

ENGLISH OUTCOME DATA GRID

Grade	Perf. Goal	ENGLISH OUTCOME DATA GRID															
		Overall		Ethnicity								Special Populations					
				African American		Hispanic		White		Other/NR		Low SES		ELL		Disability	
		Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007
+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.		
1	≥ 60%																
2	≥ 60%																
3	≥ 89%																

Grades 1 and 2 = Percent at or above the 40th percentile - National Norms; Grade 3 = Percent Met - Texas State Average for 2007

SPANISH OUTCOME DATA GRID

Grade	Perf. Goal	SPANISH OUTCOME DATA GRID															
		Overall		Ethnicity								Special Populations					
				African American		Hispanic		White		Other/NR		Low SES		ELL		Disability	
		Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007	Spring Y1 to 2007	Spring 2007
+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.	+% = -%	% Prof.		
1	≥ 60%																
2	≥ 60%																
3	≥ 81%																

Grades 1 and 2 = Percent at or above the 40th percentile - National Norms; Grade 3 = Percent Met - Texas State Average for 2007

Grade Level	Perform. Goal	ENGLISH (TPRI) DATA GRID					
		PA		GK		CO	
		EOY Y1 to 06-07	EOY 06-07	EOY Y1 to 06-07	EOY 06-07	EOY Y1 to 06-07	EOY 06-07
		+% = -%	% SD	+% = -%	% SD	+% = -%	% SD
K	$\leq 20\%$						
1	$\leq 20\%$						
2	$\leq 20\%$						
3	$\leq 20\%$						

Grade Level	Perform. Goal	SPANISH (TEJAS LEE) DATA GRID					
		PA		GK		CO	
		EOY Y1 to 06-07	EOY 06-07	EOY Y1 to 06-07	EOY 06-07	EOY Y1 to 06-07	EOY 06-07
		+% = -%	% SD	+% = -%	% SD	+% = -%	% SD
K	$\leq 20\%$						
1	$\leq 20\%$						
2	$\leq 20\%$						
3	$\leq 20\%$						

ENGLISH DATA SUMMARY TABLE

GRADE	OUTCOME		PA			GK			CO							
	Over Time	Current	Over Time	Current		Over Time	Current		Over Time	Current						
K			I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B		
1	I(+) S(=) D(-)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B
2	I(+) S(=) D(-)	A	E	B				I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B	
3	I(+) S(=) D(-)	A	E	B				I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B	
All	I(+) S(=) D(-)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B

Performance Over Time:	I = Performance Improved	S = Performance Stable	D = Performance Declined
Current Level of Performance:	A = Above Goal	E = Equal to Goal	B = Below Goal

SPANISH DATA SUMMARY TABLE

GRADE	OUTCOME		PA			GK			CO					
	Over Time	Current	Over Time	Current		Over Time	Current		Over Time	Current				
K			I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B
1	I(+)	S(=)	D(-)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B
2	I(+)	S(=)	D(-)	A	E	B				I(-) S(=) D(+)	A	E	B	
3	I(+)	S(=)	D(-)	A	E	B				I(-) S(=) D(+)	A	E	B	
All	I(+)	S(=)	D(-)	A	E	B	I(-) S(=) D(+)	A	E	B	I(-) S(=) D(+)	A	E	B

Performance Over Time:	I = Performance Improved	S = Performance Stable	D = Performance Declined
Current Level of Performance:	A = Above Goal	E = Equal to Goal	B = Below Goal

ENGLISH PLANNING TEMPLATE

District/Campus: _____

Grade/ Domain of Need	Specific Needs	Initial Planning Steps	Area of Action Plan to Address Need
			Leadership Assessment Core Reading Program Instructional Framework Reporting Sustainability
			Leadership Assessment Core Reading Program Instructional Framework Reporting Sustainability
			Leadership Assessment Core Reading Program Instructional Framework Reporting Sustainability
			Leadership Assessment Core Reading Program Instructional Framework Reporting Sustainability

SPANISH PLANNING TEMPLATE

District/Campus: _____

Grade/ Domain of Need	Specific Needs	Initial Planning Steps	Area of Action Plan to Address Need
			Leadership Assessment Core Reading Program Instructional Framework Reporting Sustainability
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Superintendent's Reading First Action Plan 2007-2008

LEADERSHIP					
Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Reading First (RF) district leadership team formed (includes superintendent, RF coordinator, district financial manager, reading/language arts coordinator, special education coordinator, bilingual coordinator [if applicable])					
RF campus leadership team formed on each campus (includes principal, local campus coach [LCC], grade level leaders, special education teacher, reading specialists)					
RTA(s) included in communication infrastructure as an integral part of district & campus leadership team(s)					
Dates confirmed for district & campus administrators to meet with RTA(s) to review student achievement results, progress toward campus goals, & the status of grant implementation					
Superintendent & district leadership team scheduled to attend state-level RF Superintendents' Summit (2007-2008)		Sept. 10-12, 2007 Houston			
LCCs scheduled to attend RF Coaching Institute (2007-2008)		May 13-14, 2008 Houston			
LCCs, principals, & RF director scheduled to attend National RF Conference (2007-2008)		July 2008			

ASSESSMENT

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Screening, diagnostic, and progress-monitoring assessments from 2006–2007 Commissioner’s List used in every classroom					
Ongoing professional development on administering & interpreting student achievement data from early-reading assessments scheduled					
Assessment schedule aligned with RF administration windows documented					
Dates for RTA(s) & campus leadership team(s) to review BOY, MOY, & EOY assessment data confirmed after each administration of assessments					
Instructional & professional development priorities identified by RTA(s) & district/campus leadership team(s)					
Database for organizing, analyzing, & interpreting assessment data utilized at district & campus levels					

CORE READING PROGRAM

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
SBRR core reading program materials utilized in every K-3 & K-12 special education classroom					
Based on assessment data, ongoing core reading program training for LCCs, K–3 teachers, K–12 special education teachers, & interventionists scheduled through RTA(s) &/or vendor					
Ongoing Critical Elements Analysis of the core reading program(s) reviewed by RTA(s) & LCC(s)					
Ongoing teacher observation schedule for principals & LCCs to monitor core reading instruction documented					

INSTRUCTIONAL FRAMEWORK

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Ongoing 3-Tier Reading Model training provided to administrators, K–3 teachers, K–12 special education teachers, & interventionists delivered by RTA(s)					
Minimum of 90 minutes of uninterrupted core reading instruction (Tier 1) in grades K–3 reflected in every teacher’s daily schedule					
30–60 minutes of Tier II and Tier III intervention for students in K–3 struggling with reading concepts reflected in every teacher’s daily schedule					
Schedule demonstrating frequency of coaching support provided to teachers by RTA(s) & LCC(s) documented					
Documentation of instructional adjustments by teachers based on training received from RTA(s)/LCC(s) observed					

REPORTING/ACCOUNTABILITY

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Timeline for Activity/Progress Reports to be submitted to TEA outlined		Cycles 1 & 2 <i>Interim Report due:</i> Feb. 1, 2008 <i>Final Report due:</i> May 16, 2008			
Timeline for Written Expenditure Reports to be submitted to TEA followed		Cycle 1 <i>Interim Report due:</i> Feb. 15, 2008 <i>Final Report due:</i> Aug. 30, 2008 Cycle 2 <i>Interim Report due:</i> Mar. 15, 2008 <i>Final Report due:</i> Sept. 30, 2008			

REPORTING/ACCOUNTABILITY (Continued)

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Timeline for drawing down funds from ER on a monthly basis followed					
Robust management system to ensure accurate data submission for federal & state reports utilized					
Program evaluation aligned with Criterion 8 in RFA					

SUSTAINABILITY

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Plan for sustainability outlined, with schedule for implementation					
Necessary personnel identified for sustainability efforts					
Necessary training for new personnel & ongoing staff hiring planned & scheduled					
Replacement update schedule developed for core & intervention materials					
Budget developed for ongoing implementation of Reading First & SBRR , including expenses for personnel, training, & instructional materials					
Funding sources (ESL, Special Education, Title 1, ARI, etc.) identified & leveraged to supplement available RF funds to meet budget needs					
Sustainability plan for expected reading growth for 2008/2009/2010 outlined					

Campus Reading First Action Plan 2007-2008

LEADERSHIP					
Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
RF campus leadership team formed on each campus (includes principal, local campus coach [LCC], grade level leaders, special education teacher, reading specialists)					
RTA included in communication infrastructure as an integral part of campus leadership team					
Dates confirmed for campus administrators to meet with RTA to review student achievement results, progress toward campus goals, & the status of grant implementation					
Principal scheduled to attend state-level RF Leadership Summit (2008-2009)		Fall 2008 Location TBD			
LCC scheduled to attend RF Coaching Institute (2007-2008)		May 13-14, 2008 Houston			
LCC and principal scheduled to attend National RF Conference (2007-2008)		July 2008			

ASSESSMENT					
Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Screening, diagnostic, and progress-monitoring assessments from 2006–2007 Commissioner’s List used in every classroom					
Ongoing professional development on administering & interpreting student achievement data from early-reading assessments scheduled					
Assessment schedule aligned with RF administration windows documented					
Dates for RTA & campus leadership team to review BOY, MOY, & EOY assessment data confirmed after each administration of assessments					
Instructional & professional development priorities identified by RTA & district/campus leadership team					
Database for organizing, analyzing, & interpreting assessment data utilized at district & campus levels					

CORE READING PROGRAM					
Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
SBRR core reading program materials utilized in every K-3 & K-12 special education classroom					
Based on assessment data, ongoing core reading program training for LCC, K–3 teachers, K–12 special education teachers, & interventionists scheduled through RTA &/or vendor					
Ongoing Critical Elements Analysis of the core reading program(s) reviewed by RTA & LCC					
Ongoing teacher observation schedule for principal & LCC to monitor core reading instruction documented					

INSTRUCTIONAL FRAMEWORK

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Ongoing 3-Tier Reading Model training provided to administrators, K–3 teachers, K–12 special education teachers, & interventionists delivered by RTA					
Minimum of 90 minutes of uninterrupted core reading instruction (Tier 1) in grades K–3 reflected in every teacher’s daily schedule					
30–60 minutes of Tier II and Tier III intervention for students in K–3 struggling with reading concepts reflected in every teacher’s daily schedule					
Schedule demonstrating frequency of coaching support provided to teachers by RTA & LCC documented					
Documentation of instructional adjustments by teachers based on training received from RTA/LCC observed					

REPORTING/ACCOUNTABILITY

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Robust management system in place to ensure accurate data submission for federal & state reports					
Program evaluation aligned with Criterion 8 in RFA					

SUSTAINABILITY

Key Objectives	Person(s) Responsible	Target Dates	√ if Completed	Status	Needed Resources
Plan for sustainability outlined, with schedule for implementation					
Necessary personnel identified for sustainability efforts					
Necessary training for new personnel & ongoing staff hiring planned & scheduled					
Replacement update schedule developed for core & intervention materials					
Budget developed for ongoing implementation of Reading First & SBRR, including expenses for personnel, training, & instructional materials					
Funding sources (ESL, Special Education, Title 1, ARI, etc.) identified & leveraged to supplement available RF funds to meet budget needs					
Sustainability plan for expected reading growth for 2008/2009/2010 outlined					