency in Text
2	NWF and ORF	Alphabetic Principal and Fluency in Text
3	ORF	Fluency in Text
4	ORF	Fluency in Text
5	ORF	Fluency in 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.):

Reading Coach

**Assessment Team Members:**

Two Title 1 Teachers  
Special Ed. Teacher  
Vice Principal  
Reading Coach

**Training/Retooling (Frequency/Focus):**

The Reading Coach will provide a DIBELS Essentials training to new members of the assessment team yearly.

The Reading 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, etc.):**

\$200.00 for printing and copying of DIBELS materials

\$1200.00 for substitutes for the assessment team members during the Winter and Spring DIBELS Benchmarks. There will be no cost for assessment team substitutes during the Fall DIBELS Benchmark, 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 Phoneme Segmentation Fluency Nonsense Word Fluency	Phonemic Awareness Phonemic Awareness Alphabetic Principle
1	Phoneme Segmentation Fluency Nonsense Word Fluency Oral Reading Fluency	Phonemic Awareness Alphabetic Principle Fluency in Text
2	Nonsense Word Fluency Oral Reading Fluency	Alphabetic Principle Fluency in Text
3	Nonsense Word Fluency Oral Reading Fluency	Alphabetic Principle Fluency in Text
4	Oral Reading Fluency	Fluency in Text
5	Oral Reading Fluency	Fluency in 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.):

Reading Coach

**Assessment Team Members:**

Classroom Teachers

Title 1 Teachers

Special Ed. Teacher

Instructional Assistants

**Training/Retooling** (Frequency/Focus):

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

The Reading Coach will provide a DIBELS Refresher to staff 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, etc.):

\$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 Reading Coach will administer a DIBELS assessment on a new student the day of 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 2<sup>nd</sup> dose of small group
- All students in grades 1-3 in Reading Mastery or Horizons CD receive a 2<sup>nd</sup> 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 Core 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 8C 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 reading coach in the planning and implementation of a budget that ensures the success of the reading program. Principal works with 8C 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 the Winter and Spring How Are We Doing Reports. These reports are presented to the teachers at grade level meetings and to the 8C 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 through walk-through, informal, and formal observations. Principal and reading 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, 8C 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 Alameda Site Council, Early Literacy Team, and input from classroom teachers.

Principal works with the above mentioned stakeholders and the Alameda Site Council and 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
<b>Teachers</b>	<b>Teachers</b>	<b>Teachers</b>	<b>Teachers</b>	<b>Teachers</b>	<b>Teachers</b>
Linda Hofmann	Suzanne Bolyard	Jamie Hand	Candice Barber	Scott Campbell	Betty Bourcy
Erin Netjes	Amanda Davila	Sharon Lawrence	Jeannine Carter	Patty Eastwood	Nicole Macht
Liz Norman	Mandy Williams	Megan Soares	Joann Devine	Jared Olsen	
<b>Reading Coach</b>	<b>Reading Coach</b>	<b>Reading Coach</b>	<b>Reading Coach</b>	<b>Reading Coach</b>	<b>Reading Coach</b>
Jim Walt *	Jim Walt*	Jim Walt*	Jim Walt*	Jim Walt*	Jim Walt*

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.

<b>Time Period</b>	<b>Length of Meeting</b>	<b>Purpose of Meeting</b>
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
Paul Erlebach	Principal
Jenny Dayton	Title 1 Teacher
Kim Voile	Title 1 Teacher
Pam Lakey	Special Ed. Teacher
Krissy Waite	ESL Teacher
Elizabeth Norman	Kindergarten Teacher
Jeannine Carter	3rd Grade Teacher
Nicole Macht	5th Grade Teacher
Jim Walt	K-5 Reading Coach

**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:**

Alameda Site Council

**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:**

- Jenny Dayton- Title1 Teacher
- Kim Voile- Title 1 Teacher



## 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	Jenny Dayton	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:**

Alameda’s Reading Action Plan will be written by the Early Literacy Team after the Spring DIBELS Benchmark each year.

**Schedule/Process for Updating Action Plan:**

After the Fall and Winter DIBELS Benchmark 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.

**Hiring Practices to Sustain the Reading Model:**

*Guided by attached document*

**Suggested reading-based hiring criteria for leadership positions  
in a school-wide reading improvement process**

Dr. Stan Paine, Interim Director, IDEA, University of Oregon

**Posting the Position**

Qualifications required and preferred beyond those typically needed for this position

- Required
  - Experience teaching reading in an outcomes-based model
  - Knowledge of instructional programs and practices appropriate for use in an outcomes-based reading improvement process
  - Experience using formative assessment in a reading improvement process
  - Strong professional relationship-building and communication skills
  - Knowledge or experience in the area of adult learning (training, coaching, etc.)
- Preferred
  - Experience leading a school-wide outcomes-based reading improvement initiative
  - Experience leading others in using formative assessment in reading improvement
  - Experience supervising others in a reading improvement initiative
  - Experience planning and managing professional development for other educators
  - Knowledge of resources needed for an instructional improvement process (staffing, budget, federal funds, etc.)

**Screening the Applications**

- To what extent does candidate's background match the profile reflected in the posting?
  - Candidate has all the required elements (or related experience in lieu of them)
  - Candidate has one or more of the preferred elements (or related background)
- Candidate's training and experience are a good match for the nature of the position
- Candidate's reference letters reflect experience and personal qualities useful for the job
- Candidate's personal statement reflects:
  - competent communication skills
  - knowledge of laws pertinent to student achievement (NCLB, IDEA, state law)
  - evidence of a vision, philosophical beliefs, expectations and commitments related to assuring that all students have an opportunity to become successful readers.

**Conducting the Interview**

- Tell us about any experience you have had leading a school-wide reading improvement process. What were the main elements of the implementation? What was your role? What were the outcomes of this initiative? (leadership)
- What is your vision for improved reading achievement in a school? What are your philosophical beliefs about teaching reading and striving for improved outcomes? What expectations and commitments would you ask staff to make in a reading improvement initiative? (culture)
- What does a "culture of success" suggest to you in the context of a school-wide reading improvement effort? What elements would it include? What would your role be as a leader in this process? Have you had experience in helping to create a "culture of success" in a classroom or school previously? If so, tell us about it. (culture)
- Tell us about your experience and your thoughts regarding differentiation of curriculum and of instruction in a classroom or school-wide reading context. (differentiating curriculum and instruction)

- Describe what your supervision practices would look like over the course of a week in your school. What activities would you pursue? How would you make time for these activities? How much time would you make? How would you distribute your time across staff members in supervising reading? (supervision)
- Tell us about your experience in using a formative assessment system to determine progress at the school, classroom and individual level. How were data collected and used? What was your role in this process? How do you view the importance of such a system? Explain your answer. (assessment & use of data)
- How do you view the role of time as a variable in instructional improvement? What would your role be in using time as a resource for instruction? (use of time)
- How would you plan a program of professional development to support a reading improvement initiative? What elements would it include? What would your role be in planning and implementing it? (professional development)

### Checking the References

- What experience does this candidate have in leading an instructional improvement initiative? How would you rate the success of his/her leadership in that initiative? (leadership)
- Does this candidate have a vision for improving student achievement? To what extent is s/he able to articulate it to staff to obtain their buy-in to it? How would you characterize the candidate's stance on teaching reading and striving for improved achievement in reading? (culture)
- What is this candidate's experience in differentiating curriculum and instruction to meet the needs of students at different levels of success and risk? How successful was s/he in conducting or leading an effort of this nature? (curriculum and instruction)
- Describe the candidate's supervision style. How often did s/he engage in active supervision? How much time did s/he devote to this activity? How was this time allocated? How would you assess the effectiveness of his/her supervision in improving student achievement? (supervision)
- What is this candidate's experience in using or overseeing a formative assessment system in his/her classroom or school? How do you see the candidate exercising leadership in the use of data to improve instruction? (assessment)
- How has this candidate managed time as a resource for instructional improvement? How does s/he do at managing his/her own job responsibilities? (use of time)
- How do you see this candidate as a manager of professional development activities? Does s/he have experience in this role? If so, please describe it. What training has s/he had in the past three years in reading? In instructional improvement? (professional development)