



Reading Program Implementation

Exploration	Installation	Initial Implementation	Full Implementation
<ul style="list-style-type: none"> • A stakeholder team has been identified for selecting a reading program • A stakeholder team is gathering information for selecting a reading program (classroom visits, observations, review of sample materials, completion of “Guidelines for Selecting a Reading Program”) • Stakeholder team uses student data to guide program selection • Source of funds are identified 	<ul style="list-style-type: none"> • Reading Program has been selected • Materials have been purchased based on analysis of student data • Data collection teachers have been trained • Schedules have been established for data collection classrooms using recommended time allocations for implementing the program • Written plan for conducting three fidelity checks and establishment of inter-rater reliability is in place 	<ul style="list-style-type: none"> • Selected Reading Program is being implemented in target classrooms • Additional teachers have been trained in the reading program (Consideration given to reading program trained teachers in place from target schools and receiving schools) • Three fidelity checks are conducted • Training plan includes follow up plus one site visit per classroom per year • Limited collaborative support is encouraged through occasional meeting time with other teachers using the curriculum • Teachers are required to only input end of year NCSIP data forms. 	<ul style="list-style-type: none"> • LEA completed thorough implementation preparation including identified lead person; purchased materials; built schedules • Established local capacity through the development of Certified Reading Program Trainers • All principals and administrative team have been trained using an administrative overview • LEA hosts Reading Program Training (including neighboring LEAs) • All EC teachers have had a reading program training. • Training plan includes follow up and additional site visits per classroom teacher • Teachers are required to input the formative assessment data from the reading program; regular review and discussion of results • Teachers have mutual planning time to meet with fellow intervention teachers. • Students are provided a continuation of reading instruction as they transition from elementary to middle school or middle to high school • Additional Reading Programs are added as needed based on review of student data