



Schoolwide Reading Plan – Recommended Structure

We envision your Schoolwide Reading Plan as the public document outlining your commitment to reading instruction in K-3. It describes the goals you set for children and what you will do as a school to make sure children reach the goals you have set. We believe your Schoolwide Reading Plan can serve multiple specific purposes: (a) First, this Schoolwide Reading Plan should be the blueprint you turn to regularly as you plan reading instruction and address day-to-day issues that arise during reading instruction. Using this blueprint will allow you to determine and document how well you are doing as a school in providing high quality reading instruction to all students. (b) Second, we envision your Schoolwide Reading Plan as the description of what your school does for reading instruction K-3 that you share with others in and out of education. Your district should be fully aware of, and actively support, your plan. The superintendent should be aware of your goals and approaches. Your school board should know your literacy plan, understand it, and receive frequent updates on how well children are learning to read through the implementation of your Schoolwide Reading Plan. (c) Perhaps most importantly, your Schoolwide Reading Plan is the commitment you make to parents with children in your school, and to the children themselves. Your *Introduction* should convey to parents that every adult in their child's school is serious about reading instruction, works toward the same goals and uses the same approaches based on rigorous research, and will do whatever it takes to make sure every child learns to read. It tells parents what your goals are and what the school is going to do to make sure each child reaches those goals.

If your school already has a literacy plan, we do not think you need to write a new one. We think you should be able to update your plan to include aspects of the Oregon Literacy Framework that are not already included. If you do not have a literacy plan, or want to create a new one, we believe the following structure will enable you to write one. Whether you are revising an existing plan or writing a new one, we believe there are two parts that should be clearly identifiable. The first is an *Introduction* that provides an overview of key components in your Schoolwide Reading Plan (likely many or all of those in the Oregon Literacy Framework). The second part provides you an opportunity to explain in as much detail as you think is important how you will accomplish the tasks identified in the Introduction.



Schoolwide Reading Plan - Part 1 INTRODUCTION GUIDELINES

The first part of your Schoolwide Reading Plan should state your school's commitment to reading instruction in K-3 and the role of the Oregon Literacy Framework. Consider making the following points:

1. Begin by saying clearly why you think early reading instruction and achievement is important in your school.
2. State what the reading goals are in your school. These reading goals should be measurable, and to the greatest degree possible they should reference your commitment to children being able to read at grade level.
3. If the goals are high—and we recommend they should be—state how having a clear system of reading instruction with specific components that all staff support will help meet the reading goals.
 - a. State what role the Oregon Literacy Framework will play and state what the key components of the model are.
 - b. State your commitment to scientifically-based reading research (SBRR) as a framework for decision making. State what key decisions are informed by SBRR.
 - c. Discuss the importance of differentiated instruction and why this principle is critical in terms of meeting the needs of all children and getting all children to reach high levels of reading proficiency.
 - d. Conclude the opening paragraphs by saying that in the remainder of the Introduction you will describe the key components of your Schoolwide Reading Model. Also state that the remainder of your Schoolwide Reading Plan will be devoted to describing the details of these components.

Key Components

Component 1. Sufficient Time for Reading Instruction

1. Begin by stating why it is important to have sufficient time for reading instruction.
2. Add statements regarding your commitment to sufficient time for reading instruction. For example, state how many minutes will be allocated, when during the day would reading instruction occur, and any other aspects you think are important for the Introduction (e.g., reading time will be uninterrupted).

Component 2. Reading Assessments

1. Begin by stating why reading assessments are administered.
 - a. Talk about the different purposes of reading assessments.
2. Describe the structure of reading assessments at your school. For example:
 - a. How often will all children be assessed?
 - b. Will some children be assessments more frequently?
 - c. Who will administer the assessments?

- d. How will accurate administration / data entry etc. be monitored?
 - e. Do you want to name the measures you will use and for what purpose, or do you want to describe assessment areas more generally (e.g., phonological awareness, phonics, etc.).
3. Describe what role reliability and valid measures will play in your selection of assessment measures.

Component 3. Instructional Programs and Materials

1. Begin by stating why you think the use of specific programs and materials is important. Consider the connection between teachers, materials, and high quality reading instruction.
2. In committing to using a core reading program in K-3, explain what that means and the commitment.
3. Describe your thinking about how additional materials—supplemental materials, intervention programs—will be used. For example:
 - a. Will additional materials / intervention programs be implemented with children at risk for reading difficulties, English learners, etc.?
 - b. Discuss how additional materials will be used in conjunction with the core program.
4. Consider discussing how the school will make decisions regarding the purchasing of new programs / materials.
 - a. Will evidence of effectiveness in scientific studies, analysis based on state, district, school review documents, etc. affect decision making?
5. Describe the role scientifically-based reading research will play in your selection and use of instructional programs and materials.

Component 4. Professional Development

1. Say why professional development is important and for whom professional development will be provided.
2. Explain the link between professional development and the use of reading assessments and instructional programs and materials.
3. Explain how professional development might be differentiated based on staff needs / interests etc.
4. Explain the role of follow-up and adequate support in the professional development structure.
5. Discuss issues regarding time, use of school resources etc. that you want to make a commitment in the context of ongoing professional development.
6. Describe the role of the reading coach or other designated building leaders in professional development.

Component 5. Team Meetings / Staff Communication

1. If grade level or other types of school meetings focused on reading achievement are going to be an important part of your literacy plan, state why this is so.
2. Provide important information about these meetings and purposes, including frequency, facilitation, agendas / formats, expectations, who will attend, etc.

Component 6. Instructional Leadership

1. Begin by stating why leadership is important in the implementation of strong reading instruction at your school.
2. Discuss what the key leadership positions are, beginning with the principal. Also discuss the reading coach, specialists, and grade level teachers and what leadership support they might provide.
3. Discuss how services will be coordinated/integrated for students.
4. Emphasize that it is the leadership team, the leaders in the school, who are responsible for making sure all aspects of the Schoolwide Reading Plan are being implemented correctly.

Finish the Introduction by stating how you intend to use your Schoolwide Reading Plan.



Schoolwide Reading Plan - Part 2 DETAILS – GUIDING QUESTIONS

Next, go on to complete the second part of the literacy plan. In the second part, explain in as much detail as you think is important how you will accomplish the tasks identified in the Introduction. The second part of the plan is organized by each critical component. Prompts are provided for each component to generate discussion around details of implementation of the Schoolwide Reading Model that must be attended to. It is not an exhaustive list. Use the prompts as a starting point. Feel free to add other details that perhaps were not included so as to provide a complete description of your literacy plan.

Date:

Literacy Plan Review Timeline:

Component 1: Goals

Primary Reading Goal:

Formative Reading Goals (by grade):

Kindergarten	
Phonemic Awareness	Middle: End:
Phonics	Middle: End:
First Grade:	
Phonics	Beginning: Middle:
Fluency	Middle: End:
Second Grade	
Fluency	Beginning: Middle: End:
Third Grade	
Fluency	Beginning: Middle: End:

School-Level Goals for Overall Improvement:

K:

1:

2:

3:

Component 2: Assessment

A. Screening

Measures To Be Administered:

Grade	Screening Measure	Essential Element(s) Assessed

Evidence of Reliability and Validity of Measures:

Timeline (When will the measures be administered?):

Students (Which students will be screened?)

Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):

Assessment Team Members:

Training/Retooling (Frequency/Focus):

Data Entry (Who will perform the function? Who can be trained as a back-up person?):

Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):

Funding Source:

B. Progress Monitoring

Target Students:

Frequency of Progress Monitoring:

Measures:

Grade	Progress Monitoring Measure	Essential Element(s) Assessed

Evidence of Reliability and Validity of Measures:

Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):

Assessment Team Members:

Training/Retooling (Frequency/Focus):

Data Entry (Who will perform the function? Who can be trained as a back-up person?):

Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):

Funding Source:

Process for Assessing and Placing New Students (e.g., How quickly can this assessment take place?):

C. Diagnostic Testing

Target Students (Criteria for determining who will receive diagnostic testing):

List Standardized Diagnostic Measures:

Evidence of Reliability and Validity of Standardized Measures:

List Curriculum Embedded Assessments:

- a. Core Program Survey Assessments

- b. Core Program Theme Skills Tests:

- c. Supplemental/Intervention Programs Mastery Tests:

- d. Placement Tests:

D. End-of-Year Testing (Outcome Measures)

Standardized Measures:

Grade	Standardized Measure	Essential Element(s) Assessed

List Other Outcome Measures (include grade and essential element assessed):

Evidence of Reliability and Validity of Measures:

Timeline:

Assessment Team:

Funding Needs (Expenses for purchasing measures, data collection, data entry, etc.):

Funding Source:

E. Data-Based Decision Making:

How will data be used to make decisions at the systems level?

How will data be used to make decisions for instructional groups and individual students?

Plan for Monitoring Instructional Groups/Individual Students:

Process/Criteria for Evaluating the Effectiveness of Instruction:

Component 3: Instruction

Time:

Length of Reading Block:

K:

1:

2:

3:

**Attach Sample School Schedule*

Start Date for Reading Instruction:

End Date for Reading Instruction:

Additional Reading Time (i.e., Double Dose):

Criteria for Identifying Students for Additional Reading Time:

Double Dose Instructors:

After-School Reading Programs:

Targeted Students:

Funding Needs:

Funding Source:

Summer School Reading Programs:

Targeted Students:

Funding Needs:

Funding Source:

Programs and Materials:

Research-Based Core Program for K-3:

Research-Based Supplemental and Intervention Programs:

Program	Type (S or I)	Grade	Essential Element(s) Addressed

Criteria for Selection of Additional Supplemental and Intervention Programs:

Funding Source for Core, Supplemental, and Intervention Materials:

Plan for Monitoring Fidelity of Program Implementation:

Differentiated Instruction:

Instructional Grouping:

K: ___ Within-Class Grouping ___ Cross-class Grouping ___ Cross-grade Grouping

1: ___ Within-Class Grouping ___ Cross-class Grouping ___ Cross-grade Grouping

2: ___ Within-Class Grouping ___ Cross-class Grouping ___ Cross-grade Grouping

3: ___ Within-Class Grouping ___ Cross-class Grouping ___ Cross-grade Grouping

Criteria for Small Group Formation During Reading Block:

** Attach Current Instructional Map for Each Grade Level*

Timeline for Updating Instructional Maps:

Lesson Pacing Goals:

Program/Level	Complete By (Date and Grade)

Plan for Enhancing the Core Program:

Plan for Accelerating Students in an Intervention Program:

Service to Special Populations of Students:

ELL:

SPED:

Instructional Delivery:

Component 4: Leadership

Principal:

Outline Principal Involvement in Reading Activities:

Participation in Teacher Training on Reading Programs and Assessment System:

Participation in Grade Level Team and Early Reading Team Meetings:

Observations of Reading Instruction (Indicate type and frequency):

Describe Coordination of Title, ELL, and Special Education with General Education Reading Programs:

Mentor Coach:

Literacy Coach and FTE:

Funding Source:

Responsibilities:

Grade Level Teams:

Participants at each grade level:

K	1	2	3

Indicate facilitator for each grade level with an *.

Frequency of Meetings:

Day/Time of Meeting for Each Grade Level:

- K
- 1
- 2
- 3

Funding Needs:

Funding Source:

Early Reading Team:

Members:

Name	Title

Objectives of Early Reading Team:

Alternate School Team to Meet these Objectives:

Frequency of Meetings:

Day/Time of Meeting:

Funding Needs:

Funding Source:

Identify Other Building Leaders in the Area of Reading:

Component 5: Professional Development

Process for Determining School PD Needs:

PD for Principal (Topics/Priorities):

PD for Coach (Topics/Priorities):

PD for Teachers (Classroom Teachers and Specialists):

Program Training:

Program / Topic	PD Provider	Number of Days	Participants	Timeline

Study Groups:

Classroom Consultation:

Collaboration Time:

PD for Educational Assistants:

PD for Substitute Teachers:

PD Plan for New Staff:

Plan for Building Capacity with In-Building or In-District Trainers:

Plan for Ongoing PD Rollout:

Funding Needs for PD:

Funding Source for PD:

*Is All Professional Development Research-Based and Aligned with School Reading Goals?

Component 6: Commitment

School Action Plans:

Timeline for Completion:

Schedule/Process for Updating Action Plan:

Staff Responsible:

Plan for Reporting/Sharing Student Performance Data to Stakeholders:

District Level Administrators:

School Board:

Parents
Community

Plan for Celebrating/Acknowledging Student Success:

Hiring Practices to Sustain the Reading Model: