

Montgomery County Public Schools

# Reading Specialist

## Guidebook

2015 – 2016

[www.mcps.org](http://www.mcps.org)



Montgomery County  
Public Schools

*Engage! Encourage! Empower!*

## Version History

Version	Date	Author(s)	Notes
<b>1.0</b>	August 2014	R. Baker and J. Fenrich	Initial Version
<b>1.1</b>	March 2015	R. Baker	Additions
<b>1.2</b>	July 2015	E. Altizer	Additions

**Contents**

Version History ..... 2

**A. Guidelines for All Reading Specialists** ..... 4

    Purpose of Guidebook ..... 4

    Expectations of Reading Specialists..... 5

    Parent Involvement ..... 6

    Determining Students That Need Additional Support ..... 7

    Interventions..... 7

    Required Documentation and Forms ..... 8

        Student Records..... 8

**B. Guidelines for MCPS Title I Reading Program**..... 9

    Title I: Description..... 9

    Operational Procedures..... 10

        Title I Plan ..... 10

        Fiscal Responsibilities ..... 10

        Title I Purchase Order Procedures..... 11

        Guidelines for Travel..... 12

    Parent Involvement ..... 13

    Required Documentation and Forms ..... 14

    Montgomery County Public Schools Title I Complaint Procedure ..... 15

**C. Reading Recovery®** ..... 16

    Expectations of Reading Recovery® Teacher ..... 16

    Required Documentation and Forms of Student Records ..... 16

    Other Required Documentation and Forms..... 16

## A. Guidelines for All Reading Specialists

**MCPS Motto:** Engage! Encourage! Empower!

**MCPS Mission:**

Every student will graduate career and college ready and become a productive, responsible citizen.

**MCPS Vision:**

We inspire learning by providing a nurturing environment, positive relationships, high expectations, and continuous growth.

**VDOE Goal of Schoolwide Title I Program:**

To improve the instructional program of the entire school which includes:

- Collaboration (include all stakeholders) and cohesiveness
- Comprehensive needs assessment (gather data, review services provided)
- Professional development
- Ongoing improvement and evaluation of Title I Program

[www.doe.virginia.gov/federal\\_programs](http://www.doe.virginia.gov/federal_programs)

**Purpose of Guidebook**

- To promote effectiveness and cohesion of an instructional program across the District
- To provide expectations for reading specialists
- To provide specific objectives on parent involvement and documentation, aligned with Montgomery County Public Schools and Virginia Department of Education
- To provide information and mandates for Schoolwide Title I Programs, if applicable to your school
- All Teacher Documents (forms, letters, etc.) located on separate link

## Expectations of Reading Specialists

### The Reading Specialist:

- Fulfills all responsibilities and obligations as specified in contract, policies, and guidelines, of the Montgomery County School Board
- Performs extra duties assigned by principal (i.e., bus duty, committee assignments, faculty meetings)
- Collaborates consistently with classroom teachers, specialty teachers, and families
- Reading Specialists should have a minimum of 8 sessions daily with students (if teaching Reading Recovery--4 RR sessions and 4 group sessions)
- In-class model of reading instruction is used in all MCPS elementary schools
- Plans, implements, and evaluates, an effective and cohesive instructional program, designed to **supplement not supplant**, the regular classroom teacher's efforts towards meeting students' needs and raising student achievement
- PALS identified students must be seen an additional 30 minutes daily. This would **supplement** the student's core instruction. All Title I schools are schoolwide and should service additional students, as possible, to create firm reading foundations. Reading Specialist groups will serve more than just PALS identified students
- Consistently progress monitors students through formative and summative assessments and shares information regularly with classroom teachers and families
- F&P Benchmark assessments should occur by the end of the first 9 weeks. New students should be assessed upon entry for reading level knowledge
- F&P Benchmark assessments - 2-3 minimum times per year for students receiving additional reading support
- Spring PALS and F&P assessment information should be used to begin serving students as soon as possible after school starts. **Student services should not wait until after the fall PALS screening.** Since reading groups are fluid according to needs, students can be moved if the spring assessment information does not quiet 'fit'.
- The MCPS Summer 2014 F&P levels are to be used for leveling. The form is available on the Reading Specialist website if needed
- Maintains onTRAC of interventions on students served: BOY and EOY data
- Completes Running Records Tracker electronic record of student reading progress
- Attends School Based Intervention meetings on students
- Involves families in the education and achievement of their child (See Parent Involvement section)
- Maintains required documents and student records and keeps them up to date (See Required Documentation and Forms section) Title will be monitored on a 3 year cycle
- Provides professional development and training for classroom teachers on
  - *Fountas & Pinnell* Benchmark Assessments
  - PALS implementation and analysis for PK-3
  - Shared language
- Assure maintenance of PALS record keeping
- Monitors and assists with *IStation* assessment implementation for skill identification and teacher resource information

- Maintains, updates, and inventories, Leveled Bookroom(s) in collaboration with school librarian. All non-consumables should be included in the Title I inventory
- Attends district-wide reading specialist meetings
- Maintains and updates reading resources (i.e., *Fountas & Pinnell* Benchmark Assessment kits)
- A link to the VDOE Report Card shall be maintained on the front page of the school website for easy access by parents and the community
- Title I Schools: A link to the school's Title I Parent Involvement Plan, parent-school compact, and Title I Schoolwide Plan shall be maintained on the school website
- Title I Schools: "Right to Know" notification shall be made available to every family in MCPS Schoolwide schools. This can be made available through a letter sent home on school visitation night, in the school handbook, or on the school website

## Parent Involvement

Montgomery County Schools recognize that the education of each student is a shared responsibility of the school and the student's family.

- Spring survey given to families served in order to determine effectiveness of reading specialist's support and instructional program
- Attends parent conferences to share student progress using Reading Progress Form and provides instructional strategies for families on ways to support their children at home
- Communicates regularly with families, encouraging a two way form of communication of exchanging information and ideas
- Attends School Based Intervention meetings on students

## Determining Students That Need Additional Support

*(Some assessments may be completed by classroom teacher)*

- *Fountas & Pinnell Benchmark Assessment* – 2-3 minimum times per year
- *LLI Reading Records*
- PALS scores, fall, mid-year, spring. Students that do not meet the Fall PALS benchmark must receive an additional 30 minutes daily of reading instruction
- SOL reading scores, if applicable
- Benchmark Testing
- IStation
- *PALS Quick Checks*
- Other assessments and classroom teacher concerns
- 4th grade students that did not pass the 3rd grade Reading SOL

## Interventions

Student selection for interventions should consider which students need services and how will they be served so students spend the majority of their time in their classroom.

- LLI
- Reading Recovery
- Title I groups
- Wilson/Fundations
- System 44
- IStation

## Required Documentation and Forms

- Reading Specialist's schedule
- Collaboration documentation with classroom teachers

## Student Records

- *Fountas & Pinnell Benchmark* Assessment – 2-3 times per year (Or teacher may keep)
- *LLI Reading Records* (Or teacher may keep)
- PALS scores, fall, mid-year, spring
- SOL reading scores, if applicable
- Reading Progress Form for parent conferences
- Additional running records as needed
- PALS *Quick Checks* as needed
- Additional assessments as needed



## B. Guidelines for MCPS Title I Reading Program

### Title I: Description

Title I, Part A is a federally funded program that provides financial assistance through state educational agencies to school divisions and public schools with high numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic content and achievement standards.

[http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/)

### All MCPS Title I Schools are Schoolwide programs

Schoolwide programs maximize the impact of Title I.

The emphasis in schoolwide program schools is on

- serving all students,
- improving all structures that support student learning, and
- combining all resources, as allowed, to achieve a common goal.

### Benefits of Becoming a Title I Schoolwide Program School: An LEA Resource

- SWPs promote comprehensive reform and continuous improvement.
- SWPs require an upgrade of the entire instructional program in order to raise academic achievement for all students.
- SWPs target high poverty schools.
- SWPs are afforded flexibility in the use of funds in order to engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children.
- SWPs promote enhanced collaboration among program administrators in the areas of the development of a comprehensive needs assessment and, 2) an examination of duplication of services.

(Complete text located on Teacher Documents link)

[http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/guidelines\\_procedures/benefits\\_becoming\\_title1.pdf](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/guidelines_procedures/benefits_becoming_title1.pdf)

### The schoolwide reform strategy requires that a school:

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive schoolwide plan with involvement from all stakeholders,
- Make the plan available to the public in understandable terms, and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

## Operational Procedures

### Title I Plan (for current year's application)

- Template
- Definition of Measurable Objectives (from VDOE website, 2014)

#### What Is A Measurable Objective?

A measurable objective has four parts:

1. Subject (Who is the target or focus?)
2. Behavior (What will be changed or improved?)
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

#### Examples:

1. In the spring of 2015, proficiency gap group 2 will meet or exceed the federal AMO for the subgroup's reading performance on the Standards of learning assessment.
  2. By the of the 2014-15 school year, 90% of grade 2 students will demonstrate on-grade-level reading proficiency by meeting or exceeding grade level benchmarks on the PALS assessment.
- Spring evaluation of plan
  - The Schoolwide Plan is to be developed with all stakeholders and available to the public in understandable terms. Complete explanation and template from the VDOE:
    - [http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/guidelines\\_procedures/schoolwide\\_plan\\_template.docx](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/guidelines_procedures/schoolwide_plan_template.docx)
    - MCPS Schoolwide Plan Template is on the website under Teacher Documents

### VDOE Resource

- Title I Schoolwide Plan Peer Review Rating Rubric

[http://www.doe.virginia.gov/doesearch.shtml?q=Title+I+schoolwide+plan+peer+review+rubic&cx=000783915327965917031%3Aq7b\\_x3vkchk&cof=FORID%3A10&ie=UTF-8](http://www.doe.virginia.gov/doesearch.shtml?q=Title+I+schoolwide+plan+peer+review+rubic&cx=000783915327965917031%3Aq7b_x3vkchk&cof=FORID%3A10&ie=UTF-8)

### Fiscal Responsibilities

- Intentional purchases based on the goals and needs of the school
- Purchase Order Procedures
- Local vendors if pre-approved
- Guidelines for Traveling
- **Title I Ledger to be sent to Title I at the Central Office on the 7<sup>th</sup> of each month**
- Follow Title I guidelines for use of funds. Is it...?
  - Allowable
  - Reasonable
  - Necessary
  - Advisable

## Title I Purchase Order Procedures

### Purchase Orders

**A school must use its Title I funds to address the specific educational needs identified in the needs assessment and articulated in the comprehensive schoolwide plan.**

- Please use the current Purchase Order template provided by the SBO
- Purchase orders are signed by the Reading Specialist & school Principal then sent to Title I Administrative Assistant at SBO
- The SOL or Title I goal is to be included on the purchase order
- Parent Involvement purchases must be placed on a separate purchase order
- Update the school Title I ledger with the addition of each purchase order
- Once items are received, packing slip and/or invoice is stapled to a copy of the purchase order and sent to the Title I Administrative Assistant at SBO
- Stamp all materials with ***Title I*** and with your school stamp
- Purchase orders are for specific purchases related to the goals of the school Title I Plan
- Blanket purchase orders can be created for Parent Involvement events. Any amount over \$300 must be pre-authorized by the Supervisor of Literacy Programs.
- Funding is intended for the current school year, so most purchases should be complete by mid-year
- Title I funds are to be used for research based strategies to improve student academics
- Intended purchases should be a part of the School Plan
- Food items for students are non-allowable expenses using Title I funds
- Food items for teachers are non-allowable expenses using Title I funds
- Food items for parent involvement events are allowable expenses using Title I funds
- Rewards and awards are non-allowable expenses using Title I funds
- Entertainment is a non-allowable expense using Title I funds

## Guidelines for Travel

- To be reimbursed for travel, a *Request for Conference Attendance* form must be completed and approved. This form must be signed by your principal and then be forwarded to the Title I office to be signed at least **two weeks** prior to the date of the conference. It will then be returned to you to submit with your travel reimbursement form.
- Conference: Submit for reimbursement upon returning from conference
  - Separate PO's needed for hotel AND conference fee
  - Conference/hotel invoices for Title I fees must state specific charges
- Specific amount allowed per teacher for travel/conference determined at each school using individual school Title I budget money
- If using a county vehicle for travel, complete a "Request for Use of a County Vehicle" form and send it to the service department to be assigned a car. This request must be received by the Service Department at least **two weeks** prior to the trip. If you are denied use of a county car or have three or more county employees traveling to and from a conference together in a personal car, you may be reimbursed at the pre-approved rate. HOWEVER, this mileage amount will come out of your school's Title I travel budget. It will be up to your individual school to decide if this is acceptable or not, depending on the monies available at your school.
- While traveling, save all receipts for food (if you plan to claim less than the daily allowance), lodging, conference fees, parking fees, etc. to be turned in for reimbursement after you return from your conference. Title I will only pay for pre-approved amounts.
- Upon returning from your conference, you need to turn in a "Request for Travel Reimbursement" form listing all charges you incurred each day. This reimbursement request must be submitted within **two weeks** from returning from the conference. A receipt must be attached for each charge listed. Along with the reimbursement sheet, turn in all of your receipts, (if your expenses were less than the daily allowance,) your conference confirmation forms, your "Request for Conference Attendance" form, and, if you are asking for mileage reimbursement, the letter from the service department stating that a car was not available for your use or attach a note stating that three or more employees were in the car to and from the conference (Please list the names of those in your car.)

## Parent Involvement

Montgomery County Schools recognize that the education of each student is a shared responsibility by the school and the student's family.

- Montgomery County District-Wide Parent Involvement Procedure located on MCPS website and hard copy provided upon parent's request
- School Parent Involvement COMPACT – located in school's student-parent handbook. See Sample School Parent Involvement on the VDOE website at:  
[http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml)

**Note: Signatures are not required.**

- Title I School Parent Involvement Plan must be linked on school website (can be provided to families in the school's student-parent handbook)
- Hold an annual parent meeting to disseminate information on Title I Program
- Attend parent conferences to share student progress using Reading Progress Form and provide instructional strategies for families on ways to support their children at home
- Communicate regularly with families, encouraging a two way form of communication of exchanging information and ideas
- Attend School Based Intervention meetings on students as appropriate
- Fall survey given to all families in the school in order to determine families' needs and plan family involvement opportunities
- Spring survey given to families served in order to determine effectiveness of reading specialist's support and instructional program
- Provide sign-in sheets to document attendance at family involvement events and activities
- DPAC attendance

## VDOE Resources

- Title I School Parent Involvement Policy Checklist
- School Parent Involvement Policies – Power Point Presentation

[http://www.doe.virginia.gov/doesearch.shtml?q=title+i+parent+involvement+policy+check+lst&cx=000783915327965917031%3Aq7b\\_x3vkchk&cof=FORID%3A10&ie=UTF-8](http://www.doe.virginia.gov/doesearch.shtml?q=title+i+parent+involvement+policy+check+lst&cx=000783915327965917031%3Aq7b_x3vkchk&cof=FORID%3A10&ie=UTF-8)

## Required Documentation and Forms

- Schoolwide Plan – Available to the public in understandable terms and include the following:
  1. Conduct a needs assessment,
  2. Identify reform strategies,
  3. Provide instruction by highly qualified teachers,
  4. Offer high-quality, ongoing professional development,
  5. Create strategies to attract highly qualified teachers,
  6. Create strategies to increase parental involvement,
  7. Assist preschool student transition to the elementary school program
  8. Include teachers in decisions
  9. Ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance with monitoring of interventions
  10. Coordinate and integrate federal, state and local services and programs
- Signature page of Title I Plan
- Title I Ledger
- Purchase Order records
- Inventory
- Reading Specialist’s schedule
- Family Involvement documentation (i.e., surveys and events/activities)
- Lesson Plans
- Parent’s Right to Know Documentation (Can be provided to families in school’s student-parent handbook.)
- Anti-Discrimination Statement must appear on correspondence w/parents/guardians/public:

Montgomery County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies:

Assistant Superintendent for Curriculum and Instruction  
 750 Imperial Street SE  
 Christiansburg, VA 24073  
 540-382-5100 extension 1040

**THIS DATA MUST BE KEPT ON FILE FOR FIVE YEARS AND THREE MONTHS.**

## Montgomery County Public Schools Title I Complaint Procedure

Parents, teachers, or concerned organizations or individuals who have a complaint about the operation of Title I which cannot be resolved on a person-to-person level may file a written complaint with the Title I Office of the Department of Education.

The following steps will be followed in the event of a written complaint:

1. Within ten (10) days of receipt of a written complaint, or an appeal from a Local Education Agency against the operation of Title I, the Montgomery County Title I Office will acknowledge the complaint in writing. All written complaints must include signature and address of the complainant.
2. Within fifteen (15) working days of the acknowledgement of the complaint, the complainant will be afforded an opportunity for an informal hearing with representatives of the Montgomery County Title I Office at which time oral and written testimony may be taken.
3. Failure to resolve the complaint in an informal setting will necessitate a formal hearing on the matter. The complainant will be advised of the right to request in writing a formal hearing. The complainant will have fifteen (15) days from the date of the informal hearing to make a written request for a formal hearing. Upon receipt of the request for a formal hearing, the LEA shall make, when necessary, an on-site investigation of the complaint.
4. The formal hearing will be conducted by the Local Education Agency composed of a panel of two (2) members from the School Board, two (2) members from Title I Advisory Councils, and two (2) parents of children in Title I programs. The panel will provide opportunity for the complainant or the complainant's representative, to both, and the local school(s) involved to submit evidence, including the opportunity to question parties to the dispute and any of their witnesses.
5. The entire procedure, from receipt of the complaint to a satisfactory resolution, shall be completed within a period of not more than sixty (60) days.
6. The complainant has the right to appeal the final resolution of the Local Education Agency to the State Education Agency within thirty (30) days after receipt of the written decision.
7. The LEA shall provide for the dissemination of information concerning these procedures to interested parties, including all district and school parent advisory councils.

## C. Reading Recovery®

### Expectations of Reading Recovery® Teacher

The Reading Recovery® Teacher will:

- Administer Observation Survey to selected students for identification services at beginning of year and throughout year, as needed
- Teach 4 students individually for 30 minutes daily and may serve 8-10 students annually
- Attend monthly Professional Development Continuing Contact sessions for trained RR teachers
- Teach at least one student *Behind-the-Glass* for colleagues, as scheduled
- Keep complete records on each student as basis for making predictions of progress and for planning and implementing effective, targeted instruction
- Complete required data forms and IDEC as specified in a timely manner as directed by RRTL
- Complete *Hard to Accelerate* form on a student with concerns of making adequate, accelerated progress and follow established procedure
- *Keep principal informed of all aspects of Reading Recovery®*
- Collaborate with classroom teachers of Reading Recovery® students to support each other in providing a strong, consistent program for each student
- Communicate regularly with parents of Reading Recovery® students in order to establish consistent home literacy experiences and to enlist support/model how parents can help their child at home with reading and writing
- Provide a parent survey at end-of-program for each student served
- Attend School-Based Intervention Team (SBIT) meetings, as needed
- Provide information in a positive and professional manner to parents, colleagues, and others, about Reading Recovery®
- Attend National or Regional Reading Recovery® Conference
- Receive a minimum of one school visit from Teacher Leader to insure quality control of delivery of instruction and assist with areas of concern
- Coordinate colleague visits with other trained Reading Recovery® teachers, as needed
- Monitor progress of previously discontinued students and provide support, as indicated
- Assess second grade students BOY/EOY who discontinued Reading Recovery® successfully as previous first graders

### Required Documentation and Forms of Student Records

- Reading Recovery® EOY report from IDEC of student progress
- Multiple Assessment form for current school year in the RR program
- Data forms on students of concern who may be recommended for future SBIT
- Parent permission form to participate in Reading Recovery®

### Other Required Documentation and Forms

- Permission to test students for Reading Recovery® obtained in the spring of kindergarten
- OS Summary of all students tested using OS in order to determine student selection



- EOY report on RR completed by all RR teachers at that school
- Provide and collect principal, classroom teachers, and parent surveys for Teacher Leader