Move On When Reading
K-3 Literacy Plans Guidance

LEA Level

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LEA LEVEL PLAN

This document is designed to support you as you compile the information on the **K-3 LEA Literacy Plan** which will be submitted to the Arizona Department of Education (ADE). LEAs receiving an "A" or "B" accountability label will only need to submit their plan. LEAs receiving a "C", "D" or "F" accountability label must have their plans approved by the State Board. It is important that the information is accurate and complete and that it reflects your current LEA literacy plan. You will need to compile all of your school-level literacy plans for those schools who have a current K-3 program.

Section #1: LEA Plan Contact Information

This section includes three (3) sets of information.

First, please enter the Local Education Agency (LEA) and school information including:

- LEA name
- LEA ENTITY ID number
- LEA CTDS number
- Indicate that the LEA is either a District or a Charter Holder
- Indicate the Arizona county in which the LEA resides
- Superintendent's first and last name

Also in this section, please include information about your K-3 schools and Kindergarten programs.

- Number of schools in LEA (2012-2013)
- Number of schools with K-3 programs (2012-2013)
- Number of schools with half-day Kindergarten programs
- Number of schools with full-day Kindergarten programs

Next, please include information for the point of contact that can answer questions about the submitted LEA-level plan. Please include:

- First and last name
- Preferred phone number with area code
- Preferred e-mail address

Section #2: LEA Literacy Leadership Team

The LEA literacy leadership team uses assessment data, develops district wide achievement goals for literacy and for instruction. They coordinate professional development, monitor progress and make adjustments to the district plan. They meet regularly (usually monthly) to manage, organize and coordinate literacy activities district wide.

Next, please identify and include information about the LEA literacy coordinator:

- First and last name
- Preferred phone number with area code
- Preferred e-mail address

Please verify that all of your schools have or will have a School Literacy Leadership Team in place for the 2012-2013 school year.

Section #3: K-3 Core Reading Program(s) (Tier I) for the 2012-2013 school year

A comprehensive, well-designed core reading program meets Arizona's Common Core Standards-English Language Arts and provides teachers with tools for systematic and explicit instruction that is cumulative. An effective comprehensive core reading program will meet the needs of 80-85% of students. It addresses the 5 essential components of reading instruction: Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency and Comprehension.

K-3 Core Reading Block Program(s)

Please indicate the percentage of K-3 school programs using the identified **Core Reading Program (s)** for each grade level. Type the percentage in the field provided for each grade level. Please include the percentage of Structured English Immersion (SEI) classrooms using the program(s).

If you do not find your **Core Reading Program** on this list, please type in the fields with the Publisher, Program Name and Year of publication. Please include the percentage in each grade level using the program.

You will find a resource for evaluating/reviewing comprehensive core programs at the end of this document.

Check the boxes for the components which are included in your 'other' K-3 reading programs (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension)

A glossary of terms including Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension can be found at the following link: http://www.centeroninstruction.org/files/09-PG%20Ch%209.pdf

Instructional Time for K-3 Core Reading Block

Provide the percentage of K-3 programs that provide a Tier I core reading block for each grade level. Please include the percentage of schools that have submitted their K-3 Master Reading Block Schedule. The LEA should have received an attachment of the master reading block schedule from all of their K-3 schools. This attached master schedule must include the *school name* and the *school principal's name*.

In addition to each grade level, please include the percentage of SEI classrooms that provide instruction addressing the reading standards for each of the indicated time blocks.

Section #4: Reading Intervention Programs (Tiers II and III)

Effective Intervention Programs have been proven successful through published and reliable research. Programs for intervention address specific components of reading and are designed to close the gap and remediate reading difficulties. Intervention programs that are Supplemental, address one or several reading components, while Intensive Interventions address and weave *all* reading components together. It is important to be aware of the purpose and design of each intervention program in order to appropriately match the program to the individual student need.

K-3 Intervention (Tier II and Tier III) Program(s)

For each grade level, please indicate the percentage of schools using intervention programs (Tier II Targeted intervention and Tier III- Intensive intervention). Some choices are already populated. If you do not see your Supplemental or Intensive Intervention program, please fill in the name of the program in the box marked 'other Tier II or Tier III program'. You may have more than one intervention program per grade level.

If 'other' program is being used, you will find a resource for your reference for evaluating/reviewing intervention programs at the end of this document.

It is possible that you do not currently have Tier III Intensive Intervention yet in place. Please provide an explanation in the box.

For identified *special education* students (SLD identified specific reading disability), please indicate the Intervention reading programs in the box provided, if one is being used.

Frequency and Duration of Intervention

For each grade level and for each intervention (Tier II and Tier III), indicate the percentage of schools for each applicable frequency (number of days per week) and duration (number of minutes per session) of the intervention students receive.

It is possible that you do not currently have Tier III Intensive Intervention yet in place. Please indicate the percentage of schools at each grade level that Tier III is not available, if this is your situation.

Section #5: K-3 Assessment Plan

As per ARS §15-704, the required comprehensive assessment components include Universal Screening, Diagnostic Assessment, Progress Monitoring Tools and an Outcome Assessment. This system identifies students at risk of reading difficulty at the beginning of the school year or upon entry in school, determines specific skill areas to be addressed in intervention and provides progress monitoring information for student and program decisions.

Outcome Assessment

3rd Grade AIMS-Reading Data

Enter the percentage of third grade students for the LEA at each level (Exceeds, Meets, Approaches, Falls Far Below) for AIMS-Reading. Use the data from your Accountability Reports from 2011, 2010, 2009.

Universal Screening

Universal Screening Tools are administered to <u>all students</u> and provide baseline data for sorting those who meet benchmark (grade level) and those who do not meet benchmark *(at-risk).*

Scheduling of Assessment

Please indicate percentage of schools for each of the time frames *when* students receive the universal screening.

Next, indicate the percentage of schools using the universal screening tool. Two commonly used universal screeners are listed. Use the box labeled "other" to enter the name of your universal screening tool if it is *not* DIBELS/DIBELS NEXT or AIMSweb.

Diagnostic Tools

Diagnostic Tools are used for students who are not at benchmark and for whom additional information is necessary for targeted instruction.

Scheduling of Assessment

Please indicate the percentage of schools scheduling diagnostic assessments during each of the time frames indicated.

Diagnostic Tools: Please indicate the percentage of schools using each diagnostic tool for each grade level. If you use additional diagnostic tools not listed, please indicate what they are in the box labeled *other*.

Progress Monitoring Tools

Progress Monitoring Tools provide information to help determine effectiveness of instruction, student progress and plans for intervention.

Assessment Frequency

Please indicate the percentage of schools at each frequency (*when* students are monitored) for each category [At Benchmark, At Approaching (Targeted) and At Significant Risk (Intensive)].

Progress monitoring tool: Please indicate the percentage of schools using each tool for each grade. If you do not use DIBELS/DIBELS NEXT or AIMSweb, please enter the *name* of your progress monitoring tool in the section labeled '*other*'.

Summative Assessment Tools

Summative Assessments measure a student's overall performance at the end of each grade level and the effectiveness of core reading instruction.

Please indicate the percentage of schools at each grade level for each summative assessment tool. If you do not use DIBELS/DIBELS NEXT or AIMSweb, please enter the name of your summative assessment tool for K-2nd grade in the section labeled 'other'. The Summative Assessment tool given to third grade students is AIMS. No indication is necessary for Third Grade.

Section #6: Professional Development Plan

A professional development plan is aligned with data and addresses the needs for instructional improvement. The Literacy Leadership team is involved in the planning of professional development.

Please indicate the providers for the area(s) of focus for your 2012-2013 professional development plans and the percentage of schools in each focus area by grade level.

Section #7: Parent/Guardian Communication

Communication with parent/guardian is essential and includes steps for their involvement at home. Please indicate the percentage of schools that have informed parents of ARS § 15-701 (B) and the percentage of schools who have notified parents of the pupil's reading deficiency with a description of the child's intervention plan.

Please use the LEA Comments box for any additional information you would like to provide.

Section #8: LEA Move On When Reading K-3 2012-13 Budget

The LEA Literacy Plan budgets will be incorporated in the standard budget submission process via the ADE Common Logon. No additional budget report is required.

K-3 Literacy Assessment Data

Aside from submitting the literacy plan, LEAs are required to submit their K-3 interim assessment data three (3) times per school year using the *Move On When Reading –LEA K-3 Literacy Assessment Data 2012-2013* record sheet. The record sheet is an Excel spreadsheet saved as an .xlsm file.

The due dates for the three (3) submissions of the K-3 Literacy Assessment Data are as follows:

1. **October 1, 2012**
2. **February 1, 2013**
3. **June 1, 2013**

Please save your *Move On When Reading –LEA K-3 Literacy Assessment Data 2012-2013* record sheet on your computer and continue to update the data before each submission. Then use the Submit this data to: moveonwhenreading@azed.gov link located in the last line of the spreadsheet. You will need to substitute your LEA name for the "LEA NAME" portion of the subject line before submitting.

CORE READING PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Core Reading Program that is being used for their K-3 reading program. The list does not constitute an endorsement or approval of any particular program. The list is meant to be just one source of information that may help LEA's or school personnel in filling out the K-3 Literacy Plan.

Harcourt, **Trophies** 2003

Houghton Mifflin, **The Nation's Choice** 2003

Houghton Mifflin, **Houghton Mifflin Reading** 2007, 2009

Houghton Mifflin/Harcourt, **Storytown** 2007, 2009

Houghton Mifflin/Harcourt, **Rigby Literacy 2000, 2011**

Houghton Mifflin/Harcourt, **Literacy by Design** 2011

MacMillan/McGraw-Hill, *MacMillan* **McGraw-Hill Reading** 2003

Macmillan/McGraw-Hill, **Treasures** 2007, 2009, 2011

Mondo, **Bookshop**

Scott Foresman, **Scott Foresman Reading *2000, 2002,*** 2004

Pearson, Scott Foresman **Reading Street** 2008, 2011

SRA, **Open Court** 2000, 2002, 2005

SRA/McGraw-Hill, **Imagine It!** 2008

SRA/McGraw-Hill, **Reading Mastery Plus** 2002

SRA/McGraw-Hill, **Reading Mastery Signature** 2008

Success For All Foundation, **Success For All** 2003, 2005

Voyager, **Universal Literacy** 2003

SUPPLEMENTAL AND INTERVENTION PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Supplemental and Intervention Reading Program(s) that are being used for their Tier II (targeted) or Tier III (intensive) intervention programs. **The list does not constitute an endorsement or approval of any particular program.** The list is meant to be a source of information that may assist LEA's or school personnel in completing the K-3 Literacy Plan.

Section: Reading Intervention Programs for Tier II and Tier III

1. Accelerated Reader
2. Accelerated Literacy Learning (A.L.L.)
3. Barton Reading & Spelling System
4. Building Vocabulary Skills
5. Comprehension Plus
6. Corrective Reading
7. DaisyQuest
8. Early Intervention in Reading
9. Early Success
10. Earobics
11. Edmark Reading Program
12. Elements of Reading, Comprehension
13. Elements of Reading, Fluency
14. Elements of Reading, Phonics and Phonemic Awareness
15. Elements of Reading, Vocabulary
16. First Grade Peer-Assisted Literacy Strategies
17. Failure Free Reading
18. Fast Forword Language
19. Fundations
20. Great Leaps
21. Harcourt Trophies First Grade Intervention Kit
22. Headsprout Early Reading
23. Horizons
24. iStation
25. Kaleidoscope
26. KidBiz3000
27. Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
28. Ladders to Literacy
29. Language!
30. Language First!
31. Language for Thinking
32. LeapTrack Assessment & Instruction System
33. Lexia Reading
34. LiPS
35. PALS
36. Peer-Assisted Learning Strategies

37. Phonics for Reading
38. Phono-Graphix
39. PLATO Early Reading Program
40. PLATO FOCUS and Reading Language Program
41. Project Read
42. QuickReads
43. Questioning the Author
44. RAVE-O
45. Read Well
46. Read, Write & Type
47. Reading Recovery
48. Road to the Code
49. Saxon Phonics and Spelling
50. Scott Foresman Early Reading Intervention
51. Seeing Stars
52. Sing, Spell, Read and Write
53. Six Minute Solution
54. Smart Tutor: Reading
55. Smart Way Reading and Spelling
56. Soar to Success
57. Sound Partners
58. Spalding Writing Road to Reading
59. SpellRead
60. S.P.I.R.E. and Sounds Sensible
61. SRA Early Interventions in Reading
62. Start Making a Reader Today (SMART)
63. Stepping Stones to Literacy
64. Success For All
65. Text Talk
66. Visualizing and Verbalizing
67. Voyager Passport E, F, & G
68. Voyager Universal Literacy System
69. Waterford Early Reading System
70. Wilson Fluency/ Basic
71. Wilson Reading System

Guidelines to Review Comprehensive (Core) Reading Programs

Florida Center for Reading Research

http://www.fcrr.org/fcrrreports/guides/CCRP.pdf

Scientifically-Based Reading Programs: What are they and how do I know?

http://www.fcrr.org/science/pdf/arndt/AA_Summer_Institute_July_2007.pdf

Analyzing a Core Reading Program

http://oregonliteracypd.uoregon.edu/sites/default/files/topic_documents/20-R2-CriticalComponents.pdf

Center on Instruction Professional Development Module Reviewing a Reading Program

http://www.centeroninstruction.org/reviewing-a-reading-program-professional-development-module

ADDITIONAL RESOURCES

Teaching All Students to Read in Elementary School: A Guide for Principals

http://www.centeroninstruction.org/teaching-all-students-to-read-in-elementary-school-a-guide-for-principals

Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders

http://www.centeroninstruction.org/a-comprehensive-k-3-reading-assessment-plan-guidance-for-school-leaders

Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide

http://www.centeroninstruction.org/intensive-reading-interventions-for-struggling-readers-in-early-elementary-school-a-principals-guide