Literacy DECODED

Free principal tool · October · K–3

PRINCIPAL TOOLKIT

The Principal's Struggling Reader Binder

Track every struggling reader, class by class

School year: _____

1. How to use
2. Schoolwide snapshot
3. Review dates
4. Class page
5. Student tracking sheet
6. Is this strategy working?
7. Support meeting
8. Grade tabs

START HERE

How to Use This Binder

1. **Fill in the schoolwide snapshot**
   One line per class.

2. **Fill in a class page for each class**
   List each struggling reader, the skill deficit and the intervention.

3. **Start a tracking sheet for each student**
   Log each progress check.

4. **Review every 6 weeks**
   Bring the binder to your student-support meeting.

5. **Check before you change a plan**
   Use the "Is This Strategy Working?" checklist first.

Orton-Gillingham tie-in: Assess, teach, monitor, adjust. The same cycle, schoolwide.

SCHOOLWIDE

Schoolwide Snapshot

Date: _____ **Review #:** _____

Grade	Class / Teacher	# Struggling readers	Main skill deficits	Interventions running	Status
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet

EVERY 6 WEEKS

Review Dates

Plan your 6-week reviews for the year.

Review	Date	Notes
1		
2		
3		
4		
5		
6		

ONE PER CLASS

Copy one per class

Class Page

Teacher Name: _____ **Grade:** _____ **Class:** _____

Student Name	Skill Deficit	Intervention	Start date	6-week check	Status
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet
					☐ On track ☐ Some progress ☐ Not yet

PROGRESS MONITORING

Copy one per student

Struggling Reader Tracking Sheet

Student

Student Name: _____ **Grade:** _____

Teacher Name: _____ **Interventionist:** _____

Skill Deficit: ☐ Phonemic awareness ☐ Phonics/decoding ☐ Spelling/encoding ☐ Fluency ☐ Vocabulary ☐ Comprehension

Specific Gap: _____

Assessment Used: _____ **Intervention:** _____

Start Date: _____ **Group Size:** _____ **Min / Week:** _____

Baseline: _____ **Goal:** _____ **Parent Contacted:** ☐ Y ☐ N

Contact Date: _____

Progress

Date	Measure	Score	Notes

Decision: ☐ **Keep going** ☐ **Adjust** ☐ **Get support** **Next check:** _____

FOR CLASSROOM & INTERVENTION TEACHERS

Copy as needed

Is This Strategy Working?

Struggling Reader Progress Check

Every 4–6 weeks, for one student or group.

Student or group: _____ **Date:** _____

1 Am I teaching it as planned?

	YES	NO
I teach it explicitly (I do, we do, you do)	☐	☐
I follow the sequence, one skill at a time	☐	☐
Lessons are multisensory (OG principles)	☐	☐
Enough practice and daily review	☐	☐

2 Is the student improving?

	YES	NO
Accuracy is improving	☐	☐
Fluency is improving	☐	☐
Uses the skill in real reading	☐	☐
Fewer repeated errors	☐	☐

3 What's next?

☐ **Keep going** It's working. Stay with it.

☐ **Adjust** Change the time, group or skill focus.

☐ **Get support** Talk to your coach or support team.

Recheck date: _____

EVERY 6 WEEKS

Student–Support Meeting

Date: _____ **Team:** _____

1 Agenda for each student

5 min **Strengths:** What can the student do?

10 min **Pinpoint:** Which skill breaks down?

5 min **Tried so far:** What, how often, result?

7 min **Decide:** What changes, who, when?

3 min **Measure:** Set a review date

2 Notes

Student	Skill breaking down	What will change	Who · when	Review date

Not done until the skill and the change are written down.

PRINT · CUT · TAPE

Grade Tabs

Print on card stock. Cut along the dashed lines and tape to your dividers.

K KINDERGARTEN	1 GRADE 1
2 GRADE 2	3 GRADE 3