

Read Act Timeline of Implementation

<p>Year One 2012-13</p> <p>Building Awareness and Initial Reporting</p>	<p>Year Two 2013-14</p> <p>Full Implementation and Reporting</p>	<p>Year Three 2014-15</p> <p>Continuous Analysis and Refinement</p>	<p>Year Four 2015-16</p> <p>Continuous Analysis and Refinement</p>	<p>Year Five 2016-17</p> <p>Continuous Analysis and Refinement</p>
CDE and/or District Activities	CDE and/or District Activities	CDE and/or District Activities	CDE and/or District Activities	CDE and/or District Activities
<ul style="list-style-type: none"> Regional outreach meetings Develop and adopt Rules for the Administration of the Early Literacy Grant and the READ Act Final year of Read to Achieve Develop regional technical assistance model READ plan sample made available to schools and districts Initial end-of-year reporting of students with a Significant Reading Deficiency Launch on-line resource bank of approved interim, diagnostic, and summative assessments (April) Regional support to districts through resources, training, and tools Launch on-line resource bank including advisory lists of instructional programming and professional development programs (July) 	<ul style="list-style-type: none"> First year of implementation of the Early Literacy Grant Distribution of per-pupil funds for students with a Significant Reading Deficiency Regional professional development on use and interpretation of early literacy assessments, instruction, intervention, and READ plan development Additional reporting requirements for districts including information about retention and use of per-pupil funds For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. Create READ plans for students with a Significant Reading Deficiency Use of approved interim assessment for all K-3 students and approved diagnostic assessments for students with a Significant Reading Deficiency 	<ul style="list-style-type: none"> Second year of implementation of the first cycle of the Early Literacy Grant Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. Accreditation ratings include the progress districts are making to advance students on READ plans (Fall 2014 – based on 2013-2014 assessment data) Identify in Unified Improvement Plans the strategies that will be used to address the needs of students identified with a Significant Reading Deficiency 	<ul style="list-style-type: none"> Third and final year of implementation of the first cycle of the Early Literacy Grant Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. Accreditation ratings include the progress districts are making to advance students on READ plans (Fall 2015 – based on 2014-2015 assessment data) (Continued in subsequent years) Identify in Unified Improvement Plans the strategies that will be used to address the needs of students identified with a Significant Reading Deficiency (Continued in subsequent years) 	<ul style="list-style-type: none"> First year of a second cohort cycle of the Early Literacy Grant Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention For K-2 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. For 3rd grade students completing the year with a Significant Reading Deficiency, retention conversation is required, and is subject to the Superintendent's or his/her designee's approval.