



# Intensive Targeted Technical Assistance Sessions in Support of Developing District Reading Plans

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# Goals for Today

- To provide a brief overview of Act 284–Read to Succeed and specific requirements for the development of reading plans
- To discuss the purpose and components of district reading plans
- To explore tools designed to support the development or refinement of reading plans



# Montessori education comes to Lexington Three

Lexington School District Three receives \$200,000 to launch Montessori program.

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# READ TO SUCCEED

## Legislation and Reading Plans

- Read to Succeed Act (Act 284)
- South Carolina State Reading Plan
- District Reading Plan Guidance (pdf 503kb)
- School Reading Plan Guidance (pdf 499kb)

## Summer Reading Camps

- Proviso 167
- 2016-01-21 Summer Reading Camp Pre-Camp Reporting and Information Memo (pdf, 27kb)
- 2015-2016 Summer Reading Camp Community Partnership Grant
- SC Summer Reads

## Interventions

- SC Intervention Guidance - Kindergarten through Grade Five (pdf 668kb)
- What Works Clearinghouse
- The National Center on Response to Intervention (RTI)

# Act 284–Read to Succeed

- Third Grade Retention (2017–18)
- State, District, and School Reading Plans
- Summer Reading Camps
- Interventions
- PreK and Kindergarten Readiness Assessments
- School–Based Reading Coaches
- Pre–Service and In–Service Requirements
- Family, School, Community Partnerships

# District and School Reading Plans

Beginning in Fiscal Year 2015–16, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office.

Each district shall develop a comprehensive plan for supporting the progress of students as readers and writers, monitoring the impact of its plan, and using data to make improvements and to inform its plan for the subsequent years.

Each school must prepare an implementation plan aligned with the district reading plan.

The school plan will be a component of the school renewal plan.

A school plan shall be sufficiently detailed to provide practical guidance for classroom teachers.

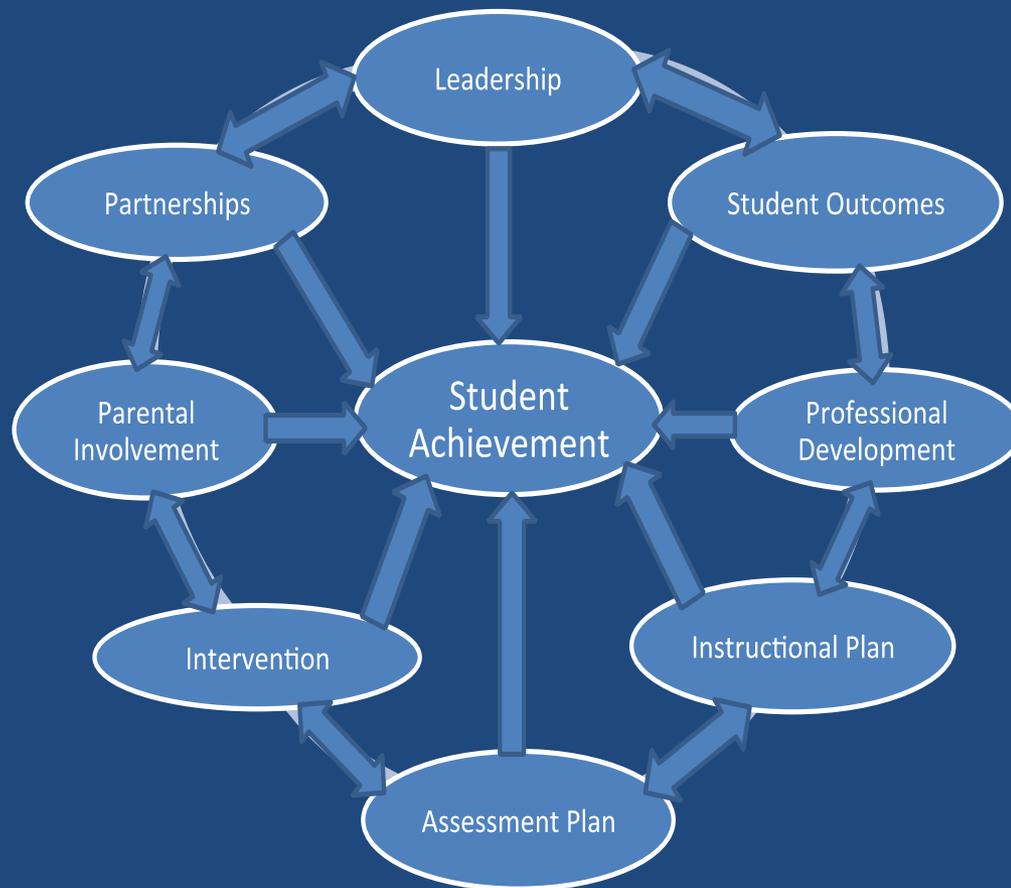
Proposed strategies for assessment, instruction, and other activities specified in the school plan must be sufficient to provide to classroom teachers and other instructional staff helpful guidance that can be related to the critical reading and writing needs of students in the school.

# Making it Happen

- District plans are due April 25, 2016 as part of the **District Strategic Plan** submission.
- School plans are due April 25 or no later than September 1, 2016 as part of the **School Renewal Plan** submission.
- All plans are to be implemented beginning with the 2016–17 school year.

# Components of the Reading Plan

- Leadership
- Student Outcomes
- Professional Learning Opportunities
- Assessment Plan
- Instructional Plan
- Parent and Family Involvement
- School Community Partnerships



# Guidance Documents

- The district and school guidance documents elaborate upon each component.
- The guiding questions stimulate thinking and conversation.
- District and School Literacy Leadership Teams lead the development and writing of the plans and support the implementation of the plans.

# Leadership

- Who will serve as the district leader to support evidence-based reading practices?
- How will stakeholders be informed regarding the prekindergarten through twelfth grade District Reading Plan?
- How will the District Literacy Leadership Team support evidence-based reading practices and effective writing instruction aligned to state policies, specifically Read to Succeed?

# Student Outcomes

- Using state assessment data, what are the student achievement goals for each grade, prekindergarten through twelfth grade?
- If state assessment data is not available for specific grade levels, what local assessment data will be used to set student achievement goals?
- What steps were taken to establish goals for each grade, prekindergarten through twelfth grade?

# Professional Learning Opportunities

- How will the district provide systemic professional learning opportunities for principals and teachers in the areas of scientifically-based reading instruction, discipline-specific literacy and intervention?
- How will the district provide professional learning opportunities to help schools use assessment data to target instruction and intervention based on student needs?

- How will the district utilize reading coaches to provide job-embedded professional learning opportunities?
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- How will professional learning opportunities be targeted at individual teacher needs, as determined by analysis of student performance data?
- What delivery models will be used to help ensure all educators can have access to the professional learning opportunities provided?

# Assessment Plan

- What formative and summative assessments are used as part of the district's comprehensive assessment system?
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- How will assessment be utilized to enable teachers to measure student progress in reading and writing to better inform instructional and intervention decisions?
- How will assessment results be used to evaluate the district's literacy program for all students?
- How will the district ensure assessment results are clearly communicated and provided to parents and families in a timely manner?

# Instructional Plan

- Element 1: Time
- Element 2: Numerous Books
- Element 3: High-Quality Instruction
- Element 4: Grouping Structures
- Element 5: Intervention

# Element 1: Time

- How much time is devoted to daily and authentic reading and writing in all classrooms, Prek-12?
- Does the schedule maximize instructional time?
- What universal screening measures and progress monitoring tools will be used to determine which students will receive intervening services and at which level of frequency and intensity?

# Element 2: Numerous Books

- How will the district expand school and classroom libraries to provide a wide selection of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students?

# Element 3: High-Quality Instruction

- What evidence-based instructional strategies, materials and/or curriculum, will be implemented to ensure high-quality reading instruction?

# Element 4: Grouping Structures

- What flexible grouping structures will be used to meet the needs of all students?
- What methods, data, etc. will be used to determine the grouping structures needed?
- What progress monitoring tools will be used to ensure adjustments to the grouping structures are made as needed based on data?

# Element 5: Intervention

- How will the district ensure teachers have the knowledge-base and skills to intensify instruction for students having reading difficulties?
- How will the district promote a multi-tiered system of support?
- How will assessment data be analyzed and used in order to drive instructional decision-making for all students, specifically struggling readers?
- How will instruction be intensified for students having reading difficulties (e.g. more time, smaller group size, more explicit and systematic instruction targeted at student needs, more guided practice, and immediate corrective feedback)?

- How much time will be devoted to intensive intervention for struggling readers (e.g. struggling readers will receive thirty minutes of intervention on a daily basis above and beyond the ninety minute reading block)?
- How will supplemental instruction be provided outside of the school day; and for whom and by whom?
- What additional strategies or interventions will be implemented to support struggling readers that aren't progressing at the rate they need to be to reach grade level reading by the end of third grade?

- How will the district develop a plan for schools to communicate with parents?
- What documentation will be used to notify parents of the intensive interventions their child will receive?
- What system of documentation will be used to notify parents for possible retention?

# Parent and Family Involvement

- How will the district inform parents about Read to Succeed?
- How will the district involve parents so they can support their child as a reader at home?
- How will the district communicate the third grade reading goal to all stakeholders, especially parents?
- How will you educate parents on the grade level expectations as students progress from grade to grade?

# School Community Partnerships

- How will the district create partnerships with business and community organizations to raise awareness of the importance of literacy district-wide?
- What supports will be in place to increase the amount of reading in and out of school?

# Putting It All Together

- Self-reflection tool and rubrics
- Template
- Appendix A
- Appendix B

# Contact Information

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