

Reading 3-5 Pyramid of Performance Levels / District Level Support

Outside the Criteria

Note: Campuses and student groups listed outside the criteria do not fit into the criteria needed to be placed inside the pyramid. Yet, campuses must still address these student groups in the CIP.

**Level 3**  
(Identify Campus based on Criteria)

Support Strategies

Note: District level support strategies are in addition to campus level support.

**Intensive**

(NOTE: Support strategies involving personnel are mutually exclusive to the level.) Expected support strategies are bolded and should be included in your CIP.

- Teach test-taking strategies from the *Readers Workshop Approach to Test Readiness* (Kaplan) and *What Every Elementary Teacher Needs to Know about Reading Tests* to small groups of at-risk readers. (S)
- **Coordinator and curriculum coach meet with campus administrators at BOY and after CBA to review data and discuss grade-level team needs. (T)**
  - Curriculum coach and/or coordinator will provide campus-specific training and time for long-range planning to address academic needs. (T)
  - Curriculum staff conducts walkthrough observations using literacy snapshot form and provides campus administrators and teachers with feedback. (T)

**Targeted**

(NOTE: Support strategies involving personnel are mutually exclusive to the level.) Expected support strategies are bolded and should be included in your CIP.

- Provide extended day tutoring using District Saturday Reading Camp lessons and materials.
- **Coordinator and curriculum coach meet with campus administrators at BOY to review data and discuss grade-level team needs. (T)**
  - Assist campus staff with the analysis of district benchmarks and provide assistance with the design of targeted intervention for at-risk students. (T)
  - Offer grade-level coaching support to classroom teachers during 1<sup>st</sup> semester from district curriculum coaches. (T)

**Universal**

- ARIP tutoring support provided during 2nd semester. (S)
- Provide small-group instruction for at-risk readers using strategies from *The Continuum of Literacy* and the Transitional Reader District Time Equivalency course. (T)
  - Schedule model literacy teacher observations as needed. (T)

Sample

Support Level 2 (79% or Below)

Support Level 2 (80-83%)

Support Level 1 (84% or Above)

CRITERIA

NOTE\* Levels are determined by performance of African-American, Economically Disadvantaged, and Hispanic student groups.