

Reading First Campus Implementation Indicators

Campus _____

Date completed _____

#	INDICATORS	COLUMN A CURRENT INDICATOR OUTCOME	COLUMN B NEXT YEAR INDICATOR TARGET	COLUMN C ACTION ITEM/NOTES
1	# / % of students qualifying for intervention @ EOY			
2	# / % of students referred to/receiving special education instruction @ EOY			
3	# / % of K-3 teachers trained in core program			
4	# / % of special education teachers, ESL teachers, and reading specialists trained in core program			
5	# / % of special education teachers, ESL teachers, and reading specialists trained in intervention program			
6	Average amount of time per teacher per week devoted to same-ability small groups in core program			
7	Average amount of time per teacher per week devoted to mixed-ability groups in core program			
8	# / % of K-3 students identified for special education due to reading difficulties			
9	Amount of time per year allocated per teacher to core program professional development			
10	Amount of time allocated per teacher to follow-up professional development and/or planning related to core program			
11	Average # of meetings per month between reading coach and grade-level teams			

#	INDICATORS	COLUMN A CURRENT INDICATOR OUTCOME	COLUMN B NEXT YEAR INDICATOR TARGET	COLUMN C ACTION ITEM/NOTES
12	Attendance rate of kindergarten teachers at grade level meetings			
13	Attendance rate of first grade teachers at grade level meetings			
14	Attendance rate of second grade teachers at grade level meetings			
15	Attendance rate of third grade teachers at grade level meetings			
16	# of meetings per year among principal, reading coach, and teachers regarding scheduling			
17	# / % of instructional leaders (administrators and coach) trained in the core reading program and how to evaluate its implementation during observations			
18	Average # of times per semester principal observes each teacher/interventionist during reading instruction			
19	# of teachers who have used observation feedback given by administrators			
20	Average # of times per month coach observes each teacher/interventionist during reading instruction			
21	# of teachers who have used observation feedback given by reading coach			
22	# / % of instructional leaders trained in assessment data analysis			

#	INDICATORS	COLUMN A CURRENT INDICATOR OUTCOME	COLUMN B NEXT YEAR INDICATOR TARGET	COLUMN C ACTION ITEM/NOTES
23	# of grade-level meetings per month attended by principal			
24	# of PD sessions per month delivered based on needs identified by student assessment data			
25	# of PD sessions per month reading coach delivers based on needs identified in instructional observation			
26	# of PD sessions per month delivered based on teacher surveys			
27	Average # of meetings per week between coach and individual teachers			
28	# of follow-up trainings provided by vendors during the year			
29	# of meetings during the year among the principal, RF project manager, and technical assistance specialist			
30	# of meetings since beginning of the year organized by principal to discuss and analyze data			
31	# of meetings during the year organized by principal to discuss progress toward reaching campus goals			
32	Average # of problem-solving sessions per month between principal/RF project manager and reading coach/teachers			
33	% of students receiving intervention who are checking out books from classroom or school library to take home, per month			
34	% of students earning rewards in reading incentive program			

#	INDICATORS	COLUMN A CURRENT INDICATOR OUTCOME	COLUMN B NEXT YEAR INDICATOR TARGET	COLUMN C ACTION ITEM/NOTES
35	# / % of students who are recognized for reading improvement in school ceremonies			
36	# / % of students receiving intervention who are recognized for reading improvement in school ceremonies			
37	Classroom library surveys indicate a variety of text genres			
38	# of meetings per year among RF project manager, principal, and reading coach			
39	Average # of times per month that the business manager draws down RF funds			
40	# / % of RF meetings (not PD) per year that include special education teachers			
41	# / % of RF meetings (not PD) per year that include the librarian			
42	# / % of RF meetings (not PD) per year that include reading specialists			
43	# / % of RF meetings (not PD) per year that include the diagnostician			
44	# / % of RF meetings (not PD) per year that include the speech therapist			
45	# / % of RF meetings (not PD) per year that include Title I teachers			
46	# / % of RF meetings (not PD) per year that include ESL teachers			

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47	# / % of RF meetings (not PD) per year that include paraprofessionals			
48	# of RF meetings (not PD) per year that include parents			
49	# of new teachers who began after start of school year			
50	# / % of these new teachers who received all professional development on programs & assessments			