# Oklahoma State Department of Education

## District: BETHEL (63-I003)

## Academic Year: 2026-2027

## Annual District Reading Plan

## 8/18/2026

### District Planning Timeline

Please provide a timeline to develop the required Program of Reading Instruction for students in need of intervention and remediation.

| | |
|---|---|
| **Complete the Strong Readers Annual Reading Plans for the district and all sites.** | 08/18/2026 |
| **Site principal approves and electronically submits updated school Strong Readers Plan using the Strong Readers Annual District Reading Plan accessed through SSO.** | 08/27/2026 |
| **Superintendent certifies and electronically submits updated district Strong Readers Plan once all sites in the districts have been approved by site Principals using the Strong Readers Annual District Reading Plan accessed through SSO.** | 08/28/2026 |
| **Strong Readers Annual District Reading Plan due.** | 08/30/2026 |
| **Begin assessing students in Grades K-3 for fall Strong Readers child count:** | 08/24/2026 |
| **Complete assessment of students in Grades K-3 in order to meet timeline set by the State Department of Education (SDE) for fall Strong Readers child count:** | 08/28/2026 |
| **Enter data for the number of students identified for reading difficulties using the Strong Readers Act Survey accessed through SSO for fall Strong Readers child count:** | 09/18/2026 |
| **Superintendent certifies data for Beginning-of-Year Readers report using the Strong Readers Act Survey accessed through SSO:** | 09/24/2026 |
| **Beginning-of-Year Strong Readers report due (child count, goal status):** | 10/01/2026 |
| **Provide written notification of reading deficiency and Student Literacy Intervention Plan (SLIP) to families of all identified students within 30 days of identification of reading deficiency. Students may have differenct notificaiton deadlines based on the date the assessment was completed. This date indicates the deadline for all students to be notified and receive a SLIP:** | 09/24/2026 |
| **Begin assessing students in Grades K-3 for Middle-of-Year screening** | 12/07/2026 |
| **Complete assessment of students in Grades K-3 for Middle-of-Year screening.** | 12/11/2026 |
| **Provide written notification of reading deficiency and Student Literacy Intervention Plan (SLIP) to families of *newly* identified students within 30 days of identification of reading deficiency. Students may have differenct notificaiton deadlines based on the date the assessment was completed. This date indicates the deadline for all students to be notified and receive a SLIP:** | 01/08/2027 |
| **Begin assessing students in Grades K-3 for End-of-Year screening:** | 05/03/2027 |
| **Complete assessment of students in Grades K-3 for End-of-Year screening.** | 05/07/2027 |
| **Enter data for the End-of-Year report for Grades K-3 in the Strong Readers Act Survey accessed through SSO:** | 05/27/2027 |
| **Superintendent certifies district-level data entered for End-of-Year report and submits the End-of-Year Strong Readers report due for Grades K-3 using the Strong Readers Act Survey accessed through SSO.** | 05/28/2027 |
| **End-of-Year Strong Readers report due:** | 05/31/2027 |

## Reading Sufficiency Funds

Identify how the district will distribute the Reading Sufficiency Act funds.

- Contact First Name: TAMMY
- Contact Last Name: COOK
- Telephone: 4052737632
- Title: Principal
- Email: cookt@bethel.k12.ok.us

How will funds be expended?

SRA funds will be expended on professional development, assessment/diagnostic/progress monitoring materials, curriculum, technology, equipment, teacher resources/materials, and reading interventions salaries/benefits, and stipends.

URL link to policies and procedures adopted by the school district board of education:

https://www.bethel.k12.ok.us/357723_2

# BETHEL ES (63-I003-105)

## Site Plan

## Leadership Team

The purpose of the Reading Leadership Team is to build capacity of reading knowledge within the school building and focus on implementation of all aspects of the Reading Plan. The Reading Plan should have input from school administrators, teachers from at least two grade levels, and parents/legal guardians. Additional members of the Reading Leadership Team may include reading/instructional coaches, mentor reading teachers, content area teachers, and other principal appointees. This team should meet frequently throughout the school year.

**How often does the Reading Leadership team meet?** Once Per Year

**Reading Team**

*The primary contact person appears in the first row.*

| Last Name | First Name | Phone | Email | Team Position Value |
|---|---|---|---|---|
| Jones | Kristin | 4052737632 | jonesk@bethel.k12.ok.us | Administrator |
| Arnold | Heather | 4052737632 | arnoldh@bethel.k12.ok.us | Second Grade Teacher |
| Brown | Andrea | 4052737632 | brownand@bethel.k12.ok.us | Reading Specialist |
| Cobb | Jenny | 4052737632 | cobbj@bethel.k12.ok.us | Parent |
| Cook | Tammy | 4052737632 | cookt@bethel.k12.ok.us | Administrator |
| Davis | Amy | 4052737632 | davisa@bethel.k12.ok.us | Third Grade Teacher |
| Duff | Raven | 4052737632 | duffr@bethel.k12.ok.us | Parent |
| Lee | Bethany | 4052737632 | leeb@bethel.k12.ok.us | School Counselor |
| McCormick | Tasha | 4052737632 | mccormickt@bethel.k12.ok.us | Fifth Grade Teacher |
| Pinkston | Bobbie | 4052737632 | pinkstonb@bethel.k12.ok.us | Kindergarten Teacher |
| Stewart | Vikki | 4052737632 | stewartv@bethel.k12.ok.us | Fourth Grade Teacher |

## Assessment Plan and Goals

**The administration of high-quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision making.**

**Grade Level Data**

| | |
|---|---|
| **Grade:** | K |
| **Approved Universal Screening Assessment:** | MAP Growth Early Learning |
| **Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):** | 8/24/2026 - 8/28/2026 |
| **Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):** | 12/7/2026 - 12/11/2026 |
| **End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):** | 5/3/2027 - 5/7/2027 |
| **Assessment Used for Progress Monitoring:** | Progress monitor with screening assessment identified. |

| | |
|---|---|
| **Frequency of Progress Monitoring - Tier 2:** | Monthly |
| **Frequency of Progress Monitoring - Tier 3:** | Every two weeks |
| | |
| **Grade:** | 1 |
| **Approved Universal Screening Assessment:** | MAP Growth Early Learning |
| **Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):** | 8/24/2026 - 8/28/2026 |
| **Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):** | 12/7/2026 - 12/11/2026 |
| **End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):** | 5/3/2027 - 5/7/2027 |
| **Assessment Used for Progress Monitoring:** | Progress monitor with screening assessment identified. |
| **Frequency of Progress Monitoring - Tier 2:** | Monthly |
| **Frequency of Progress Monitoring - Tier 3:** | Every two weeks |
| | |
| **Grade:** | 2 |
| **Approved Universal Screening Assessment:** | MAP Growth Early Learning |
| **Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):** | 8/24/2026 - 8/28/2026 |
| **Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):** | 12/7/2026 - 12/11/2026 |
| **End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):** | 5/3/2027 - 5/7/2027 |
| **Assessment Used for Progress Monitoring:** | Progress monitor with screening assessment identified. |
| **Frequency of Progress Monitoring - Tier 2:** | Monthly |
| **Frequency of Progress Monitoring - Tier 3:** | Every two weeks |
| | |
| **Grade:** | 3 |
| **Approved Universal Screening Assessment:** | MAP Growth Early Learning |
| **Beginning of Year (BOY) Dates of Universal Screening Assessment (date range from X to X):** | 8/24/2026 - 8/28/2026 |

| | |
|---|---|
| **Middle of Year (MOY) Dates of Universal Screening Assessment (date range from X to X):** | 12/7/2026 - 12/11/2026 |
| **End of Year (EOY) Dates of Universal Screening Assessment (date range from X to X):** | 5/3/2027 - 5/7/2027 |
| **Assessment Used for Progress Monitoring:** | Progress monitor with screening assessment identified. |
| **Frequency of Progress Monitoring - Tier 2:** | Monthly |
| **Frequency of Progress Monitoring - Tier 3:** | Every two weeks |
| | |

## Core Reading Program

Use of an approved scientifically-based reading research core program, scaffolding scope and sequence, and instructional materials and strategies used to address specific student needs. Instructional content is based on five components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension.

| Grade | Core Reading Program Utilized | Supplemental Resources Used for Core (Tier 1) Instruction |
|---|---|---|
| Kindergarten | Savvas Learning: myView Literacy (K-5) ©2020 | Really Great Reading Program, Moby Max, 95 Percent Group |
| First | Savvas Learning: myView Literacy (K-5) ©2020 | Really Great Reading Program, Moby Max, 95 Percent Group |
| Second | Savvas Learning: myView Literacy (K-5) ©2020 | Really Great Reading Program, Moby Max, 95 Percent Group |
| Third | Savvas Learning: myView Literacy (K-5) ©2020 | Really Great Reading Program, IXL |

## Professional Development

Professional development for teachers, coaches, administrators should be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) should have base training in reading instruction on scientifically-based reading research. Districts/schools receiving more than $2,500 of Strong Readers funds must spend 10% of these funds on science of reading aligned professional development provided by an OSDE approved vendor.

* We are aware of the requirement of districts that receive more than $2,500 of Strong Readers funds to spend 10% of those funds on science of reading aligned professional development provided by an OSDE approved vendor.

**Reading**

What professional development(s) did your site offer for Reading?

Science of Reading training, Really Great Reading training, MAP Growth training, 95 Percent Group training, Moby Max training, and IXL training.

## Time and Personnel for Strong Readers Act

Schools should offer daily classroom instruction in reading in a dedicated, continuous and uninterrupted block of time of at least 90 minutes duration. The reading block could include whole group explicit instruction, small group differentiated instruction and independent reading practice in literacy stations monitored by the teacher.

Number of staff working directly with students on a regular basis to implement provisions of the Strong Readers Act. This includes (but is not limited to) classroom teachers, resource or support teachers providing literacy instruction, and paraprofessionals providing instruction.

30

The school acknowledges that it has at least one certified staff member who meets one or more of the following literacy qualification criteria: holds a Reading Specialist certification; holds a Certified Academic Language Therapist (CALT) or Certified Academic Language Practitioner (CALP) credential; or has earned a literacy micro-credential through one of the following: OEQA's Early Literacy Academy, LETRS State Cohorts, LitCoP, or AIM Pathways.

Acknowledged

**Specify for each grade you serve the number of minutes for in class reading time.**

| Grade | Average daily time for Core (Tier 1) instruction | Average daily time for additional instruction |
|---|---|---|
| K | 90 | 30 |
| 1 | 90 | 30 |
| 2 | 90 | 30 |
| 3 | 90 | 30 |

## Parent Guardian Communication

School personnel should provide timely updates and information throughout the school year with parents and guardians regarding student performance in reading.

Deadline date for written notification of reading deficiency and student's Individual Reading Plan to be provided to parent or legal guardian of identified students. Must be within 30 days of the completion of the **beginning** of year assessment window.

09/24/2026

Deadline date for written notification of results of dyslexia screening to be provided to parent or legal guardian of applicable students. Additional screening for dyslexia should be completed within 30 days of completion of universal screening. Parent or legal guardian notification should be within 15 days of the completion of the **dyslexia** assessment window.

10/09/2026

Deadline date for written notification of reading deficiency and student's Individual Reading Plan to be provided to parent or legal guardian of ***newly*** identified students. Must be within 30 days of the completion of the **middle** of year assessment window.

01/08/2027

## Intervention Outside the 90 Minute Reading Block

In addition to the 90-minute reading block, instruction should be provided to children as determined by progress monitoring and other forms of assessment data. Refer to the OSDE Reading and Literacy webpage for examples of master schedules, Individual Reading Plans and evidence-based interventions. The intervention should detail the grade levels, tier levels, the frequency and the duration of the student intervention.

For each grade you serve, identify the tier 2 and tier 3 intervention types and formats.

| | |
|---|---|
| **Skills focus for intervention:** | Phonological/phonemic awareness, Phonics: decoding and encoding, Fluency, Vocabulary, Comprehension |
| **Intervention Resource Name:** | |
| **Level of Intensity:** | Tier 3 |
| **Intervention Setting:** | During the school day by an interventionist pushing into the regular classroom (outside of the core block) |
| **Staff role(s) responsible for providing intervention:** | Reading Specialist |
| **Frequency (how many average sessions a week):** | Four times a week |
| **Duration (average length of each session):** | 45 minutes |
| **Intervention will be used for the following groups:** | Dyslexia: Students demonstrating risk for characteristics of dyslexia and receiving reading support in foundational word recognition skills., IEP: Students receiving intervention reading services through an Individual Education Program (IEP)., Non-IEP: Students receiving reading support but are NOT an Individual Education Program (IEP). |
| | |
| **Skills focus for intervention:** | Phonological/phonemic awareness, Phonics: decoding and encoding, Fluency, Vocabulary, Comprehension |
| **Intervention Resource Name:** | |

| | |
|---|---|
| **Level of Intensity:** | Tier 2 |
| **Intervention Setting:** | During the school day by an interventionist pushing into the regular classroom (outside of the core block) |
| **Staff role(s) responsible for providing intervention:** | Reading Specialist |
| **Frequency (how many average sessions a week):** | Four times a week |
| **Duration (average length of each session):** | 30 minutes |
| **Intervention will be used for the following groups:** | Dyslexia: Students demonstrating risk for characteristics of dyslexia and receiving reading support in foundational word recognition skills., IEP: Students receiving intervention reading services through an Individual Education Program (IEP)., Non-IEP: Students receiving reading support but are NOT an Individual Education Program (IEP). |
| | |