

PLANNING AND EVALUATION TOOL FOR EFFECTIVE READING FIRST IMPLEMENTATION FOR SCHOOL SITES

Assurances	Rating	Documentation of Evidence
Guide the monitoring of student progress based on the selected assessments approved by the district; and use the results to make program decisions for the purpose of maximizing student achievement.		
Attend, in Year 1, or the first year the principal works at the Reading First school site, either the CPDI Reading institutes for principals or AB75 Principal Training Program for Module 1 based on the district’s State adopted reading/language arts instructional program.		
Insist on and ensure the full implementation of the adopted reading/language arts program for K-3 teachers and K-12 special education teachers.		
Ensure that any supplemental materials, technology programs, or staff development programs will be in alignment with the scientific research-based, adopted program.		
Assure that the school’s Reading First Program is coordinated with staff and advisory committees, responsible for Language Acquisition, Title 1, School Improvement, and Special Education programs.		
Assure that coaches are adequately prepared to serve as a peer coach to teachers implementing the adopted reading/language arts program.		
Hold regular meetings with the reading coach who is working with the school’s teachers; and conduct classroom observations with coach on a regular basis.		