



Oklahoma State Department of Education

Annual District Reading Plan Guide

This is to help guide you through the online Reading Sufficiency Act Plan on the School District Reporting Site.

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1 – District Plan

In order to complete the Elementary Reading Plan you must submit information on each section mentioned below, and review and certify the individual Site plans.

1.1 – District Planning Timeline

The purpose of the Reading Leadership Team is to build capacity of reading knowledge within the school building and focus on implementation of all aspects of the Reading Plan. The principal, reading coach, mentor reading teaches, content area teachers, and other principal appointees could serve on this team and should meet frequently Please provide a timeline to develop the required Program of Reading Instruction for students in need of intervention and remediation throughout the school year.

Review previous year’s RSA Plan:	<input type="text"/>
Begin assessing students in Grades K-3 for fall RSA child count.	<input type="text"/>
Complete assessment of students in Grades K-3 in order to meet timeline set by the State Department of Education (SDE) for fall RSA child count.	<input type="text"/>
Enter data for the previous year's District RSA Goal.	<input type="text"/>
Enter data for the number of students identified for reading difficulties through the School District Reporting Site for fall RSA child count.	<input type="text"/>
Superintendent certifies data for Beginning-of-Year RSA report.	<input type="text"/>
Beginning-of-Year RSA report due. (child count, goal status)	10/3/2012
Complete reading plans for identified students.	<input type="text"/>
Update the district’s RSA Plan.	<input type="text"/>
Submit updated district RSA plan to the Standards and Curriculum Section of the SDE.	11/30/2012
Notification to parents of reading status, PRI and potential Summer Academy Reading Program (SARP).	<input type="text"/>
Prepare expenditure reports and documentation to submit with Fiscal Year (FY) 2012 RSA Claims. (Project Code 367)	<input type="text"/>
First Semester FY 2012 RSA Claims due. (Project Code 367)	1/31/2013

Begin assessing students in Grades 3 for eligibility to attend the Summer Academy Reading Program (SARP).	<input type="text"/>
Complete assessment of students in Grades 3 in order to meet timeline set by the SDE for SARP child count.	<input type="text"/>
Enter data for the Third Grade SARP child count through the School District Reporting Site.	<input type="text"/>
Enter names of teachers who will teach the Third Grade SARP.	<input type="text"/>
Enter dates of operation for the Third Grade SARP.	<input type="text"/>
Superintendent certifies data entered for SARP report.	<input type="text"/>
SARP report due. (child count, dates of operation, teachers)	4/27/2013
Begin assessing students in Grades K-3 for End-of-Year Report.	<input type="text"/>
Complete assessment of students in Grades K-3 in order to meet timeline set by the SDE for End-of-Year Report.	<input type="text"/>
Enter data for the End-of-Year report for Grades K-3 through the School District Reporting Site.	<input type="text"/>
Superintendent certifies data entered for End-of-Year report.	<input type="text"/>
End-of-Year RSA report due for Grades K-3.	5/31/2013
Prepare expenditure reports and documentation to submit with FY 2012 RSA Claims. (Project Code 367)	<input type="text"/>
End-of-Year RSA report due for Grades K-3.	6/1/2013
Prepare expenditure reports and documentation to submit with RSA Summer claims (Project Code 367) and Summer Academy Reading Program claims (Project Code 366).	<input type="text"/>
RSA Summer claims (Project Code 367) and Summer Academy Reading Program claims (Project Code 366)	8/10/2013

1.2 – Reading Sufficiency Funds

The administering of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision making.

Identify how the district will distribute the Reading Sufficiency Act funds.

- Contact First Name: _____
- Contact Last Name: _____
- Telephone: _____
- Title: _____
- Email: _____

How will funds be expended?

How will Summer Academy Reading Program funds be expended?

2 – [Site Name & ID] Site Plan

For each site copy this section, and paste below the end of the site plan.

2.1 Leadership Team

The purpose of the Reading Leadership Team is to build capacity of reading knowledge within the school building and focus on implementation of all aspects of the Reading Plan. The principal, reading coach, mentor reading teaches, content area teachers, and other principal appointees could serve on this team and should meet frequently throughout the school year.

How often does the Reading Leadership team meet? (circle one)

- | | | |
|------------------|-------------------|---------------------------------|
| Weekly | Monthly | Quarterly |
| Every Other Week | Every Other Month | Once Per Semester |
| Once Per Year | Other | If other, please specify: _____ |

Reading Team

(put the primary contact person in the first row)

Name	Phone number	Email Address	Team Position

*Positions: Assistant Principal, District Administrator, English Learner Teacher, Kindergarden Teacher, First Grade Teacher, Second Grade Teacher, Third Grade Teacher, Fourth Grade Teacher, Sixth Grade Teacher, Instructional Assistant, Parent, Principal, Reading Specialist, Related Arts Teacher, School Counselor, Special Education Teacher Speech Pathologist, Title I Teacher, Other.

2.2 Core Reading Program

Use of an approved scientifically-based reading research core program, scaffolding scope and sequence, and instructional materials and strategies used to address specific student needs.

Instructional content is based on five components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension.

Identify the Core reading program your school currently utilizes from the list of State Board approved programs. (circle all that apply)

Harcourt Story Town © 2008

Houghton Mifflin © 2009

Rigby Literacy by Design © 2008

Scott Foresman © 2009

Saxon Phonic © 2006

Macmillan/McGraw Hill Treasures © 2009

Other

If other, please specify: _____

Does the Core Program include an Intervention Program?

Yes

or

No

2.3 Reading Block minutes Tier 1

Schools should offer daily classroom instruction in reading in a dedicated, continuous and uninterrupted block of time of at least 90 minutes duration. The reading block could include whole group explicit instruction, small group differentiated instruction and independent reading practice in literacy stations monitored by the teacher.

Specify for each grade you serve the number of minutes for in class reading time.

Grade	Duration (minutes)
Kindergarten	
First	
Second	
Third	

2.4 Intervention Outside the 90 minute Reading Block

In addition to, or as an extension of the 90 minute reading block instruction should be provided to children as determined by progress monitoring and other forms of assessment data. The intervention should detail the grade levels, tier levels, the frequency and the duration of the student intervention.³

For each grade you sever identify the tier 2 and tier 3 intervention types and formats. The available options are provided below the table.

Grade	Tier	Type	Format	Instructors	Part of Core Program <small>(circle one)</small>	Frequency	Duration <small>(in minutes)</small>
Kindergarten	2				Yes/No		
Kindergarten	3				Yes/No		
First	2				Yes/No		
First	3				Yes/No		
Second	2				Yes/No		
Second	3				Yes/No		
Third	2				Yes/No		
Third	3				Yes/No		

Intervention Types: Achieve 3000, Burst, Core Intervention, Earobics, Edmark, Fast ForWard, Headsprout Early Reading, Intensive Phonics, iStaion, Leveled Literacy Intervention (LLI), Lexia Learning, LiPs (Lindamood-Bell Phonemic Awareness), Orton-Gillingham, Read 180, Read Naturally, Read Well, Reading Mastery, Road to the Code, Success Maker, Visulaizing and Verbalizing, Voyager, Waterford, Wilson Reading System (Foundations), Other (if this selected will need to identify the type)

Intervention Formats: Before School, After School, Before and After School, During the school day within the 90 minutes, During the school day outside of the 90 minutes, Summer School, Other (if this is selected will need to identify the format)

Person Responsible: Classroom Teacher, Instructional Assistants or Paraprofessionals, Title I Instructor, EL Instructor, Special Education Teacher, Reading Coach, Other (if this is selected will need to identify the instructor)

Frequency: At least Daily, Four Days a Week, Three days a week, Every two weeks, Once a month, Less than once a month, Less than once a week

2.5 Assessment Plan and Goals

The administering of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision making.

Type of Screen Assessment (circle one) ✓ BEAR	Dates of Administration
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<ul style="list-style-type: none"> ✓ DIBELS ✓ Literacy First ✓ DRA-Word Analysis 	
<p>Type of Progress Monitoring (circle one)</p> <ul style="list-style-type: none"> ✓ Literacy First ✓ DIBELS Next ✓ AimsWeb ✓ Easy CBm ✓ STAR Early Literacy ✓ PALS ✓ DRA-Word Analysis ✓ Other: _____ 	<p>Frequency of Administration (circle one)</p> <ul style="list-style-type: none"> ✓ At least daily ✓ Four days a week ✓ Three days a week ✓ Every two weeks ✓ Once a month ✓ Less than once a month ✓ Less than once a week
<p>Type of Summative Assessment (circle one)</p> <ul style="list-style-type: none"> ✓ SAT 10 ✓ Terra Nova ✓ ITBS ✓ OCCT ✓ OMAAP ✓ DRA-Word Analysis ✓ Other: _____ 	
<p>Type of Diagnostic Tools (circle one)</p> <ul style="list-style-type: none"> ✓ DRA ✓ DRA 2 ✓ GRADE ✓ GORT 4 ✓ Kaufman Test of Education Achievement ✓ PPVT 4 ✓ TPRI ✓ WJ-II ✓ Other: _____ 	<p>Who will Administer? (circle one)</p> <ul style="list-style-type: none"> ✓ Classroom Teacher ✓ Reading Specialist ✓ Other Certified Personnel ✓ Other: _____

Grade Level Data

For each complete the following table for each grade that you serve.

KINDERGARTEN

How will the site use this data to drive instruction?

Strengths

Weaknesses

Grade Level Mid-Year Goals (optional)

Grade Level End of Year Goals

FIRST GRADE

How will the site use this data to drive instruction?

Strengths

Weaknesses

Grade Level Mid-Year Goals (optional)

Grade Level End of Year Goals

SECOND GRADE

How will the site use this data to drive instruction?

Strengths

Weaknesses

Grade Level Mid-Year Goals (optional)

Grade Level End of Year Goals

THIRD GRADE

How will the site use this data to drive instruction?

Strengths

Weaknesses

Grade Level Mid-Year Goals (optional)

Grade Level End of Year Goals

2.6 Professional Development

Professional development for teachers, coaches, administrators should be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (Internal and external) should have base training in reading instruction on scientifically-based reading research.

Core Program

Is any professional development provided or planned to be provided for the core reading program? If yes describe.

Please circle: Yes or No

Professional Development Description:

Reading Interventions

Is any professional development provided or planned to be provided for reading interventions? If yes describe.

Please circle: Yes or No

Professional Development Description:

Reading Assessments

Is any professional development provided or planned to be provided for the reading assessments? If yes describe.

Please circle: Yes or No

Professional Development Description:

Other Professional Development

Is any other professional development provided or planned? If yes describe.

Please circle: Yes or No

Professional Development Description:

2.7 Parent Guardian Communication

School personnel should provide timely updates and information throughout the school year with parents and guardians regarding student performance in reading.

Will every child K-3 that does not meet a score of proficiency, receive a written notice to the parent or guardian 30 days after the assessment?

Please circle: Yes or No

Describe any additional communication with Parent/Guardian:
