



Schoolwide Reading Plan - Part 2 DRAFT

Date:

Reading Plan Review Timeline:

Component 1: Goals

Primary Reading Goal:

Formative Reading Goals:

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:

DRAFT

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:

DRAFT

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:

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:

DRAFT

** 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:

DRAFT

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 School's Reading Model:

DRAFT