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***Introduction:***

Dixon Public School District #9 consists of a small rural K-8 school located on the Flathead Indian Reservation in Northwestern Montana. It serves 75 students, **55% are American Indian of which 37% are Limited English Proficient.** Based on 2003 free and reduced school lunch data, **93.3% percent of our students are economically disadvantaged.**

The school and the Dixon Senior Center are the heart of this isolated community. Since Dixon is not an incorporated town, there is no mayor or town council, no public library or other organizations that are available in less-isolated communities. Law enforcement is covered from the county agency, which is 60 miles west and the tribal police department, which is 40 miles northeast. A county nurse stationed 60 miles west visits twice a year to conduct vision, hearing, immunization, and spinal checks for the students. The only social services provided are those of the post office, volunteer rural fire department and volunteer emergency team. Limited businesses include a welding shop and a bar. Twenty-eight percent of the students do not have telephones in their homes and as many do not have reliable transportation for basic needs like food or gas (nearest place to buy milk is almost 10 miles at a convenience store/gas station or nearest supermarket is 20 miles away). According to the estimated 1996 U.S. Census Bureau, Dixon's population is 500 people of which **46% are American Indian.** Most of the land in the district does not generate tax dollars because it is either tribal trust land or owned by the railroad. For this reason, a heavy tax burden is carried by few taxpayers and those generated funds provide only for the most basic needs.

During the past 5 years, the district has made a conscious effort in reforming the reading program for K-8 students. Following a plan of action, changes were implemented and test scores have gradually risen. Regardless, district goals have still gone unmet. The staff continues to strive in providing the very best instruction for the Dixon students to enable them to break the cycle of poverty that plagues their families. These efforts parallel those set by the School Mission: *The Dixon School and Community will provide a safe learning environment and prepare all students to become productive, responsible, and independent members of society.* The Dixon and Charlo Read to Succeed Program proposal for becoming a Reading First School has been developed to take our district to the next level of improvement. Because of limited resources, the first phase of the above reform did not include embedded professional development, technical assistance nor a scientifically based core reading program. 100% of the staff is ready for full-implementation and inclusion of all components of the requirements to become a Reading First School.

The Charlo School District which is located 15 miles north is Dixon's high school district. Many partnerships exist between the two districts to ensure the success of the students who transfer from Dixon to Charlo after 8<sup>th</sup> grade. At this time, the partnerships address the junior high students, Wes Young (Charlo Superintendent) and Mark Faroni (Dixon School principal/superintendent) look to form another partnership with the Reading First opportunity. Both staffs are small and located in a remote area off the beaten path on the Flathead Indian Reservation. The consortium built from this Reading First Program will provide a broader support system for each staff as both districts seek strategies to reconstruct their current reading programs in order to be more effective in primary reading instruction. Both districts' teachers agreed to form a consortium for this endeavor.

## **II. Narrative**

### **Part A: District and School Support for This School's Application**

#### **(A1) District Support for Curriculum and Instructional Implementation in K-3 Reading**

The Dixon School District consists of a single K-8 school. During the past 5 years, the District/School has made a conscious effort in reforming the reading program for K-8 students. Looking for practical methods with proven results but at the same time needing to carefully manage limited resources, these efforts were initiated with the principal and teachers consulting other schools with similar demographics. The staff visited the schools that reported improvement in student reading scores. Following the visits and planning stages of the reform, the action taken included rescheduling classes to include a 90-minute uninterrupted language arts block and hiring an extra reading teacher so the combined classrooms could be split into grade-level reading groups. The following table presents the changes in the percentages of students performing at each of the State recognized reading performance levels on standardized tests before the changes took place in 1998 and more current test scores. It should be noted that in 2001, the Dixon district changed from CTBS standardized tests to the State required ITBS tests. It should also be noted that because Dixon class sizes are less than 10 students, all grades 1-8 students were combined in these results.

**Table 1: Dixon Students Reading Skills Performance Levels on Standardized Tests**

Performance Level	Reading Performance Dixon School (Grades 1-8)		
	Pre-Reform 1998	2000	2003
<b>Novice (Stanines 1-3)</b>	39.3%	22%	13%
<b>Nearly Proficient (Stanine 4)</b>	21.4%	14%	19%
<b>Proficient (Stanines 5-7)</b>	39.3%	56%	64%
<b>Advanced (Stanines 8-9)</b>	0%	8%	4%

As you can see, test scores have gradually risen, but the staff is still striving to provide the very best instruction for the Dixon students to enable them to break the cycle of poverty that plagues their families. These efforts parallel those set by the District's 5-Year Plan and also the

School Mission: *The Dixon School and Community will provide a safe learning environment and prepare all students to become productive, responsible, and independent members of society.* The Dixon and Charlo Read to Succeed Program proposal for becoming a Reading First School has been developed to take our district to the next level of improvement. Because of limited resources, the first phase of the above reform did not include embedded professional development, technical assistance nor a scientifically based core reading program. 100% of the staff is ready for full-implementation and inclusion of all components of the requirements to become a Reading First School.

Today, the teachers realize that although they based their current program on a scientifically researched program (“Success for All” observed in Billings Elementary Schools and in the Ronan District Elementary School), each teacher tweaked it in her own way with supplemental components gathered throughout her years in the classroom. Such design may work for the average child but students who are at risk are not progressing as rapidly as is required to meet their needs. This becomes more and more apparent as the gap between their success and those of the higher ability students widens as they reach 2<sup>nd</sup> and 3<sup>rd</sup> grade.

Upon receiving an invitation to the Reading First workshop in August, much discussion took place among the primary reading instructors and the principal. In addition, the St. Ignatius Elementary School was contacted to share their experience with the Reading Excellence program. Reservations of using such a stringent program were questioned and St. Ignatius responded with only positive feedback. Mr. Mark Faroni, Dixon principal, found the staff to be interested in learning more about the Reading First program and approached the board to recommend the attendance at the Helena workshop and apprise them of the Reading First program. The Board supported the attendance of the workshop and also the prospect of

developing a proposal to restructure the current K-3 reading program.

Only the first/second grade teacher and Mr. Faroni were able to attend the **4-day Reading First workshop**. (Amy Burland, District Program Coordinator was able to attend one day.) They returned with information to share with the remainder of the staff and found all ready to be onboard in developing this proposal as an attempt to restructure the current program to meet the goals set by the 5-year plan. Mr. Faroni stated that he saw this as a natural fit for the district's restructuring process. Mr. Faroni stated that, "Reading First works on early intervention, which should cut down on special education numbers. It also provides a great deal of professional development. On staff surveys last year some of the staff thought we were lacking in this area. Here is our chance to improve."

The Charlo School District which is located 15 miles north is Dixon's high school district. Many partnerships exist between the two districts to ensure the success of the students who transfer from Dixon to Charlo after 8<sup>th</sup> grade. Presently, these partnerships mainly address the junior high students. Wes Young (Charlo Superintendent) and Mr. Faroni look to form another partnership with the Reading First opportunity. Both staffs are small and located in a remote area on the Flathead Indian Reservation. The consortium built from this Reading First Program will provide a broader support system for each staff as both districts seek strategies to be more effective in primary reading instruction. Both districts' teachers agreed to form a consortium for this endeavor.

Immediately following the August Reading First Workshop in Helena, the vote was unanimous from the staff, administration and school boards to proceed with the application. Using a Consumer's Guide to Evaluating a Core Reading Program (Simmons & Kame'enui, 2002), the **selection of a Core Program** began with sample texts being ordered. The teachers at

both schools used a scientifically based reading research (SBRR) rational and analytic process for selecting the most effective reading program for the student population. With the above activities taking place, two levels of criteria specified by the Consumer’s Guide were considered in the final selection of the core program: 1) trustworthy evidence of program efficacy, and 2) exceptional performance on a critical elements analysis. In addition, the program must fully align with the Montana’s Content and Performance Standards. On September 19th representatives from Dixon and Charlo met to discuss the pros and cons of each text and decided to adopt the Macmillan McGraw Hill, 2003.

Throughout the whole selection process, the **district provided any assistance** requested by the staff in selecting a core program. Materials were ordered immediately after the August Reading First workshop so that the K-3 teachers, special education teacher and paraprofessional were able to analyze them as comprehensively as possible before making a decision.

Dixon has a low staff-turnover. The same staff that embarked on the earlier reform 5 years ago is also the staff that will be implementing this proposal. The following table illustrates the group that will serve as the **Dixon Succeed to Read (Reading First) Leadership Team**.

**Table 2: Dixon Reading First Leadership Team**

<b>Team Member</b>	<b>Position</b>
Mark Faroni	Principal
To be hired	Reading Coach
Valerie Miles	Kindergarten Teacher
Betty Wallace	1 <sup>st</sup> -2 <sup>nd</sup> grade teacher
Carmen Lane	3 <sup>rd</sup> grade teacher
Ronda Nolan	Librarian
Shannon O’Brien Murphy	Special Education Teacher

The staff knows the impoverished Dixon community well and has become more and more aware of the impact that poverty has on a child’s academic success. However, intervention has not been a focus for students younger than first grade. In preparing this proposal, the staff has become aware of the importance of earlier intervention. In order to become more informed, at

each weekly staff meeting/planning meeting, they each shared an article they had found from the wealth of sources presented at the workshop and ERIC online.

The goals of the Dixon and Charlo school districts' Read to Succeed Proposal include:

1. Early identification, in kindergarten, of students suffering poverty's effects,
2. Development of K-3 strategies for teaching language and vocabulary,
3. Realignment and sequencing of phonemic awareness, phonics, fluency teaching strategies, vocabulary expansion, and materials,
4. Aligning all processes and strategies so that assessment can inform instruction on a timely basis.

In order to meet these goals, the District will support intense professional development and use of Macmillan McGraw Hill as the core reading program and Fox in the Box assessment system.

#### **(A2) District Support for Professional Development for Staff**

The Dixon School District's goals for staff professional development at the school level mirror those expressed in the state's Reading First application (Montana Office of Public Instruction, 2003), namely to:

- 1.) Improve students' reading achievement
- 2.) Enable teachers to implement research based reading programs, reading instruction, and reading-related practices
- 3.) Build reading leaders, coaches, and experts at the school and LEA levels.

A key component of this plan includes providing comprehensive core program training for all K-3 staff including the special education teacher, reading coach and principal. The District will facilitate this training by working closely with the principal and Reading Coach. These two key people will set up the professional development plan using the EVERY CHILD READING: A PROFESSIONAL DEVELOPMENT GUIDE (Learning First Alliance, 2000).

Once the Reading Coach is hired, he/she and the principals from Dixon and Charlo will finalize a schedule for professional development (see tentative schedule Table 5, pages 34-36).

As evidence of **District Support of State Training**, arrangements have already been made to

assure there are no conflicts with the scheduled summer reading institutes, mandatory leadership training meetings, and bi-monthly meetings for principals and the reading coach. Stipends have been built into the budget for participating teachers and the administrator.

Dixon and Charlo K-3 teachers, special education teacher, librarians and have signed the Staff Assurance sheet and have assisted in developing this proposal (See Part B pages 1-11). These factors signify their guarantee of participation in all required State activities.

As a committee, the Reading Coach and Dixon & Charlo principals will make sure that the trainers chosen to implement professional development activities are not only experts in the field of scientifically-based reading research but share in the philosophy of the comprehensive program. They must possess the following:

- An understanding of state assessments and standards
- Knowledge of assessments identified by the Reading First Assessment Committee
- Be experienced with program materials that meet SBRR criteria
- Knowledge of content focused on the SBRR criteria emphasized in the National Reading Panels' (NRP) Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (2000)
- Knowledge of how best to serve Native American students
- Knowledge of common impediments and solutions for significant factors that are relative to students from poverty.
- References from schools who have used their services.
- Knowledge of and access to distance education.

This will be ensured by working with neighboring schools, especially the Charlo District and the St. Ignatius district in planning for professional development. Working on common strategic school structures with neighboring schools on the Reservation has been in practice for many years. Current collaboration has been done in the areas of Native American culture, science, math, technology, and related issues faced by Reservation schools. This is done to network our teachers as well as to make the most of the funding used to bring training to the area. Since St. Ignatius is already using the Reading Excellence Program; we will continue to consult with their

staff and also with the Office of Public Instruction to assist in finding the trainers that fit the objectives of the comprehensive program.

Thus far the districts have gained a long-term commitment by the teachers in order to prepare for the implementation of the **Read to Succeed** program. Further structural supports and processes include: 1.) the dedication of 5 Pupil Related Instruction Days solely for Reading First activities, 2.) setting aside a portion of the weekly staff meeting time for Reading First planning time, 3.) and schedule monthly Reading First meetings to allow teachers to network with Charlo teachers who teach the same grades.

If new teachers or a new principal should be hired by the district following the first year, training will be provided for them to continue the program consistently. Commitment for the program from the new employees will be part of the hiring process. The textbook publishers will also be brought in for additional trainings for the new employees.

The district will coordinate other professional development opportunities with those of the Reading First activities. Currently individual teachers pursue their own training to improve their own classroom programs. Through this program, the teachers have committed to a school-wide process in order to bring cohesion to the learning-to-read process for all K-3 students. All professional development activities will be aligned with the Reading First program.

#### **Part B: Instructional Assessments**

Presently, the teachers each utilize their own assortment of assessments with which they are familiar. Betty Wallace, the first and second grade teacher, has been trained in Reading Recovery and so when a student is considered at risk of failing to read, Ms. Wallace uses Reading Recovery methods of assessment to screen and diagnose the child.

Within the commitment to this program, the staff is willing to implement the Fox in a Box Literacy Assessment as the tool to measure the effectiveness of instruction. Fox in a Box

along with the McGraw Hill program assessments will be the only assessments used throughout the first program year (January 2004-May 2004). In the spring of 2004, the program will be evaluated and if the Reading First Team finds additional assessments necessary, the assessment piece will be modified with scientifically based additions.

The Fox in a Box Assessment system includes screening, diagnostic, progress monitoring, and outcome assessments. Each is critical to measuring the five essential elements of the proposed reading program – those elements being: phonemic awareness, phonics, fluency, vocabulary and comprehension.

**Validity and Reliability.** Fox in a Box meets all requirements of the Reading First legislation. Montana’s Office of Public Instruction has shown it to be a valid and reliable method to screen, diagnose, monitor on-going progress, and assess outcomes. For these reasons, it is the assessment system that Charlo and Dixon have chosen to use with the Macmillan McGraw core program. Following is a breakdown of how each of the assessments: screening, diagnostic, and progress monitoring will be utilized and conducted. The breakdown includes (1) a description of each test, (2) which students will be targeted, and (3) how the data will be used.

**(B1): Screening Assessments:**

Using **Fox in a Box**, each K-3 student will be screened to identify which children are at risk for reading difficulties. Students will be screened at the onset of the program and at the beginning of each school year to see that they have reached the appropriate benchmarks for the essential elements of the program: phonemic awareness, phonics, fluency, vocabulary and comprehension.

The screening will take place by the reading instructors with the assistance of the Reading Coach. The Reading First Team will coordinate the schedule.

**Targeted Students:** Particular attention will be given to those students who scored at less than

proficient levels on the previous school year's spring Iowa Test of Basic Skills. Teacher observations with documentation will also be considered during the screening process.

**Data Usage:** Following each screening assessment, scores will be analyzed by individual student, by class, and by grade. This data will be used to monitor student achievement levels according to state standards and the five elements of reading. Students scoring below grade level on screening assessments will be identified as in need of additional intervention and will be tagged for placement in flexible instructional/tutorial groups. Teachers will analyze class data to determine trends in learning strengths and weaknesses, and to decide where to focus classroom instruction. The Reading Coach and teachers will meet as a group to analyze the assessment results. The Reading Coach will assist each teacher individually to incorporate the results into her reading instruction and provide intervention to those at risk of failing to read.

**(B2): Diagnostic Assessments:**

Diagnostic assessments will provide an in-depth analysis that determines the strengths and weaknesses of students. The **targeted students** identified as being at-risk for reading failure based on the results of the screening assessment and previous year ITBS scores. Students who marginally meet the proficiency level and/or have scores that indicate they are non-proficient and do not meet the benchmarks will also be targeted for diagnostic assessment. These K-3 students will be tested on: phonemic awareness, phonics, and vocabulary. In addition, those in grades 1-3 will also be assessed in fluency and comprehension. (See Table 8 pg.42- midyear benchmarks).

**Data Usage:** The data will be used to determine the students' strengths and weaknesses in literacy. This information will be used to guide instruction in the way of grouping students (one-on-one, small group, grade level, or whole group), providing individualized intervention and identifying skill areas where students are on track and do not need intervention. The results will be shared with the Reading First Team and the individual students' parents in order to provide

intensive intervention. If a child has an IEP and is labeled as a special education student, these results will also be part of the special education program in modifying the student's.

**(B3): Progress Monitoring:**

The progress monitoring system in the Fox in a Box assessment system consists of the individual Literacy Progress Record (LPR). This is a tool for teachers to record each child's skill development in detail based on his/her ability to meet the end-of-semester benchmarks over four years. The LPR travels with each child from kindergarten through grade 3, forming a continuous record that makes it easy to identify individual needs and monitor progress as the child moves from teacher to teacher. This assessment will help instructors determine when students have not mastered certain skills and assist in realigning the students' individual program.

**Targeted Students:** All K-3 students will continually have their progress monitored in order to determine if students are making adequate progress. Those students who are determined to be performing below grade level based on fall screening, core reading assessments, or other verifiable concerns of lacking progress noted by teachers will be given special attention.

**Data Usage:** The data will be used to identify students who are not reaching appropriate benchmarks in the 5 main areas of literacy (phonemic awareness, phonics, fluency, comprehension and vocabulary). The Child Study Teams which include the principal will analyze the results of the Literacy Progress Report (LPR) and modify the identified students' instruction by providing aligned intervention. The intervention plan will involve parents.

**(B4.) Yearly Assessments**

Fox in a Box along with the McGraw Hill program assessments will be the only assessments used throughout the first program year (January 2004-May 2004).

**Table 3: K-3 Yearly Assessment Schedule:**

Name	Purpose	Month	Skills Tested				
			Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Fox in a	Screening	Jan. 15-	Kindergarten	Kindergarten	Grades	Kindergarten	Grades 1, 2, & 3

Box		30, Sept. 15-Oct. 15	Grade 1	Grade 1&2	1, 2, & 3	Grades 1, 2, & 3	
Fox in a Box	Diagnostic, Progress Monitoring	Oct. 1-30 & ongoing	Kindergarten Grade 1	Kindergarten Grade 1&2	Grades 1, 2, & 3	Kindergarten Grades 1, 2, & 3	Grades 1, 2, & 3
MacMillan McGraw	Progress Monitoring	Jan '04 & ongoing	Kindergarten Grade 1	Kindergarten Grade 1&2	Grades 1, 2, & 3	Kindergarten Grades 1, 2, & 3	Grades 1, 2, & 3
Iowa Basic Skills Test	Outcome	April 15-May 1	Kindergarten Grade 1	Kindergarten Grade 1&2	Grades 1, 2, & 3	Kindergarten Grades 1, 2, & 3	Grades 1, 2, & 3

**(B5.) Assessments Drive Decisions**

All instructional decisions will be based on the above assessment results. The Dixon School Reading First Team (K-3 teachers, principal, reading coach, and special education teacher) will meet weekly to discuss program implementation and analyze data. The team will focus on each student in each classroom as individuals and will make sure each instructor is conducting their instruction with fidelity to the Macmillan McGraw Hill reading program. These meetings will address what is/isn't working; how to intensify instruction for the whole class, small group, or one-on-one level; scheduling support/special education staff for students who are not progressing; and finally, providing interventions for students at risk of reading difficulties. Again, all decisions will be based on the assessment results.

In addition, monthly meetings will be held with the Charlo Reading First Team. These meetings will allow both groups to compare progress and implementation concerns. It will also allow teachers from each school to network with other teachers who teach the same grade.

**(B6.) Adequate Time**

Both Charlo and Dixon School Districts' administrations are aware of the time that will be needed for teachers to implement the K-3 reading program reforms. In order to ensure that each child is screened accurately, substitutes will be brought in when necessary so teachers can assess individual students. In addition, the schedule will be adjusted to include the assistance of Mr. Faroni, support staff, and the special education staff. In a small district, it is the norm for all

staff members to utilize teamwork in adapting their personal schedules to accommodate students.

#### **(B7.) Outcome Assessment**

Dixon School District #9 administers the Montana Office of Public Instruction choice (currently the ITBS) during the spring of each school year. The OPI choice of test (which is scheduled to change) will be considered as the measure of accountability. To ensure that the tests are valid and reliable, the reading coach, and principals will develop a list of procedures to be strictly followed in administering the test.

#### **(B8.) Non-Reading First Schools**

Dixon School District is made up of one small K-8 school. Therefore there are no non-Reading First Schools in the Dixon Schools District #9.

### **Part C. Instructional Strategies and Programs**

**(C1.a.)** The Dixon School District is currently using the HBJ, 2001 reading program for grades K-3. This program is not listed as being aligned with Simmons and Kame'enui "Critical Elements Analysis" based on the Colorado Reading First Analysis. See Part A, pages 3-4 which details how Dixon and Charlo principals and teachers selected a comprehensive reading program for reforming their current program.

#### **(C2.a-e) See Part A pages 3-4: Core Program Selection**

#### **(C3.) District Assistance**

**(C3a)** To ensure that all teachers fully understand the core program and implement it with fidelity, Dixon School District will provide **at least three days of initial program training** from McGraw Hill, in January 2004, with ongoing training scheduled to take place at least once in the middle of the year and once in the spring. The fidelity of the program will also be addressed at the weekly staff meetings with the coach and principal. Observations of lessons and student progress will speak to the fidelity of the program.

**(C3b.)** The staff who make up the Reading First Team (except the reading coach who will be

hired upon funding) were the selection team that chose the Macmillan McGraw Hill, 2003, reading program. Through this process, the staff became familiar with the program and because of their involvement throughout the process; they are already familiar with key program features and requirements. In addition, during the current weekly staff meetings, each staff member finds a journal article pertaining to the No Child Left Behind Act, specifically SBRR to share with the rest of the staff. By doing this, each teacher has built a broader knowledge base of the Reading First philosophy.

**(C3c.) District will monitor reading program to fit student needs and  
(C4.) Core Program is fully implemented (not layered)**

To fulfill the Reading First eligibility requirement, Mr. Faroni, K-3 teachers, and special education teacher have all signed the Staff Assurances form founding Section IV of this application. Their signature signifies their support of State, district, and school goals and objectives. This also holds them to the commitment of the intensive training that is crucial to implement its prescribed instructional design. Mark Faroni, Dixon School principal, will work closely with the Reading First Reading Coach to provide the leadership that will ensure the program is implemented with fidelity, and not simply layered on top of the current programs.

Site visits, classroom observations, and teacher surveys, Dixon Reading First Team will ensure that Read to Succeed is effective in promoting reading success among all K-3 students. The reading coach will be the main tool to ensure complete program implementation. The coach will play an indispensable role in giving immediate feedback to teachers through mentorship activities in their classrooms and follow-up visits. This person will also monitor the program and communicate incongruities to Mr. Faroni and Mr. Young. Because Dixon has 5 teachers that will be working with the Reading Coach and Charlo has 17, the Reading Coach will work with Dixon staff 8 hours per week and with the Charlo staff for 32 hours per week.

Where additional training is needed, the districts will arrange for consultants to meet with classroom teachers and any support staff to offer assistance and guidance. Weekly staff meetings will include time for demonstrating lessons, reporting and discussing the program. The reading coach will conduct a monthly meeting for the Read to Succeed Reading First Teams of both Charlo and Dixon. The premise of all such meetings will be to ensure the program is being implemented exactly. Lastly, these meetings will build a more cohesive network and support group among the teachers.

### **(C5.) District Strategies**

#### **a. Flexible Grouping**

After the students have been screened at the onset of the program as was described in Section B of this proposal, Reading First teachers and Coach will determine which students are in need of placement in flexible groups. In order to determine what intervention is needed, again as was described in Section B, in-depth diagnostic assessments will be conducted to those students whose screening scores indicate need. This assessment will guide instruction by placing these students in appropriate ability groups. Finally, frequent progress monitoring assessments will guide the Team to appropriate student placement the flexible group arrangement.

The Dixon School Reading First Leadership Team will utilize the Using Big Ideas in Beginning Reading: Schoolwide Reading Model as a guide to initiate the Dixon School Reading First Program. This Institute for the Development of Educational Achievement (IDEA) resource was presented at the Reading First workshop. The replication of this model will begin with the intense training of the staff. Implementation in the classroom will begin with 30 to 45 minutes of small group teacher-directed instruction. This is the section of the reading block dedicated to grade level instruction from the core program. Following this session, depending upon the assessment outcomes that determine student needs, supplement activities will take place for the

next 15-30 minutes for K-1 students and 30 minutes for grades 2 and 3. The remainder of the 90-minute block will be used for individualized tutoring or intervention activities where difficult skills will be re-taught or pre-taught. Again, the specific instruction methods and strategies will be determined by the outcome assessments.

**(C5b-c.) SBRR Intervention**

The Dixon School District has designed its language arts schedule to accommodate immediate and intensive intervention and scientifically based reading strategies upon funding by Reading First. Such strategies will include flexible grouping, varied presentation formats, limited teacher talk, adapted pace and content, and increased opportunities for student demonstration of learned concepts. The overall goal is to make sure every child has learned to read well by the end of 3<sup>rd</sup> grade. Dixon has already been using a 90-minute uninterrupted reading block and utilizes the special education instructor and media specialist for reading instruction. The staff is open to further their professional efficacy with job-embedded professional development opportunities that include intensive training.

Again, the instructional strategies that will be implemented with the core program will be SBRR and will address the following five essential elements of reading. The following explanation is taken from Put Reading First: The Research Building Blocks for Teaching Children to Read by The Partnership for Reading – Bringing Scientific Evidence to Learning (September 2001). It was provided to the teachers to read as it describes the findings of the National Reading Panel Report and provides analysis and discussion in the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

- **Phonemic awareness instruction** is the ability to notice, think about, and work with the individual sounds in spoken words. Effective instruction teaches children to notice, think about and work with sounds in spoken language. Activities to build this skill includes Phoneme isolation (what is the beginning or ending sound), Phoneme identity (recognizing the same sounds in different words), Phoneme categorization (recognize the word in a set of

here or four words that does not belong), Phoneme blending (listen to separately spoken phonemes, and then combine the phonemes to form a word. Then write and read the word.), Phoneme segmentation (have children break a word into its separate parts saying each sound as they tap out or count it – then write and read the word), Phoneme deletion (children recognize the word that remains when a phoneme is removed from another), Phoneme addition, Phoneme substitution.

- **Phonics** teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. Phonics instruction helps children learn and use the alphabetic principle which the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Knowing this contributes greatly to children being able to read words both in isolation and in connected text as well as significantly improving their spelling and reading comprehension.
- **Fluency** is the ability to read a text accurately and quickly. It is important because it frees students to understand what they read. It is developed by modeling fluent reading and by having students engage in repeated oral reading.
- **Vocabulary** refers to the word one must know in order to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. It is important because beginning readers use their oral vocabulary to make sense of the words they see in print and readers must know what most of the words mean before they can understand what they are reading. Vocabulary can be developed indirectly, when students engage daily in oral language, listen to adults read to them, and read extensively on their own. It can be developed directly when students are explicitly taught both individual words and word learning strategies.
- **Text comprehension** is important because comprehension is the reason for reading. It can be developed by learning comprehension strategies. It can be taught through explicit instruction, cooperative learning, and by helping readers use strategies flexibly and in combination.

#### **(C6.) SBRR Instruction in Non-Reading First Schools**

Dixon is a small K-8 District with only one school in the district. Interested neighboring schools will be welcome to observe Reading First classrooms during instruction. If appropriate, they will be invited to Read to Succeed trainings.

#### **Part D. Instructional Materials**

**(D1a.) Supplemental or intervention Materials:** One important media that will be used for supplemental instruction will be computer-based. As we were apprised at the Reading First workshop, the Knowledge Box which is a computer database that supports every strand of the Reading First legislation, will be available to each participating school. According to the *Report of the National Reading Panel*, the panel was encouraged by the reported success in the use of

computer technology for reading instruction even though they were not able to glean specific programs from their research. The most impressive features of modern up-to-date delivery methods include free-form responses to comprehension questions, speech recognition capabilities and various multi-media presentation functions.

Thus far, supplements to the core program include Accelerated Reader (AR), which is used primarily to increase vocabulary and background knowledge of students, many of whom are severely limited in both areas by environmental factors. As implemented, AR provides for extensive independent reading practice, comprehension, skill building, and differentiated instruction. As students read at their independent level, AR provides opportunities to build fluency as well. More titles will be purchased through the Reading First program that are culturally relevant to the Native American students. At Dixon School, it is an on-going concern that a high percentage of these students do not reach the same success level than the non-Native students reach. This performance level is less of a concern than it used to be as it seems to have balanced out – more students are succeeding (See Table 1 pg. 1).

The articles cited by the Reading First materials mainly focus on Latino and African American students as far as citing supplemental programs that are used for minority populations. At Dixon School, 50 percent of the student population is Native American. Although the core program – McGraw Hill, 2003 has stories from various cultures, it cannot be classified as being the ideal culturally responsive instruction. In the CIERA article entitled Learning to Read in Culturally Responsive Computer Environments, Nichole Pinkard states: “In response to the growing disconnect between minority students and instructional practices, researchers have begun to investigate the relevance and importance of culturally responsive instruction. Proponents of culturally responsive pedagogy (Irvine, 1990; King, 1990; Ladson-Billings, 1992,

1994; Lee, 1992, 1995a, 1995b; Shujaa; 1995) state that learning is most efficient when students are able to draw upon knowledge of concepts, procedures, and strategies they know well.

**(D1b.) Effective Program Elements:** Effective elements of this program include the 90-minute block of uninterrupted time and specific focus on the 5 elements of reading instruction in the K-3 grades. According to Reid Lyon, Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development, scientific research can provide predictable solutions for beginning reading instruction. Reading is a language-based activity and does not develop naturally. For that reason, Read to Succeed has been designed to use a scientifically research based program that recognizes the need for specific decoding, word-recognition, and reading comprehension skills to be taught directly and systematically. These instructional strategies include the five components of reading: phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension. Macmillan McGraw Hill has supplements that are naturally built into the program. From January to May 2004, these will be the main supplements used. In the spring, once the staff has had the time to form a larger knowledge base for scientifically research based supplements and intervention materials, the program will be analyzed and the team will decide how to proceed with additions if necessary.

**(D1c.) Supplemental or Intervention:** The intervention included with the Macmillan McGraw Hill core program is designed to prevent or stop reading failure. It provides explicit lessons in phonics and decoding, comprehension, vocabulary strategies, study skills, high frequency and vocabulary word building, and reading fluency. To ensure fidelity of the program, the teachers will follow the step-by-step teaching manual. In addition, the Skills intervention Guides include individual and group tests, administration instructions, student record charts, and guides for interpreting results of the tests. These will be used to individually see which students need

intervention.

Additional materials included in the Macmillan McGraw Hill program are the Extend activities for learners who need more challenge. This is also built into the program for individualizing a student's reading program.

**(D1d.) Need for Supplemental or Intervention Programs**

Dixon School does not have explicit data that scores the precise areas of reading.

However, the district conducts the standardized tests with all students, grades 1-8. Because some classes are so small – along with the percentages, the number of students has been recorded as well. Following are the grade 1-3 results.

**Table 4: Dixon Students Meeting the State Level of Proficiency in Reading**

	<b>Spring 2001</b>	<b>Spring 2002</b>	<b>Spring 2003</b>
<b>Grade 1</b>	4 of 5 students or 80%	4 of 4 students or 100%	4 of 4 students or 100%
<b>Grade 2</b>	2 of 3 students or 67 %	2 of 7 students or 29%	3 of 7 students or 43%
<b>Grade 3</b>	Not available	3 of 4 students or 75%	5 of 7 students or 71%

As you see in the above results, second grade students fall drastically from their first grade scores. The staff has questioned how accurate 1st grade scores may be on standardized tests. For this reason, the staff is interested in a more accurate assessment system that would pinpoint the specific needs of the students – a scientifically research based system.

Based on 2002-2003 data, 48% of the student population was American Indian and 52% was non-Indian. The spring ITBS 2003 scores show that 61% of Dixon students scored at the proficient level in reading. 54% of the Indian students scored at proficient levels while 68% of non-Indian students scored at the proficient level.

The 2003-2004 school year finds the Dixon School enrollment to be balanced between American Indian and non-Indian students (50% each). The poverty level is not balanced. The student population has stayed between 90 and 95% poverty status based on free and reduced lunch data.

The District's 5-Year Plan goal is to have at least 68% of the Dixon students performing at the proficient level by the spring of 2004. To effectively address the needs of the students who are not progressing at a successful pace, Dixon School is seeking to implement a program that includes tools for systematic diagnosis and monitoring of student reading strengths and needs, especially as they relate to our high-poverty population. After attending the Reading First workshop and doing further research on scientifically based reading programs, the staff sees reforming the current program to include a proven core program as the way to move toward the district goals. Such a program is like the one described by Macmillan McGraw Hill and the Fox in a Box assessment system. One that provides research-based instruction and interventions that can be delivered in whole group, small group, and intensive one-to-one situations. For Dixon students, this means a program that: 1) begins with phonemic awareness development, 2) uses building-wide systematic sequential phonics instruction, 3) builds academic as well as social vocabulary, 4) provides at-school and at-home practice in a variety of genre at student's independent reading levels to improve reading fluency, 5) addresses gender issues, 6)and , includes instruction in comprehension strategies good readers use as identified by David Rumelhart (1985) (monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning and inferring).

**(D2.) Additional instructional materials aligned with comprehensive reading program**

At the present time in writing this proposal, the staff does not feel qualified to suggest intervention materials outside of the core program. Once the program is underway, if the state has chosen an intervention/supplement system that is aligned with the Reading First Legislation, the Reading First Team will analyze how it fits the Dixon students' needs and consider building it into the comprehensive program. Until the Reading Coach is onboard and the team has participated in the first stage of the professional development, they will begin the program by

screening the students with Fox in the Box and following the Macmillan McGraw Hill, 2003 reading program.

Once the program is in place, the Reading First Team schedule will allow time for aligning scientifically researched based programs with the five essential elements of reading (phonemic awareness, phonics, fluency, comprehension and vocabulary).

**(D3.) District's Plan for Monitoring of additional Instructional Materials**

Mark Faroni, Dixon principal, will be involved in professional training for Reading First programs. He will work closely with the Reading Coach to ensure that the comprehensive program is implemented with fidelity. He, along with the Coach will monitor the program through the weekly staff meetings, teacher observations, and by analyzing student progress. In addition, the District will work closely with the Montana Office of Public Instruction to ensure the implementation of supplemental research-based programs ensure that it is being used for its intended purpose and success is being achieved.

Basically, during the first program year, supplemental and intervention materials from within the Macmillan McGraw Hill, 2003, program will be used. During program years 2 and 3, intervention model materials and additional supplements will be based on the needs from teachers, student assessments, and weaknesses identified in the McGraw Hill program.

**(D4) Non-Reading First Schools**

Dixon School District is a small K-8 school district with only the one school.

**Part E. Instructional Leadership**

An important element of the Read to Succeed program is the job embedded professional development which builds local capacity to not only implement reading reform, but to sustain it beyond the duration of the grant through a strong leadership plan. There is an extremely low turn-over rate for staff I Dixon which will further improve the capacity of the staff. The Reading First Leadership Team each have more than 7 years working in Dixon. Some have as many as

15 or more years, this includes Mr. Faroni, the principal.

The National Staff Development Council (NSDC) says that quality leadership means “sharing authority and responsibility, establishing a culture that supports high achievement, and continuously using information about student performance to guide improvements and hold individuals and groups accountable for their work” (2000, p.3). The Dixon School District has created strong site-based leadership support to ensure that Dixon School has sufficient authority and responsibility to align itself to the Read to Succeed goals.

#### **(E1.) Principal**

Mr. Mark Faroni, the Dixon School principal has worked in the Dixon School District and has been a member of the Dixon community for the past 20 years. Although most of this time has been spent as the head teacher in the district, he stepped into the administration role two years ago. His familiarity with both educational and community issues has been important throughout the past several years of school change. He has worked with the staff to build a strong school culture dedicated to improved student achievement, and then assisted staff as they communicated that dedication to the community. He has developed an effective shared leadership model to facilitate the change process, pulling together the staff of 7 teachers to come to a consensus in setting priorities, conducting research, planning programs and strategies, assessing implementations, and conducting ongoing review and revision of the school improvement process.

The Dixon School model of school improvement is based on high academic and behavioral expectations for every student supported by a systematic improvement cycle. At every point along the way, information is exchanged with the staff at weekly staff meetings and monthly parent meetings; then recommendations are brought before the school board. It is the goal of Mr. Faroni’s that each stakeholder has a “big picture” view of where the school is, where

it is going and revised consistently with input from Dixon staff and parents then disseminated throughout the entire school community. Goals, action plans, and formal/informal progress reviews are announced regularly to the community through the monthly school newsletter, local media and in-school activities and feedback as gathered through surveys, discussions, and interviews.

The improvement that is in place will be the process used to facilitate the implementation of Reading First in the school. The first steps have already been taken. Upon notification of eligibility, Mr. Faroni and the K-8 staff discussed the initiative and implications. Information then went to all others that are involved including the school board and parents. The staff from both Charlo and Dixon that was available accompanied Mr. Faroni to the Reading First workshop. Information was brought back to the rest of the staffs, school boards and parents. Local discussions took place and feedback was brought back to the Dixon staff. Following these discussions, a consortium was formed with Charlo and a Reading First Leadership Team was formed at each district. The Reading First Leadership Teams began moving the project forward. Team members are currently in the process of informing parents and community members of the initiative process. The strong foundation needed for project success is in place.

Reading has always been a concern for the District since the time Mr. Faroni began his career in Dixon. Another concern he sees is the number of students labeled as special education. After attending the Reading First workshop, he believes that using a scientifically based reading research program with early interventions is the way to assist the poverty-stricken Dixon student population. At the workshop, Dr. Reid Lyon addressed the specific needs of children from poverty. He stated that it is crucial that children have substantial oral language and exclusive literacy interactions from birth onward. Children raised in poverty, those with limited

proficiency in English, those from homes where the parents' reading levels and practices are low, and those with speech, language and hearing handicaps are at increased risk of reading failure.

One priority set for meeting the risk of reading failure includes implementing complimentary activities for building vocabulary, comprehension and decoding skills. Another priority is the development of a systematic, comprehensive and coordinated reading program for students who come to school with negligible prereading skills and phonemic awareness. To meet these needs, Mr. Faroni realizes that he, along with the teachers, must become engaged in a school-wide reading process, participate in the embedded staff development accompanying the development of this process, and ultimately be accountable for consistent and frequent monitoring of student progress and adjusting instruction based on the assessments.

Upon returning from Helena with other staff members, Mr. Faroni took specific steps to prepare the teachers for making a long-term commitment to act on the above priorities for the Dixon student population. He was successful in doing this and has gained this commitment from each K-3 teacher as well as the librarian and special education teacher.

### **(E2.) Reading Coach**

The Reading Coach position will be a shared position between the Dixon and Charlo School Districts. Through a rigorous selection process we expect to recruit a highly qualified and uniquely talented individual for this position. For this reason, a hiring committee will be put in place made up of the principals of each school and a K-3 teacher from each school.

The general requirements for the Reading Coach position will entail a Masters Degree in Literacy with background knowledge of the 5 essential components of a scientifically based reading research program. In addition, this person will have had extensive experience teaching in K-3 classrooms. The hiring committee will seek evidence of talents predictive of success teaching adults, such as: 1) is committed to helping teachers and paraprofessionals grow and

develop, 2) recognizes that leadership is earned through positive relationships, 3) is a learner who seeks feedback on his/her performance, and 4) communicates effectively verbally and in writing. Through a rigorous selection process we expect to recruit a highly qualified and uniquely talented individual for this position.

**(E3.) District Training and Ongoing Support for the Principal and Reading Coach**

The Dixon School District will offer in-depth training and support in several key areas.

The first and foremost will be in releasing the principal, the sole administrator of the small school, and the Reading First staff to schedule the time needed to attend all Reading First training and meetings. Following is a detailed account for each area.

**(E3a.)** Mr. Faroni, the Dixon principal, and the Reading Coach will attend all mandated Reading First training, which will strengthen and broaden their knowledge of the five essential components. The Charlo and Dixon School Districts will provide ongoing professional development in the five essential components of reading, with added emphasis on their individual stages of development. Part of the training for the Coach and Mr. Faroni will focus on effective ways to systematically and explicitly teach these essential components.

For ongoing support, Mr. Faroni will meet twice monthly with the Reading First Team, leading discussions and analyzing the Fox in a Box data and other Reading First assessments. He will participate in all professional development activities and regularly observe reading lessons in Reading First classrooms. He will provide feedback and support for the Reading Coach and all staff implementing the program. A weekly meeting with the Reading Coach will be established as well as a daily open door policy for all Reading First staff. The principal will report monthly on Reading First progress to the school board and collaborate with parents through newsletters, Family Nights, and PTA and Indian Education Committee meetings.

The Reading Coach will spend time in every classroom, including the resource room,

each week during the 90-minute reading block. An hour a day will be designated for the coach to meet with teachers to discuss the needs of individual students and to plan for instruction based upon assessment results. Weekly meetings with the principal will ensure that the two will work cooperatively to build an atmosphere in which teachers feel free to both ask for and offer assistance. Being this is a shared position, her/his time will be divided between the two districts. She/He will meet weekly with both staffs separately except for one meeting each month which will take place with the staffs combined to provide networking with all Reading First staff.

**(E3b)** Again, in-depth training will be provided to the principal and Reading Coach. This training will focus on the essential elements of reading, effective implementation processes, and assisting teachers in need of additional assistance. Further program specific training will orient the principal and Reading Coach to the specific instructional materials being used in their school, including scientific bases, progress monitoring capabilities, and implementation requirements.

**(E3c) Progress Monitoring:** The in-depth training for the Reading Coach and principal will prepare them to analyze the data from the Fox in a Box assessment system as well as the assessments done through the Macmillan McGraw Reading program. The bi-monthly meetings and other training opportunities will assist them in aligning the principles of assessments and guide them on how to use them to inform instruction. The Charlo and Dixon Districts will provide additional support in monitoring the progress of the Reading First Program. Mr. Faroni will continue to work closely with Mr. Young, the Charlo District principal as an added support system to monitor the progress of the program. They will meet once each month with the rest of the Reading First staff and will meet more often when needed to share ideas, troubleshoot, and discuss successes and failures. The Reading Coach and administrators will continually analyze the fidelity of the program as it progresses.

**(E3d) Screening and Diagnosis:** Through the in-depth training, the Reading Coach and principal will become experts in the assessment and analysis field. Both pivotal figures of the administration of this program will attend bi-monthly meetings for this purpose. They will be called upon to assist teachers in screening and diagnostic assessments for students. They will assist teachers in aligning intervention and extension instruction into the program.

**(E3e-f)** Mr. Faroni, the Dixon principal, will attend the initial three-day leadership training and the first day of all two-day bi-monthly training meetings, and the summer institute – all of which will teach him greater detail how to build upon his methods of instructional leadership. The Reading Coach will attend the initial Coaches training prior to the summer reading institute. Following this training, the Coach will consistently participate in both days of the bi-monthly Reading First Coach Meetings. Attendance at these trainings will be mandatory.

**(E4)** Read to Succeed, the Dixon and Charlo Reading First Program is designed to comply with all Reading First legislation in order to provide a scientifically based reading research program to both districts' students. Dixon staff has an extremely low turn-over rate. This will enable the school to implement the program beyond the time that the funding runs out. The intense training will allow for the principal to become a resident expert in methods of monitoring and administrating the analysis of the assessment system. In addition, a support network will be reinforced for the districts teachers. Dixon teachers will have close ties with Charlo teachers who teach the same grade as they teach. Lastly, each and every K-3 teacher as well as the librarian and special education teacher have made a commitment. This commitment extends to the intense training during the summer institute and program training as well as working with the Reading Coach. By the program's end, each teacher will have become a leader in the scientific approach to teaching reading.

(E5) – Not applicable - all Dixon School district Schools are participants in this application.

**(E6) Reading First Leadership Team**

Dixon is a small district; therefore, all K-3 teachers, the special education teacher, the librarian and the principal make up the team. Once the Reading Coach has been hired, this individual will serve with the principal as the coordinator of the program. (See Table 2 page 4.)

The Reading First Leadership Team will meet weekly to discuss the program. Once each month, the Dixon Team will meet with the Charlo Reading First Team to discuss the grant and program (what is working and not working). This will also allow the teachers to network and build a larger stronger support system that will allow the program to sustain past the 3-year program.

**Part F. District and School-Based Professional Development**

**(F1.) Professional Development Needs Assessment**

When compiling the Dixon School 5-Year Long Range Plan, Mr. Faroni surveyed the staff to get feedback on how to better lead them in reaching their career goals. The main issue brought forward was that there was a lack of professional development opportunities. To develop a professional development plan, Mr. Faroni asked the teachers to complete the Planning and Evaluation Tool for Effective Schoolwide Reading Programs. The information that the teachers shared in the survey follows.

The three areas that showed the greatest strengths in the Dixon program included (1) sufficient amount of time is allotted for **Instructional Time** (2) There is strong **instructional leadership/organization and communication** that supports reading and (3) **Differentiated Instruction/Grouping/Scheduling** optimizes learning for students.

The three areas that showed the greatest need (below 50%) were (1) **Assessment** - Instruments and procedures for assessing reading achievement are not clearly specified, and there are no provisions for reliable and valid information about student performance to inform

instruction in important, meaningful, and maintainable ways; **(2) Instructional Programs and Materials** – the core program does not have documented efficacy drawn from research-based findings and practice aligned with state standards and benchmarks; Lastly **(3) Professional Development** – adequate and ongoing professional development is not available to support reading achievement.

The reasons for Dixon to strive to become a Reading First School are clear in the needs the teachers addressed. In order to reach the goals of each child reading at the end of 3<sup>rd</sup> grade – at grade level, they would like to receive training in the scientific reading research to guide student learning with instruction that is guided by student assessment. The assessment also indicates the need to adopt a scientifically based reading researched core program.

Because Dixon has yet to have specific assessment procedures to pinpoint student needs, the only assessment available at this time is the standardized test given in the spring. In the past 3 years, not more than 75% of the 3<sup>rd</sup> grade students were reading at grade level by the end of the year (see Table 4 page 19). Taking this into consideration, the Dixon School Reading Leadership Team used the Every Child Reading: A Professional Development Guide (Learning First Alliance, 2000) to design the following comprehensive professional development plan.

### **(F2) Professional Development Content**

**(F2a) Essential Components:** Teacher needs identified through the assessment process described above will be addressed explicitly through the Dixon School professional development plan. This plan is based on Part C of this application - instructional strategies and programs. Please see this section where we have described in detail the essential components: phonemic awareness, phonics, fluency, comprehension, and vocabulary (see C5b pages 15-16).

**(F2b) Implementing scientifically based instructional materials, program, and strategies.** Dixon School's current enrollment consists of 50% Native American students. For this

reason, many professional development activities will address American Indian cultural and unique academic needs. This professional development will be based on identifying appropriate strategies for teaching the five essential components of reading for Native American children.

The Reading First Leadership Team will participate in the Macmillan McGraw Hill core program training at the onset of the program. The Team was the review committee responsible for making the decision as to which basal Dixon School would adopt so they have spent time getting familiar with its organization. As was noted in the teacher assessments, areas of need are in professional development on SBRR and instructional strategies and materials. For this reason, the supplements and interventions built into the McGraw text will be utilized at least until the Team has participated in training addressing this need.

**(F2c) Screening, diagnostic, and classroom-based instructional assessments**

Dixon School has chosen to use Fox in a Box , which the Office of Public Instruction has noted as valid and reliable. The staff will be taught to use this assessment system for screening, diagnostic assessment, and progress monitoring. This was the 3<sup>rd</sup> area of need indicated by the teacher assessments. They voiced that their reading program does not have a meaningful and maintainable way of assessing students in order to guide instruction. At this time, each teacher does this in her own way – no consistency is present. The Reading First Leadership Team will address this in their weekly meetings and with the mentor Reading Coach. This will be thoroughly addressed in the scheduled training as well.

**(F2d) State reading standards and assessments**

All district training will align with the state reading standards. The Reading Coach will be responsible to make sure all K-3 teachers, special education teacher, and principal understand the state-mandated assessments. Training will focus also on Montana Content Performance Standards as teachers are taught how to use effective instructional strategies to seamlessly align

classroom activities with state standards. Once the Reading Coach is hired, more detail will be available regarding these issues.

**(F3) Classroom Follow-Up Activities**

Providing job-embedded training to the teachers by having a Reading Coach assist them in their own classrooms will expedite the reading reform process. Having this kind of support will take away the isolation of the classroom teacher with her/his students by providing that Reading Coach as a resource and support system. With this in mind, the following issues will be addressed.

**(F3a) Communication of Expectations:** Expectations for implementing the program with fidelity will be addressed throughout each weekly Reading Leadership Team meeting and the monthly grade level meetings that will be held with Charlo School. They will also be emphasized on a continual basis during the mentoring activities with the Reading Coach, peer observations, principal visits and meetings, and all training activities. The Reading Coach and Principal will be the pivotal figures in leading the communication of expectations.

**(F3b-f)** The very **initial preparation** has taken place by attending the Reading First workshop and the whole staff researching the program and finally coming to a consensus to participate. Intense program training will be conducted upon funding. Sufficient ongoing support will be a crucial responsibility of the Reading Coach. This person will not only observe and demonstrate SBRR lessons but will facilitate follow-up meetings to observing a lesson. This person will conduct follow up meetings with the reading teachers to reflect on what went well and what could work better with the lesson – always considering the learner. The Reading Coach will also conduct the weekly meetings with each staff and once a month for the Charlo and Dixon combined meeting.

An important part of preparation and ongoing support will be the training that the Coach

and principal will receive that will assist them in effectively supporting teachers as they implement new programs and strategies, and will therefore be uniquely prepared to provide implementation.

The Coach and Principal will give teachers who are found to be struggling intense assistance. In addition, such a teacher who is having trouble implementing the program with fidelity will be closely monitored by the Reading Coach and targeted for increased professional development activities in core program implementation (including supplement and intervention materials), assessment administration and data analysis. Increased time with the Reading Coach for observations, practice and feedback will also be available.

**(F3c)** Dixon School district will make sure that the Reading First staff has ongoing support to implement the program with fidelity by utilizing early outs for meetings, PIR days for trainings, and weekly staff meetings. Substitute teachers and support staff will be utilized in order for the Reading First teachers to attend trainings, practice implementing a new strategy, practice with feedback from an expert and continue refining delivery of the program.

**(F4) District Support for Professional Development for Staff: See pages 5-8.**

In addition, as a Reading First School, Dixon School will have the opportunity to implement online professional development through Knowledge Box, network device supported by Pearson Digital Learning. Through this program, State Reading First personnel, SBRR specialists, and educators from institutions of higher learning will continually deliver multimedia-enabled professional development modules directly to Dixon School's teachers, who often don't have access to ongoing professional development because of its isolated location.

**(F5) Ongoing Support for Reading Coaches: See section E3a-f pages 33-35.**

**(F6) Professional Development Context**

Following is the Dixon and Charlo Reading First Professional Development schedule for

the 3-year program. This was designed based upon the Every Child Reading: A Professional Development Guide (Learning First Alliance, 2000) and the Blueprint For Professional Development for Teachers of Reading and Writing (Moats, 2001). The Learning First Alliance premise is that student achievement will not improve unless everyone who affects student learning is involved. For this reason, training will be offered to not only the Reading First Teams but also to the intermediate and junior high staff when district funds allow so that the program has continuity. The staff of each district agrees that a school-wide effort is necessary for systemic change and reform and that reform begins with effective professional development.

Effective professional development initiates changes to instruction in definable stages (phases) within significant time. The following calendar designed by Anne Brown for the Montana Reading First Grant Help Packet separates these phases into: Initiation Phase (Phase 1/year 1), Implementation Phase (Phase 2/Year 2) and Sustaining and Replicating Phase (Phase 3/Year 3).

**The Initiation Phase (First Year)** is designed to introduce the Reading First Leadership Teams to SBRR principles and strategies. Taken from the Reading First Help Packet (Brown, 2003, pg. 34-35), the topics addressed at this phase will include:

- Implementing SBRR strategies and teaching the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Using needs assessments to create action plans for student achievement
- Making decisions and maximizing student achievement through analysis of assessment results
- Developing leadership skills
- Using SBRR strategies to address the learning needs of special education and LEP students
- Using educational software to augment reading instruction
- Customizing and integrating online instruction

Again, according to the Montana Reading First Grant Help Packet (Brown, 2003, pg. 35), **the Implementation Phase (Year Two)** will involve building on the foundation of SBRR that was

developed in the Initiation Phase. Topics addressed at this phase include:

- Using new strategies to incorporate SBRR teaching materials, programs, and methods into the classroom
- Using technology to gather data and inform instruction, enhance instruction, and communicate and increase professional learning
- Exploring methods of working with volunteers and paraprofessionals
- Aligning curriculum across content areas
- Evaluating current practices and collaborating with colleagues to discover solutions

Finally, **Phase 3/Year 3 is the Sustaining and Replicating Phase** which will be time for showcasing best practices and continually strengthening the professional development provided in the first two phases. These topics will include (Brown, 2003, page 35):

- Gaining in-depth knowledge of SBRR
- Implementing and using data from screening, diagnostic, progress monitoring, and outcome assessments
- Working with challenging assessment issues, such as transient, new, LEP, and special education students
- Identifying obstacles to and support for literacy achievement.
- Sharing information with colleagues to ensure alignment of curriculum and implementation of best practices.

The following calendar was also designed by Anne Brown of Pearson Education (2003) and modified to fit the Dixon and Charlo District needs. It illustrates each context that will be used to deliver professional development instruction to Reading First teachers throughout the program.

**Table 5. Charlo and Dixon Reading First Professional Development Calendar**

<b>Context</b>	<b>Personnel</b>	<b>Provider</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Intensive Institutes	Required for all *Reading First Leadership Team members (Charlo and Dixon)	OPI	Summer 2004: SBRR and program-specific training, guidance on developing Three-Year Reading Improvement Plan	Summer 2005 SBRR and program specific training on using new strategies - implementation phase.	Summer 2006: SBRR gaining in-depth knowledge - Sustaining and Replicating phase.
In-Service Trainings	Required for all Reading First Leadership Team members and other	McGraw Hill Program Facilitator	3 days during January 2004 – 2 half-days after school for 3 weeks	Fall 2004 Core program in-service for new employees (if applicable).	Fall 2005 Core program in-service for new employees (if applicable).

	interested staff.				
Grade-Level Meetings	Required for all Reading First Team members	Reading Coach	Monthly meeting with both districts together.	Monthly meeting with both districts together.	Monthly meetings with both districts together.
Across-Grade Level RF Team Meetings – 3-year Planning	Required for all Reading First Team Members	Reading Coach	Weekly meetings for each building/district – Begin in January- Design 3-year Plan and discuss program implementation	Weekly meetings for each building/district to discuss 3-Year Plan and Program implementation and modifications needed for plan.	Weekly meetings for each building/district. Plan and Program implementation – design sustainability plan for Program.
Online Courses	Reading First Team Members and other interested staff	OPI delivered through Knowledge Box	Year-round delivery of Knowledge Box modules complementing topics listed for First Phase.	Year-round delivery of Knowledge Box modules complementing topics listed for Second Phase.	Year-round delivery of Knowledge Box modules complementing topics listed for Third Phase.
Study Groups	Reading First Teams and other interested staff in districts.	Shared Dixon and Charlo School	Monthly, Publications to studied include: Reading and the Native American Learner, Master Teacher, staff researched materials.	Monthly, Publications to studied include: Reading and the Native American Learner, Master Teacher, staff researched materials.	Monthly, Publications to studied include: Reading and the Native American Learner, Master Teacher, staff researched materials.
College Courses (Study Groups)	(Both districts) Reading First Team members and staff members interested in graduate work	University of Montana	Graduate Level Literacy courses aligned with Reading First program goals.	Graduate Level Literacy courses aligned with Reading First program goals.	Graduate Level Literacy courses aligned with Reading First program goals.
In-Class Coaching, Mentoring, Demonstrating	Required for K-3 and special education reading classroom teachers	Reading Coach	Ongoing; Reading Coach visits Reading First classrooms, demonstrates appropriate instructional strategies, provides feedback. 2 visits per week.	Ongoing; Reading Coach visits Reading First classrooms, demonstrates appropriate instructional strategies, provides feedback. 2 visits per week.	Ongoing; Reading Coach visits Reading First classrooms, demonstrates appropriate instructional strategies, provides feedback. 2 visits per week.
Coach and Administrator Meetings	Charlo and Dixon Principals and Reading Coach	Reading Coach	Monthly meetings to analyze all comprehensive program implementation and make adjustments to ensure fidelity of the program.	Monthly meetings to analyze all comprehensive program implementation and make adjustments to ensure fidelity of the program.	Monthly meetings to analyze all comprehensive program implementation and make adjustments to ensure fidelity of the program.

Bi-monthly State Training	Reading Coach and Dixon and Charlo principals	OPI	Bi-monthly meetings alternating between Billings and Helena. (2-days for Coaches/ 2 day for principals)	Bi-monthly meetings alternating between Billings and Helena. (2-days for Coaches/ 2 day for principals)	Bi-monthly meetings alternating between Billings and Helena. (2-days for Coaches/ 2 day for principals)
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**(F7) Professional Development Alignment – See Section A2, pages 5-7.**

**(F8) Non-Reading First Schools – Not applicable – both districts have only one school.**

**(F9) District Support of State Training – see Section A2, page 5-7.**

**Part G. District-Based Technical Assistance**

The Dixon and Charlo School Districts will coordinate all elementary district trainings to support and reinforce the concepts addressed by the State. The overall goal of the professional development plan the two districts have designed is to develop the leadership of the K-3 staff which will make the districts self-sufficient in implementing a scientific based reading program with teachers trained to guide instruction through student assessment results. In order to implement reading reform, the districts will utilize the technical support offered from the state so that Reading First objectives can be reached.

**(G1) District Coordination with State Assistance**

Four levels of technical support are built into the Montana Reading First reform process. The Dixon and Charlo School Districts will support their schools through the levels that will be part of their reading program. These four levels include:

**Table 6: Four Levels of Technical Support**

1. <u>Reading Coach</u> : Provides on-site professional development follow-up and overall day-to-day coordination of the program.
2. <u>Principals</u> : Works closely with the Reading Coach in scheduling and providing professional development activities aligned with the needs of the staff. Principals will take responsibility of assessing the staff needs individually and as a whole. He will meet with Reading First Leadership Team bi-weekly and Coach weekly aside from visiting classrooms and collaborating with other Reading First principals.
3. <u>SBRR Specialists</u> : Work mainly with the principals and Reading Coaches as support in training Reading First staff and ensuring that the SBRR programs are being implemented with fidelity.

4. State Technical Assistance: Make intense training and summer institutes available along with follow-up training offered through Knowledge Box. Districts that struggle with implementation will receive added assistance from this level i.e. site visits and consultations.

### **(G2) Identifying Professional Development Needs**

**(G2a) Identifying Professional Development Needs:** The Dixon and Charlo Districts

conducted the same Staff Survey (Montana Reading Excellence Act Program) to pinpoint staff needs in regard to Reading First goals. This assessment will serve as a base to specifically plan professional development activities. In addition, it will serve as a baseline to measure staff progress in the fall of 2004 when this same assessment tool is used again for the staff. Because Dixon is a small staff of 5 teachers in the K-3 reading program (including the special education teacher and librarian) working with Charlo will make training more cost effective when individual staff members have specific needs – they can be paired up with others with the same needs or work one-on-one with struggling individuals.

**(G2b) Planning and Budgeting for Professional Development:** Like other budget items, continual monitoring of professional development funding will take place among the principal, Reading Coach and the district clerk. Dixon and Charlo will work together with other REA and Reading First schools to cut costs in regard to funding.

**(G2c) Evaluating Professional Development Effectiveness:** The principals and Reading Coach will be responsible for assessing the needs of the staff. They will also design the staff surveys and evaluation tools to assess the professional activities. They will look to the SBRR specialists and State Reading First Leaders to ensure the tools are aligned with the SBRR and State standards.

### **(G3) Assistance with Monitoring and Evaluation**

**(G3a) Writing a 3-Year Reading Improvement Plan:** The Charlo and Dixon principals and Reading Coach will visit the St. Ignatius School District and other neighboring REA schools for

assistance in developing a 3-Year Improvement Plan. In addition, they will attend State training on developing a successful Reading Improvement Plan.

**(G3b) Progress Monitoring:** Dixon and Charlo School District principals and the Reading Coach will monitor the effectiveness of Read to Succeed. The outcomes that indicate progress will be determined in the 3-Year Reading Improvement Plan. As they receive direction at their State training for the Improvement Plan, they will also address how to monitor the progress.

**(G3c-d) Interpreting Benchmark Data:** Within the 3-Year Reading Improvement Plan, benchmarks will be established within the goals of the plan. The principals and Reading Coach will work together in developing and interpreting that data. They will also use the long-time established network with REA schools such as St. Ignatius along with guidance from SBRR specialists and Macmillan McGraw Hill consultants to refine and accurately adjust benchmarks and overall Read to Succeed program.

**(G3e) Adjusting the Budget:** Each spring of the program, the Read to Succeed project staff will revisit the goals of the program and the budget items addressed in the proposal.

Adjustments to the program will be made as needed to ensure that the program continues with fidelity and the budget will be adjusted to reflect the program changes.

**(G3f) Using Technology to Manage Data:** The Reading Coach and Dixon and Charlo School Principals will attend all Fox in the Box Assessment System training sessions. The district employees that already enter data electronically be involved in the maintenance of the records. Dixon already uses SPSS and School Master for electronic data management. The management system needs refining and so the district is looking forward to the technical support the Reading First program will provide.

**(G4) Technical Assistance for Non-Reading First Schools**

Charlo and Dixon principals will offer assistance to those schools who are interested in

implementing a scientifically based reading research program. These schools will be invited to visit the Reading First classrooms and meet with staff. According to the Montana Reading First Help Packet (Brown, 2003), *the expertise of all district Reading First Representatives, REA experts, Reading First principals, and Reading coaches will be available to non-selected schools through the district web site and selected professional development activities.*

**(G5) Core Individual**

In the Dixon District, the Core person will be Mr. Faroni, the principal. He will assist the reading coach and be trained to do so by attending bi-monthly meetings, observe teachers, and be involved in each and every component of Read to Succeed.

**Part H. Evaluation Strategies**

**Table 7: (H1) Current Year-End Outcome Goals**

Grade	Outcome Goal	When Measured
Kindergarten	80% reading at grade level	Spring
First Grade	80% reading at grade level	Spring
Second Grade	80% reading at grade level	Spring
Third Grade	80% reading at grade level	Spring

**(H2) Needed Assistance:** As was noted in Section F1 page 36-37, assessment was one of the areas where teachers rated the current program as an area of need. Currently, common assessment activities do not take place among the staff so there are no clearly specified instruments and procedures for assessing reading achievement in a consistent manner from grade to grade. Therefore, there is no way to accurately track student progress and needs. Having said this, there is no way to use assessments to guide instruction to meet the students’ needs. In order to comply with Reading First requirements, a consistent assessment system needs to be embedded into the core reading program. Also, all staff need to become consistent in the way they conduct the reading lessons.

Stemming from the above, the staff is interested in the Reading First model because of

the early intervention. They believe too many of the students are labeled as special education and never get out. With earlier intervention, students would be more successful at an earlier age.

**(H3) Disaggregated Achievement Data:** The Reading Coach and principals will disaggregate and report achievement data according to gender, low-income, Native American, Limited English Proficient, and special education students. The data from these groups will be analyzed with the following questions already used in addition to some taken from the Montana Reading First Help Packet (Brown, 2003).

- Is there a difference between the achievement of minority/low income/LEP/special education students compared with students who are not in those groups?
- Is the gap wider or narrower at certain grade levels?
- How does attendance impact achievement?
- How does late enrollment or early exit impact learning (transient students)?
- Is there a difference between the attendance of minority/low income/LEP/special education students compared to students who are not in those groups?
- If so, what are the implications of these findings for instructional and intervention needs?
- How do these findings compare with previous assessment results and disaggregated analysis?
- Have we made progress in closing the gap?
- Is there any data to indicate what specific aspects of reading these groups are struggling with the most?
- Can we use the data to design more effective intervention for these groups school wide?

This data will be used to monitor and report student changes in progress. It will not only be used for Reading First data but for the over-all program of the school. It will be used to monitor the districts Annual Yearly Progress.

#### **(H4) Use of Outcome Data:**

The data collected and compiled will allow the teachers to pinpoint the individual needs of the students. This data will be based on the State testing framework and curriculum-embedded assessments (Macmillan McGraw, 2003 core program and Fox in the Box Assessment System) explained in Part B on pages 10-15. The following data in (H5) (taken from the Fox in a Box Assessment System), will allow the Dixon and Charlo Reading First Leadership Teams to

monitor the effectiveness of Read to Succeed in raising the reading achievement level of K-3 students. These records will follow each student to the upper grades as well and become part of the whole school systemic reading reform. One of the most important uses of the data will be for teachers to plan effective strategies for instruction based on these student records. Students at risk of not learning to read indicated by absence of phonemic awareness or other essential skills will be provided with intervention to “catch” them before they fall further behind. The state approved Fox in a Box Assessment System will allow student’s individual needs to be addressed. Following is the baseline data that will be used to assess program success.

**Table 8: Percent of Dixon Students Meeting or Exceeding Proficient Level on 2003 ITBS Scores**

	Total	Gender	%	Ethnic (#)	%	Special Ed.	Poverty
<b>K</b>	<b>100%</b>	Female	100	Native Am.	100	*	100
		Male	100	White	100		
<b>Grade 1</b>	<b>100%</b>	Female	100	Native Am.	14	*	100
		Male	0	White	29		
<b>Grade 2</b>	<b>43%</b>	Female	43	Native Am.	100	*	43
		Male	0	White	0		
<b>Grade 3</b>	<b>71%</b>	Female	0	Native Am.	29	*	43
		Male	71	White	43		

**\*indicates there are no students belonging to that category**

Dixon and Charlo School teachers and administrators are pursuing the opportunity to become Reading First Schools because of their mission to provide the best instruction possible for their students. One of the main components that appeal to them is the intense professional development for aligning assessment and instruction in a consistent fashion. They recognize the need for early intervention and hope to assist more students in being successful in reading rather than testing students into the special education “track” which once students enter, hardly ever test out. For this reason, at this point, Dixon and Charlo are adopting the State selected assessment system of Fox in the Box. Following are the Fox in a Box midyear benchmarks that will be used to measure program success.

**(H5) Mid-Year Benchmarks**  
**Table 9: Fox in a Box Midyear Benchmarks**

Essential Skills	Kindergarten Mid-Year (level 1)	Grade 1 Midyear (Level 3)	Grade 2 Mid-Year (level 5)	Grade 3 Midyear (Level 7)
<b><u>Phonemic Awareness</u></b>	Rhyme Recognition: 5 of 6 Rhyme Generation: 4 of 6 Syllable Clapping; 4 of 6 Initial Consonants: 6 of 8			
<b><u>Phonics:</u> <u>Alphabet Recognition</u> <u>Alphabet Writing</u> <u>Spelling</u></b>	1. Alph. Recog. Name 18 upper and lower case letters and the sound of 20 letters. 2. Alph. Writing Write 12 of 20 upper and lower case letters. 3. Spell 6 of 10 words.	Spell 12 of 24 words  Decoding 15 real words and 6 nonwords.	<u>Spell</u> 36 of 48 words. Decode 45 real words and 18 nonwords	<u>Spell</u> 48 of 60 words
<b><u>Reading and Oral Expression:</u> <u>Vocabulary,</u> <u>Sight Words</u> <u>Reading</u> <u>Reading Fluency</u></b>	Reading: Concepts of Print and Oral Expression	Vocabulary: 12 of 20 items Sight Words: 30 of 114  Reading: 90% Accuracy Comprehension Oral Expression	12 of 20 vocabulary items; 75 of 114 sight words; Reading: 90% Accuracy Comprehension and Oral Expression Fluency: 50 words per minute; Read w/expression	Vocabulary: 12 of 20 items Sight Words: 110 of 135  Reading: 90% Accuracy Comprehension Oral Expression Fluency: 100 words per minute; Read w/expression
<b><u>Listening and Writing</u></b>	Listening Comprehension  Writing Development	Listening Comprehension  Writing Development	Listening Comprehension Writing Development Writing Expression	Listening Comprehension Writing Development Writing Expression

**(H6) Intervention System for Students Not Meeting Benchmarks/Outcome Goals**

It is possible to identify children who are at risk for reading difficulties even before they begin to read (Hurford, 1994). Prompt intervention aligned with the core program can assist these children to learn to read at average or above-average levels. Once identified early and provided with systematic, and intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary and reading comprehension strategies (Lyons, 2003). Dixon teachers will use the core program intervention to provide explicit instruction in the essential skills. In addition, parents will be apprised of how their children can be helped at home (i.e. rereading

familiar books and asking children questions about what is read) (The Partnership for Reading, 2003). At school, the teachers will continue their cross-grade reading buddy activities and working with volunteers from outside (visiting senior citizens) as well as inside the school buildings (cook, janitor, etc.) to listen to children read. Children needing more one-on-one instruction will engage in after-school tutoring with reading instructors or paraprofessional.

**(H7.) Schools Not Making Adequate Progress**

Mr. Faroni, Dixon principal and the Reading Coach will seek technical support if they find the program is not effective or being if the staff is finding it difficult to implement the program with fidelity. The technical support team will be asked to assist the district in planning and implementation of interventions. These plans will include specific professional development designed to ensure steady improvement and program fidelity.

**(H8.) Non-Reading First School Goals and Benchmarks**

Not applicable – only one school in district.

**Part I. Access to Print Materials**

**(I1a-b)** According to Dr. Reid Lyons who spoke at the Helena Reading First Workshop in August of 2003, most children from poverty grow up with limited numbers of books in the home, a limited amount of time spent reading and/or having adults read to them. On that note, many times children from poverty do not have the opportunity to see reading modeled by their parents or other adults in the home. The District strives to provide students with as many opportunities as possible to bring books home. The Dixon Read to Succeed Reading First Program will assist the district in its efforts to keep an up-to-date and wide array of engaging reading materials at every reading level. Some of the latest online expository subscriptions requested by the staff include INET LIBRARY, ENCARTA ENCYCLOPEDIA, and WORLD BOOK ONLINE. In regard to narrative texts, the district is striving to accumulate a varied collection of Accelerated

Reader titles and assessment discs that go along to motivate students to read and encourage comprehension. At this time, each classroom houses a self-contained library with a limited supply of appropriate leveled titles of all genres. Lastly, Culturally significant Native American titles (especially Montana Tribes) are always being sought to connect to the large Native American population of students at Dixon in all areas of the curriculum and resource areas. The Reading First Program will provide the opportunity to move ahead with these objectives.

**(I2)** In order to collaborate with the Dixon Community to build a community of life-long readers, Dixon School will coordinate the Read to Succeed program with programs such as the following: Reading is Fundamental, Feed and Read, Local Pizza Hut sponsored Book-It, Dixon School sponsored Book Fair, used Book Exchange, visiting Montana authors, as well as storytelling tribal and local elders.

**(I3)** The Dixon School Library serves also as the community library. However, the community is also provided service from the Sanders County Bookmobile. During the summer months, students use this service through the summer school program. The school library also participates in the Inter-Library-Loan.

## **Part J. Additional State Criteria**

**(Criterion J1-1) Detailed Budget – See Section III.**

**(J1-2) Federal Programs Form with estimates on First Project Year – See Section III.**

**(Criterion J2) Staff Support and Participation:**

Staff members present at the Helena workshop on August 4<sup>th</sup> through the 7<sup>th</sup> include Betty Wallace who teaches a 1 & 2 combination classroom and Mark Faroni the Dixon School principal. Amy Burland who serves as the district's program coordinator attended one day of the conference. The rest of the staff had prior commitments but were kept abreast of the issues and topics discussed. See Section **(A1) pages 2-5** for a description of how the K-3 staff was involved

in the pre-grant activities and involvement in composing this proposal. See the Staff Assurances page where 100% of the K-3 teachers, special education teacher and librarian all signed to show their commitment to implementing the program and their involvement in drafting the proposal.

(B4) Because Dixon is a small district, the Reading First Leadership Team will be made up of ALL staff participating in the program. See Table 2 page 4: Dixon Reading First Leadership Team for a list of the members and their job description.

**(Criterion J3) Careful Planning:**

See Table 5: Reading First Professional Development Calendar pg. 34-36 and Section (B4)

Yearly Assessments pages 10-11.

**(Criterion J4) Coordination of Comprehensive Program:**

The Dixon and Charlo elementary staffs have worked closely in developing their proposals to ensure congruity especially in their core program and professional development plans. See Part A pages 3-4.

**Part K: Competitive Priorities**

**Previous effort or interest toward implementing SBRR programs and materials in their**

**schools**• The Dixon and Charlo School Districts will provide funding for substitute teachers for participating staff who are absent to attend training, test children or any other situations that will assist in the fidelity of the program. See Part A pages 1-3 for an explanation of Dixon School's previous efforts in reading reform.

**Consortium:** Dixon and Charlo School Districts have formed this consortium to systemically reform their reading programs. See Part A pages 3-4.