



READING FIRST MONITORING REPORT

DEPARTMENT OF PUBLIC INSTRUCTION

TITLE I

SFN 54307 (12/05)

RETURN TO:
 Department of Public Instruction
 Title I Office
 600 E Boulevard Avenue, Dept. 201
 Bismarck, ND 58505-0440

Name of LEA		Program Review Date	
LEA Address			
City		State	Zip Code
LEA Superintendent			
Reading First Coach			

The Department of Public Instruction is responsible for the administration and supervision of programs funded under Title I, Part B, Reading First program. The purpose of this monitoring report is to provide information on the use of funds to improve reading instruction in grades K-3.

Management Review

Area Of Compliance	Supporting Documentation	Compliance Status		Comments
		YES	NO	
Certification				
1. The board of education has named an authorized representative for the Reading First program. The meeting was held on _____.	Include minutes from meeting approving a authorized representative for the Reading First program.	<input type="checkbox"/>	<input type="checkbox"/>	
2. The board of education has approved the submission of the request for proposal for the Reading First grant. The meeting was held on _____.	Include minutes from meeting approving the Reading First grant.	<input type="checkbox"/>	<input type="checkbox"/>	
Financial Review				
3. a. Purchase orders and invoices are properly coded to Reading First. b. Administration funds, if included in the Reading First grant, are being tracked separately and are appropriate expenditures.	Must include randomly selected purchase orders and invoices for Reading First. Must be coded to the proper object code, title, and FY funding. Dates must be after July 1.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Purchases are appropriate expenditures for the Reading First program and correspond to the grant application that was submitted and approved.	Alignment with grant application.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Salaries of those being paid with Reading First funds are tracked appropriately.	Fixed schedule or time and effort log is provided.	<input type="checkbox"/>	<input type="checkbox"/>	
6. The inventory of equipment, with a value of \$750 or more and a useful life of more than one year, meets the management requirements of EDGAR as described in the General Requirements for Federal Programs published by the Department of Public Instruction.	Evaluate the current Reading First inventory. Inventory record must include: Description, cost, serial number, date of purchase, and location.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Materials, supplies, and equipment purchased with Reading First funds are labeled as such.	Reading First labels must be checked and affixed to all non-consumable purchases.	<input type="checkbox"/>	<input type="checkbox"/>	

Program Review

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Leadership		A	C	T1	T2	
1. A Reading Leadership Team (RLT) has been established with representation from an administrator and teachers from all grades K-3, including specialists (SPED, ELL) and meets on a regular basis throughout the year. An end of the year review must be conducted each year.	Documentation should include a list of names and either written communication, agendas, or other evidence of coordination, including review of the district professional development plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The principal provides and protects time for the grade level meetings. The grade level meetings are regularly scheduled. Principal attends regularly.	Documentation of a schedule, agenda, sign-in sheet, or minutes of meetings is available. Principal does not have to attend all meetings, but should attend several throughout the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Principal is aware of and ensures the collection of assessment data used in the Reading First program, including DIBELS, the CAT/Terra Nova Plus and other assessments.	Monitor must verify this knowledge through interviews.	<input type="checkbox"/>				
4. Principal leads, designs, and monitors the staff in analyzing assessment data to design and monitor instruction.	Monitor must verify this knowledge through interviews.	<input type="checkbox"/>				
5. Principal ensures and protects a minimum block of 90 minutes for reading instruction each day.	Documentation may include a master schedule of teachers/classes/grades and reading instruction time that is protected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The principal/coach conducts regular "walk throughs" during reading instruction as well as more formal observations using an observation form. Principal ensures research-based instruction is sustained.	Documentation may include principal's observation schedule or completed observation forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The principal/coach provides constructive feedback to teachers based on observations and walk-throughs.	Monitor must verify that feedback is provided to the teachers. Documentation may include observation forms or notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Assessment		A	C	T1	T2	
1. A plan of action is in place to administer, score, report, share, and analyze all assessments given in grades K-3 as stated in the grant application.	Documentation should include a plan and/or schedule of all assessments, who will administer them, who will score them, and how they will be organized and filed. Documentation may include minutes of the meeting and/or agenda of when the results were analyzed and conclusions of the discussion.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. There is a system in place to make decisions on when diagnostic assessments will be administered.	May include documentation of which screening/progress monitoring scores indicate additional diagnostic assessments are necessary. May include minutes of meetings discussing individual student data and discussion on additional needs of student.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Assessment (cont.)		A	C	T1	T2	
3. A system is in place for identifying, assessing, and monitoring at-risk students, or those in need of intensive intervention.	Documentation may include a written plan on how this will be handled, assessment schedules specifically for at-risk students, or minutes of meetings.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Assessments within the core reading program are identified and selected for use for each grade level K-3 and are administered accurately and in a timely fashion.	Documentation includes identifying assessments and data from these assessments. Note: Does not mean every assessment within the core reading program must be administered.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Assessment data is used to inform instruction.	Documentation may include notes from discussion between coach/teachers on assessment data and how instruction will be structured because of individual student's needs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Intervention Strategies		A	C	T1	T2	
1. An appropriate and consistent allotment of time has been designated for intervention instruction daily.	Documentation should include a list of students considered at-risk and a schedule of when they receive an additional 30 minutes of instruction, above and beyond the 90 minutes of classroom time.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Intervention is delivered by trained personnel, who demonstrate an understanding of SBRR and explicit, systematic instruction.	Documentation of who delivers the additional 30 minutes of intervention time for at-risk students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Purchased intervention materials/programs are used appropriately.	Monitor must verify through interviews.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Intervention strategies are consistent with the needs of individual students. Data are used to monitor the progress of students in intervention and adjustments are made accordingly.	Documentation may include notes from discussion between coach/teachers on assessment data and how instruction will be structured because of individual student's needs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Instruction		A	C	T1	T2	
1. The core reading program has been purchased and is being used.	Documentation may include coach's observation notes. Monitor will verify through observation and interviews.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. K-3 teachers consistently demonstrate appropriate, explicit, systematic teaching of the five components of reading. K-3 teachers use the core reading program for the 90 minutes across grade levels without layering other programs.	Documentation may include coach's observation notes. Monitor will also verify through interviews and observation in classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. K-3 teachers use all assessment data including the core reading program assessments to determine flexible groups for additional instruction.	Documentation may include lists of student groups. Monitor will verify through interviews.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Instruction (cont.)		A	C	T1	T2	
4. Teachers manage flexible grouping effectively so that all students benefit.	Documentation may include coach's observation notes. Monitor will verify through interview and observation.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Teachers provide instruction in which all students are actively engaged at least 85% of the time.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Teachers provide multiple, varied practice opportunities in the five components of reading.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Teachers check for understanding to make instructional decisions.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Writing is aligned with reading instruction.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Spelling is aligned with reading instruction.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Communication and Collaboration		A	C	T1	T2	
1. Reading Leadership Team prioritizes reading goals and maintains staff focus on the goals.	Documentation may include notes/minutes of meeting. Monitor will also verify through interviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Reading Leadership Team reviews, revises, and updates the school's Reading First plan and makes appropriate adjustments for each grade level.	Documents may include agenda of meetings minutes. There must be an end of the year meeting where the Reading First plan is evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Reading Leadership Team integrates the Reading First plan with all other plans within the school. All plans are integrated based on data (i.e. program improvement, schoolwide plan, and targeted assistance plan).	Monitor will verify through interviews and schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Teachers meet regularly in grade-level meetings and the time is used to discuss, plan, adjust instruction, and collaborate. Small schools may have all-grade level meetings.	Documents may include agenda or minutes of meetings.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Benchmark goals at each grade level (K-3) have been clearly defined and communicated to the teachers.	Monitor will verify through interviews. Teachers should be familiar with the North Dakota Standards and Benchmarks as well as any school level benchmark goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Teachers regularly discuss assessment data at grade level meetings to monitor progress toward benchmark goals.	Documents may include agenda/minutes of meetings. Monitor will verify through interviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Professional Development		A	C	T1	T2	
1. All K-3 teachers participated in the North Dakota Reading First Academies.	<p>Documents should include a list of professional development activities and a list of teacher attendance. The principal, ELL teachers, special education teachers, and other specialists are also required to attend professional development trainings.</p> <p>The Event Registration Form, that is necessary to fill out for the North Dakota Reading First outside evaluator (McREL), may suffice for the documentation of the professional development events. The Participant Feedback Form will also be checked.</p> <p>Documentation may include student achievement data, teacher surveys, (the Participant Feedback Form from McREL), coach's observations, principal recommendation, principal walk-through, and other data.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. All K-3 teachers participated in training of their core reading program.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. All K-3 teachers participate in ongoing training in the use of the core reading program.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. All K-3 teachers received training in use of DIBELS assessment data.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Regular professional development is provided in research-based intervention strategies.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Ongoing professional development targets the identified needs of staff and students at each grade level.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Coaches		A	C	T1	T2	
1. A job description for the reading coach has been established. The coach has a clear understanding of his/her responsibilities. The staff also has a clear understanding of the coach's responsibilities.	<p>Documentation must include the reading coaches job duties. Coach has a copy of these duties and staff is aware of the coach's duties.</p> <p>Evidence should be in the logs that coaches keep of what they are doing. Documentation must include the Technical Assistance Log (form from McREL, the NDRF outside evaluator). May include other logs/notes taken by the reading coach.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The reading coach documents the assistance he/she is providing.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. 80% of the coach's time is spent coaching K-3 teachers in reading instruction.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The coach assists the assessment teams in administrating, scoring, recording, sharing, analyzing and interpreting K-3 student data.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The coach assists in the identification and implementation of interventions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The coach assists K-3 teachers with adjustments to instruction based on data.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The coach assists in the ongoing implementation, including training, of the core reading programs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The coach assists the principal in monitoring the ongoing use of research based practices with approved materials.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
Environment		A	C	T1	T2	
1. All K-3 classrooms include word walls that teachers effectively incorporate into instruction.	Monitor will verify with a walk through and through discussion with teachers.			<input type="checkbox"/>	<input type="checkbox"/>	
2. All K-3 reading classrooms are arranged to provide space for small group work, individual and partner reading, as well as whole group instruction.				<input type="checkbox"/>	<input type="checkbox"/>	
3. All K-3 classrooms incorporate elements that support instruction and recognize students' home culture (books, posters, signs) in order to facilitate learning and make connections.				<input type="checkbox"/>	<input type="checkbox"/>	
4. All Reading First classrooms have a wide variety of engaging reading materials, both fiction and nonfiction, available to students in reading classrooms.				<input type="checkbox"/>	<input type="checkbox"/>	

Area Of Compliance	Supporting Documentation	Compliance Status				Comments
		YES/NO				
District		A	C	T1	T2	
1. There is district support and representation on the Reading Leadership Team.	Monitor will verify through interviews.	<input type="checkbox"/>	<input type="checkbox"/>			
2. The district supports school-level Reading First activities with adequate resources.	Monitor will verify through interviews.	<input type="checkbox"/>	<input type="checkbox"/>			
3. The district provides technical assistance to the Reading First schools.	Monitor will verify through interviews.	<input type="checkbox"/>	<input type="checkbox"/>			
4. The district monitors Reading First activities and intervenes when necessary.	Monitor will verify through interviews.	<input type="checkbox"/>	<input type="checkbox"/>			

Signatures

Monitor	Signature of Monitor	Date
State Reading First Administrator	Signature of Reading First Administrator	Date
Title I Director	Signature of Title I Director	Date
Comments		