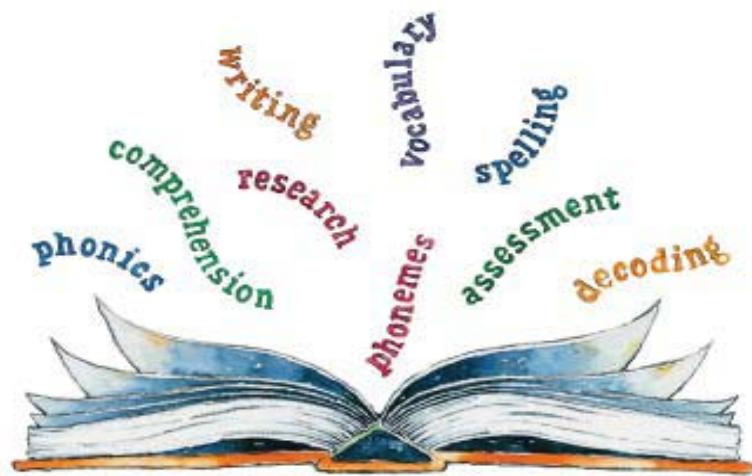


*Reading First
California Technical Assistance Center (C-TAC)*

**Instructions and Materials
for the
2009 School-Level
Implementation Survey
and
2009 School-Level Action Plans**



April 2009

LEA Instructions for the 2009 School-Level Implementation Survey and 2009 School-Level Action Plans

The LEA needs two sources of information from every Reading First school for the *2008-09 Reading First LEA Internal Evaluation Report*: (1) a *2009 School-Level Implementation Survey*, completed by the principal with the assistance of the reading coach (if appropriate), and (2) *2009 School-Level Action Plans*, developed by the school for each grade level K-3. Both of these documents need to be completed and returned to the LEA shortly after the end of the 2008-09 school year.

Materials

Attached are the following materials, all of which will be available on the C-TAC web site at www.readinglions.net/ier for downloading, typing onto, saving, and printing:

- Sample Instructions to Schools for Completing the *2009 School-Level Implementation Survey* and the *2009 School-Level Action Plans*
- *2009 School-Level Implementation Survey*
- *2009 School Level Action Plan* and a sample completed plan

Directions

To collect the school-level information needed for the *2008-09 Reading First LEA Internal Evaluation Report*, the LEA should implement the following process:

1. Customize for your district the Sample Instructions to Schools for Completing the *2009 School-Level Implementation Survey* and *2009 School-Level Action Plans*:
 - Download the document from the C-TAC web site.
 - Format and edit the document to meet your needs.
 - Indicate the due date of the surveys and action plans to the district (no later than two weeks after the school closes).
 - Specify the person and location to which the surveys and action plans are to be returned.
 - Designate a district contact person with contact information for questions.
2. Distribute to each Reading First school your customized version of the Instructions to Schools for Completing the *2009 School-Level Implementation Survey* and *2009 School-Level Action Plans*. This can be done electronically or as hard copy. Distribute these documents so that staff at each school will be able to complete the survey and action plans during the last two weeks of the school year. The survey and action plan template are available on the C-TAC web site where they can be downloaded, typed onto, printed, and saved. School staff can access the survey and action plan template themselves, and then submit them to the district by the specified due date.
3. Collect from each Reading First school a completed *2009 School-Level Implementation Survey* and up to four *2009 School-Level Action Plans* (one per grade level K-3). These materials are due to the LEA no later than two weeks after the school closes. Use these materials to begin to prioritize the needs of the schools and to start the development of the district action plan(s) to address how the district will provide support for schools or groups of schools with similar needs.

Sample Instructions to Schools for Completing the 2009 School-Level Implementation Survey and the 2009 School-Level Action Plans

DIRECTIONS TO LEA: Customize this document to meet your needs. Be sure to (a) indicate the due date of the surveys and action plans to the district (no later than two weeks after the school closes), (b) specify the person and location to which the surveys and action plans are to be returned, and (c) designate a district contact person with contact information for questions. Also, attach as samples the *2009 School-Level Implementation Survey* and the *2009 School-Level Action Plan* template with the completed sample (all of which will be available on the C-TAC web site).

Purpose

Each year our district participates in the Reading First program we are required to develop and submit an LEA internal evaluation report. Like last year's report, our *2008-09 Reading First LEA Internal Evaluation Report* will include school-level and district-level action plans for supporting Reading First schools so that every teacher successfully implements the adopted reading language arts program and improves student reading language arts achievement. The district-level action plans will be based on student achievement data and on data from the *2009 School-Level Implementation Survey* and the *2009 School-Level Action Plans* completed by Reading First schools. A sample of each of these documents is attached. The district will use these documents to determine needs, prioritize actions, align resources, and develop district-wide plans for supporting the Reading First schools. In addition, schools can use their school-level action plans to identify a need based on current student assessment data and create an instructional focus for the first three months of the 2009-10 school year.

Each Reading First school is required to complete a *2009 School-Level Implementation Survey* and up to four *2009 School-Level Action Plans* (one per grade level K-3). These documents will be attached to our *2008-09 Reading First LEA Internal Evaluation Report* submitted to the Reading First California Technical Assistance Center (C-TAC) and the director of our Reading First Regional Technical Assistance Center.

Directions: 2009 School-Level Implementation Survey

All Reading First school principals are required to complete this survey. Collaboration with the school's reading coach(es) is encouraged.

A sample survey is attached. Please use the survey available on the C-TAC web site at www.readinglions.net/ier, which can be completed electronically. You can download, type onto, save, and print the survey. (The response boxes will expand as needed to allow sufficient space for responses.)

The survey focuses on 2008-09 Reading First program implementation at your school, and is based on the school-site *Reading First Assurances* that you (or your predecessor) agreed to when the district applied for participation in the program. The survey asks for the number and percentage of teachers, by grade level, who are meeting the assurances as defined in the survey items. Please be as accurate as possible. For each item, please indicate the evidence that supports your response.

Directions: 2009 School-Level Action Plans

Each Reading First school is required to develop a school action plan for each grade level K-3. The plans should be developed collaboratively by the principal, coach(es), and grade-level teachers. Each action plan is to be for the first three months of the 2009-10 school year.

A school-level action plan template and a sample completed plan are attached. Please use the action plan template available on the C-TAC web site at www.readinglions.net/ier, which can be completed electronically. You can download, type onto, save, and print the survey. (The response boxes will expand as needed to allow sufficient space for responses.)

For each action plan:

- Identify the target grade. One action plan is required for each of grades K-3.
- Specify the implementation dates of the plan (i.e., the first three months of the school year).
- Identify a focus: (a) one or more skill areas, (b) one or more instructional features, or (c) a combination of skill areas and instructional features. The focus of each action plan should be based on a review of the End-of-Year Assessment data (grades K-3) and the final 6-8 Week Skills Assessment data (grades 1-3). (If the grade-level focus is for a skill that is normally addressed in a previous grade level, you will need to also address a grade-level focus, either in the same plan or in an additional plan.)
- Briefly summarize the assessment data that support the need for the plan.
- Describe the specific actions that will be taken by the principal, coach(es), and/or the teachers in the first three months of the 2009-10 school year to improve students' reading achievement.
- Describe the evidence and criteria for success to be used to judge the effectiveness of the action plan. Be specific.

Due Date

Please submit your *2009 School-Level Implementation Survey* and *2009 School-Level Action Plans*, either electronically or as hard copy, no later than [add due date; no later than two weeks following the close of the school year] to [add name and delivery location].

For More Information

If you have any questions about the *2009 School-Level Implementation Survey* and *2009 School-Level Action Plans*, please contact [add name and contact information].

2009 School-Level Implementation Survey

(School)

(District)

All questions in this survey refer to the 2008-09 school year.

General Information:

- A. Indicate, by grade level, (a) the number of Reading First classrooms by program and (b) the number of Reading First teachers. Assign teachers who teach combination classrooms (e.g., grades 1 and 2 combined) to the grade level of the program they are teaching. For example, a teacher who is teaching a grade 1-2 combination class using the grade 1 program should be counted as a grade 1 teacher. (Special Education teachers are not included.)

Grade	Number of Classrooms		Number of Teachers
	English Program	Spanish Program	(Use as denominator to compute the % of teachers for items 1-13)
K			
1			
2			
3			

- B. Indicate the number of teachers who are teaching combination classrooms. (Special Education teachers are not included.)

Grade	Number of Classrooms		Number of Teachers
	English Program	Spanish Program	
K-1			
1-2			
2-3			

- C. Indicate the number of Special Education teachers who are teaching classrooms with the use of the core program. (Fill-in the grade level or grade spans related to K-3 students.)

Grade	Number of Classrooms		Number of Teachers
	English Program	Spanish Program	

2009 School-Level Implementation Survey (continued)

Directions for Survey Items 1-13:

In the following survey items, consider teachers who teach combination classrooms (e.g., grades 1 and 2 combined) as teaching at the grade level of the program they are teaching. For example, a teacher who is teaching a grade 1-2 combination class using the grade 1 program should be considered a grade 1 teacher.

To compute the percentages of teachers, use as the denominator the total number of teachers (by grade level) from the last column in your response to Question A (previous page).

For each item, specify the evidence that supports your response.

1. Indicate, by grade level, the number of Reading First teachers who throughout the school year almost always spent at least the time specified below teaching the district's adopted reading/language arts program daily.

Kindergarten: 60 minutes

Grades 1-3: 150 minutes

Grade	Number of Teachers	Percent (%) of Teachers
K		
1		
2		
3		
Evidence:		

2. Indicate, by grade level, the number of Reading First teachers who completed all lessons on the district's pacing schedule or were within one week of doing so by the end of this school year.

Grade	Number of Teachers	Percent (%) of Teachers
K		
1		
2		
3		
Evidence:		

2009 School-Level Implementation Survey (continued)

3. Indicate, by grade level, the number of Reading First teachers who attended at least eight grade-level meetings that focused on instruction and assessment in reading/language arts.

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

4. Indicate, by grade level, the number of Reading First teachers who completed 40 hours of SB 472 training (Year 1 teachers) or 40 hours of training for the advancement of skills in using the adopted program and delivering instruction (Years 2-5 teachers).

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

5. Indicate, by grade level, the number of Reading First teachers who completed 80 hours of practicum activities as a follow-up to the 40-hour training specified in item 4.

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

2009 School-Level Implementation Survey (continued)

6. Indicate, by grade level, the number of Reading First teachers who routinely administered the following assessments:

Kindergarten: *Kindergarten Monitoring Logs and Fall, Mid-Year, and Spring Assessments*
 Grades 1-3: *State-provided 6-8 Week Skills Assessments*

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

7. Indicate, by grade level, the number of Reading First teachers who routinely entered the results from the state-provided *Kindergarten Assessments* and *6-8 Week Skills Assessments* into the district's electronic data reporting system (OARS, SOARS, the district's own system, or other vendor system).

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

8. Indicate, by grade level, the number of Reading First teachers who routinely used the results from the assessments (indicated in item 7) to plan and improve instruction.

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

2009 School-Level Implementation Survey (continued)

9. Indicate, by grade level, the number of Reading First teachers who used the district’s adopted reading/language arts program materials for the teaching of reading/language arts almost exclusively (i.e., rarely or never used materials that are not part of the adopted core program or stand-alone intervention program).

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

10. Indicate, by grade level, the number of Reading First teachers who routinely taught all components of the district’s adopted reading/language arts program each week.

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

11. Indicate, by grade level, the number of Reading First teachers who implemented reasonably well or very well the district’s adopted reading/language arts program as designed.

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

2009 School-Level Implementation Survey (continued)

12. Indicate, by grade level, the number of Reading First teachers for whom the reading/language arts coach provided at least two hours of support monthly.

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

13. Indicate, by grade level, the average number of 20-minute or longer observations you (principal) conducted monthly. What percentage of Reading First teachers does this represent by grade level?

Grade	Number of Teachers	Percent (%) of Teachers
<i>K</i>		
<i>1</i>		
<i>2</i>		
<i>3</i>		
Evidence:		

Survey Completed By:

(Principal Name)

(Reading Coach - *Optional*)

2009 School-Level Action Plan

(School)

(District)

Grade:	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Implementation Date: <small>(First 3 months of 2009-10)</small>	
Kindergarten Skills	<input type="checkbox"/> cvc words <input type="checkbox"/> consonant sounds <input type="checkbox"/> high frequency words <input type="checkbox"/> lower/upper case letters <input type="checkbox"/> rhyming <input type="checkbox"/> vowel sounds <input type="checkbox"/> phonemes		
Grades 1-3 Skills	<input type="checkbox"/> oral fluency <input type="checkbox"/> vocabulary <input type="checkbox"/> usage <input type="checkbox"/> comprehension <input type="checkbox"/> spelling <input type="checkbox"/> writing		
Instructional Features	<input type="checkbox"/> pacing schedule <input type="checkbox"/> flexible grouping <input type="checkbox"/> skill assessment <input type="checkbox"/> instructional minutes <input type="checkbox"/> direct teaching <input type="checkbox"/> extended instructional minutes		
Action Plan Description			
Summary of student assessment data that support the need for the plan			
Specific actions and person(s) responsible for implementation of actions			
Evidence and criteria to be used to measure effectiveness of actions			

Magnolia Elementary

Tree Flower Union School District

(School)

(District)

Grade:	<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Implementation Date: <small>(First 3 months of 2009-10)</small>	9/7 - 11/30
Kindergarten Skills	<input type="checkbox"/> cvc words <input type="checkbox"/> consonant sounds <input type="checkbox"/> high frequency words <input type="checkbox"/> lower/upper case letters <input type="checkbox"/> rhyming <input type="checkbox"/> vowel sounds <input type="checkbox"/> phonemes		
Grades 1-3 Skills	<input checked="" type="checkbox"/> oral fluency <input type="checkbox"/> vocabulary <input type="checkbox"/> usage <input type="checkbox"/> comprehension <input type="checkbox"/> spelling <input type="checkbox"/> writing		
Instructional Features	<input type="checkbox"/> pacing schedule <input type="checkbox"/> flexible grouping <input type="checkbox"/> skill assessment <input type="checkbox"/> instructional minutes <input type="checkbox"/> direct teaching <input type="checkbox"/> extended instructional minutes		

Action Plan Description

Summary of student assessment data that support the need for the plan

2009 End-of-Year Fluency scores indicated 53% to 64% (passage 1 to 2) of the incoming first grade students **did not meet benchmark**. The 2009 End-of-Year Fluency scores for 2nd grade indicated 72% to 78% of these students also **did not meet benchmark**. In a review of the 6-8 *Week Skills Assessments*, it was noted that not all teachers submitted scores for both passages in a timely manner. Agendas for last year's grade-level meetings covered a variety of topics but lacked a centralized focus.

Specific actions and person(s) responsible for implementation of actions

The first grade-level meeting scheduled for the year will be devoted to oral fluency. Principal and coach will facilitate session and share grade-level data from previous year which identifies the percentage of students on the 6-8 *Week Skills Assessments* and on the *End-of-Year Assessments* who performed below benchmark. Teachers will discuss data and determine how many minutes daily will be set aside for students to practice oral fluency; where in the instructional program they will find strategies and oral fluency practice materials; what support they will need from the coach; and set targets for percentage of students to be performing at benchmark for the next two 6-8 *Week Skills Assessments* subtests of oral fluency. All grade-level meetings occurring during the first three months will cover topics related to oral fluency instruction, and teachers will share results of the 6-8 *Week Skills Assessments*.

Teachers will commit to agreed-upon daily minutes for oral fluency instruction and practice. They will report efforts at grade-level meetings up to the end of the 3-month period using assessments as documentation. Coach will work with teachers with high numbers of students performing below benchmark. Coach will also feature special workshops on oral fluency (why it is important and instructional strategies). Principal will monitor grade-level meeting discussions, make regular classroom visits to observe instruction and practice sessions for oral fluency, and monitor 6-8 *Week Skills Assessments* data.

Evidence and criteria to be used to measure effectiveness of actions

The oral fluency on the first two 6-8 *Week Skills Assessments* will be analyzed to determine whether appropriate benchmark % targets were set, reported, and met. Data will be reviewed by the principal, teachers, and coach during grade-level meetings. If targets are not met for the first 6-8 *Week Skills Assessments*, the action plan will be modified to keep the focus on meeting oral fluency performance targets. The principal will review schedules and observe classrooms to confirm an increase in student opportunities for instruction and differentiated practice related to fluency.