

# Reading First Implementation of Site Assurances

**The principal and vice principal, as instructional leaders, agree to:**

Site Assurance	Support/Suggestion for Principal
1. Establish a well-defined school vision (supporting district vision) with goals and objectives for student achievement ( <i>including the belief that all students can read at grade level if adequately taught</i> ).	
2. Support full implementation of the district's State adopted reading/language arts instructional program and protect the daily instructional time from disruptions for a <u>minimum</u> of 2.5 hours for Grades 1-3, 2.5 hours and 1 hour for Kindergarten, through the use of a pacing schedule.	
3. Require that all teachers (K-3 and offer to K-12 special education) participate in year 1, or in the first year the teachers work at a Reading First school site, the State Board approved AB 466 program (with LEA responsible for 80 hours of practicum).	
4. Require in Years 2 and 3, all teachers participate in comparable AB 466 professional development program for advancement of skills in use of adopted program and instructional strategies.	
5. Be involved in, and knowledgeable of, the instructional delivery of the program.	
6. Organize and support regular, collaborative, grade level teacher meetings to discuss use of the instructional program and student results on the selected assessments, and to develop action plans for student interventions and/or additional teacher training.	

<p>7. Guide the monitoring of student progress based on the instructional program assessment and others approved by the district; and use the results to make program decisions for the purpose of maximizing student achievement.</p>	
<p>8. Attend, in Year 1, or the first year the principal works at a Reading First school site, the AB 75 Principal Training Program for Module 1 based on the district's State adopted reading/language arts instructional program.</p>	
<p>9. Insist on and ensure the full implementation of the adopted reading/language arts program for K-3 teachers.</p>	
<p>10. Ensure that any supplemental materials, technology programs, or staff development programs will be in alignment with the scientific research-based, adopted program.</p>	
<p>11. Assure that the school's Reading First Program is coordinated with staff and advisory committees responsible for Language Acquisition, Title I, School Improvement, and Special Education programs.</p>	
<p>12. Assure that coaches are adequately prepared to serve as a peer coach to teachers implementing the adopted reading/language arts program.</p>	
<p>13. Hold regular meetings with the reading coach; and conduct classroom observations with coach on a regular basis.</p>	