

## Commitment



### Suggested Components of a Schoolwide Reading Plan

Presented by the  
Center on Teaching and Learning



COLLEGE OF EDUCATION  
University of Oregon



\$\$\$pInfoCurrentSlide\$\$ of \$\$\$rdInfoSlideCount\$\$\$

Setting ambitious, yet realistic goals is the first step toward ensuring that all our students are successful throughout school and become proficient adult readers. High expectations should be established for all students. To quote Henry Ford, “**whether you think you can or you think you can’t... you’re right!**”



## Suggested Components of a Schoolwide Reading Plan

- **Part 1: Introduction**

Provides an overview of key components of reading plan.

- **Part 2: Component details**

Provides details on how school will apply the key components identified in the plan's introduction.

- **Using an Example**

Throughout this presentation we will be referring to the sample plan for Oregon Elementary to provide explicit examples for each component of the Schoolwide Reading Plan.

2

Following our model for a Schoolwide Reading Plan entails creating an **introduction** which provides context, the “mission” of the reading program, and an **overview of key components**. The plan should spell out in **detail exactly how the school will apply the key components identified in the plan’s introduction on a day-to-day basis**. Throughout this presentation we will be referring to the sample Schoolwide Reading Plan for Oregon Elementary to provide explicit examples for each component.



## **Part I: Introduction (K-3)**

**The introduction should clearly state school's commitment to reading instruction K-3 and the role of key components.**

- Why is early reading instruction and achievement important to the school?
- How will each component in the school's reading model help meet the reading goals?
- How will the school use the literacy plan?

3

The introduction should clearly state the school's commitment to effective reading instruction in kindergarten through grade 3, as well the role of the plan's key components. Some major topics the introduction might address are:

**Why early reading instruction and achievement are so important to the school; how each component in the school's reading model will help meet the reading goals; and how the school will use the reading plan.**




## **Key components suggested by the Oregon Literacy Framework**

- Goals
- Assessment
- Instruction
- Leadership
- Professional Development
- Commitment

4

The key components of your Schoolwide Reading Plan will likely be related to the six key components identified in the Oregon Literacy Framework:

**Goals, Assessment, Instruction, Leadership, Professional Development, and Commitment.**

- 
- **How will the components in your school's reading model (or those identified in the OLF) help meet the reading goals?**

*For example...*

- What are the reading goals for the school?
- Why are assessments necessary and how will they be implemented and used?
- How much time will be devoted to instruction? Which core program(s) will be used and what supplemental or intervention services will be offered for which students?


5

In the introduction, consider answering these questions about how the components of the Oregon Literacy Framework will help you and your colleagues meet your school's reading goals:

**What are the reading goals for the school?**

**Why are assessments necessary, and how will they be implemented and used?**

**How much time will be devoted to instruction? Which core program or programs will be used? And what supplemental or intervention services will be offered for which students?**



- **How will the components in your school's reading model (or those identified in the OLF) help meet the reading goals?** (continued)
  - Why is leadership important to your school? Who are the leaders supporting reading instruction, and how will they work together to support achievement of the reading goals?
  - For what and to what degree will professional development be provided? How often and for what purposes will staff communicate about reading instruction (at the school, class, and student levels)?
  - How will leadership and staff ensure an ongoing commitment to quality reading instruction?

6

**Why is leadership important to your school? Who are the leaders supporting reading instruction? And how will they work together to support the achievement of the reading goals?**

**For what and to what degree will professional development be provided? And how often and for what purposes will staff communicate about reading instruction (at the school, class, and student levels)?**

And finally,

**How will leadership and staff ensure an ongoing commitment to quality reading instruction?**



## **Part 2: Component Details (K-3)**

**The component details describe how you will accomplish the tasks identified in the introduction.**

**We recommend this section be organized by component.**

*NOTE:* Use the prompts provided here as a starting point to create a plan that fits *your* school's literacy context and vision.

7

Whereas the introduction is intended to provide an overview of your Schoolwide Reading Plan, Part 2 (Component Details) is really the substance of the plan. The component details describe how you will accomplish the tasks identified in the introduction, so we strongly recommend this section be organized by key components. However, please note that the prompts provided are intended to guide, not dictate, your plan. Create a plan that fits your school's literacy context and vision.




## Component I. Goals

- State the school's primary reading goal
- Specify formative reading goals for each grade
- Outline school-level "overall improvement" goals

8

The first component is **Goals**. We suggest that you begin by stating your school's **primary reading goals**, and go on from there to specify **formative reading goals for each grade**. These should be split up by skill, and specific reading goals should be established for both the middle and end of the school year. Finally, outline **school-level "overall improvement" goals**.





## Example: Oregon Elementary

The goals for Oregon Elementary School appear on page 4 of their Literacy Action Plan.

**Primary Reading Goal:**

All students at Oregon Elementary will be reading at grade level by the end of third grade.

**Formative Reading Goals (based on DIBELS 6<sup>th</sup> edition):**


Kindergarten	
Phonemic Awareness: PSF	Middle: 18 correct phonemes/minute End: 35 correct phonemes/minute
Alphabetic Principle: NWF	Middle: 13 correct letter sounds/minute End: 25 correct letter sounds/minute
First Grade:	
Alphabetic Principle: NWF	Beginning: 24 correct letter sounds/minute Middle: 50 correct letter sounds/minute
Fluency in Text: ORF	Middle: 20 correct words/minute End: 40 correct words/minute

**School-Level Goals for Overall Improvement:**

Kindergarten:  
90 percent of kindergarten students will reach or exceed the kindergarten spring 2009 NWF DIBELS progressive benchmark. This is a 10 percent increase from spring of 2008.

9

The primary, formative, and overall improvement goals for Oregon Elementary appear on page 4 of their Literacy Action Plan. Within this section, the school staff have specified that their **primary** goal is to have all students reading at grade level by the end of third grade. They have provided a list of the **formative measures and goals** for student performance used in grades K-5 to monitor progress toward achieving that goal. The plan also specifies the **improvement goals** for each grade level, such as the percent of students the school has identified that shall reach or exceed formative assessment benchmark goals and how this goal relates to performance observed during the previous school year.



## Component 2. Assessment

- State why each type of reading assessment is administered.
- Provide information about each measure you will use.
- Describe the structure of reading assessments at your school.
- Describe the process by which data will be used to make instructional decisions.

10

**Assessment** is the second component to consider. You might briefly discuss the different types of assessment – for example, screening, progress monitoring, diagnostic, and outcome -- and **explain why each is administered at your school**. Next, it will be useful to **provide detailed information about each measure you will use**, including how the measure is administered, how long it takes to administer, what its reported reliability and validity is, and so forth. After doing this, you might offer a **description of the structure of reading assessments at your school**. For example:

How often will children be assessed?

How will test administration and data entry be monitored?

Which individual measures or assessment areas – for example, phonological awareness, phonics, etc. -- will be a focus?

Finally, **describe the process by which data will be used to make instructional decisions**. For example, who will make decisions and how often? What data will be the focus of discussion?




## Example: Oregon Elementary

- Information about the measures used to monitor and evaluate student progress at Oregon Elementary is provided on pages 5-10 of their Schoolwide Reading Plan.
- This plan outlines the four types of assessments the school proposes to use: screening, progress monitoring, diagnostic, and end-of-year outcome measures. All of the information described on the previous slide is provided for each type of assessment
- Information about *how* the data will be used is also provided.

11

Information about the measures used to monitor and evaluate student progress at Oregon Elementary is provided on pages 5-10 of their Schoolwide Reading Plan. In particular, this information is provided for each type of assessment the school proposes to use: screening, progress monitoring, diagnostic, and end-of-year outcome measures. Examination of the plan reveals, for example, that staff at Oregon Elementary will use particular DIBELS measures to screen students in grades K-5 three times per year. In addition, the staff at Oregon Elementary has specified how they will use these data at the systems level (to evaluate, for example, how well the intensive support system is meeting the needs of the schools' most struggling students), as well as at the instructional group and individual student level. This last piece related to data-based decision making is critical to ensuring that the data are used to make informed instructional decisions and not simply collected and forgotten.



## Component 3. Instruction

- Sufficient time for reading instruction
- How will additional materials—supplemental materials, intervention programs—be used? How funded?
- What affects program/material selection and use? What programs have already been selected and what are their essential elements?

12

As you discuss the third component, ***instruction***, begin by stating why it is important to allocate **sufficient time for reading instruction**, and describe exactly how you will go about setting aside and *protecting* this time. For example, state how many minutes will be allocated and when during the day reading instruction will occur. Describe **how additional materials—supplemental materials, intervention programs—will be used**. For example, outline what criteria will be used to identify students in need of particular types of additional instruction, what funding will be needed to provide this differentiated support, and potential funding sources. Also describe **what factors affect your selection and use of instructional programs and materials**. For example, how exactly will evidence of effectiveness in scientific studies, analyses based on state, district, school review documents, and so on affect decision making? Describe programs that have already been selected and identify their essential elements.



## Example: Oregon Elementary

- The instructional plan for Oregon Elementary appears on pages 10-14.
- In addition to information about the programs used (p. 12), the following information is also provided:
  - Length of the reading block
  - Start/End dates for reading instruction
  - Lesson pacing goals for each program being implemented
  - Criteria for identifying those in need of additional support and small group formation
  - How fidelity of program implementation will be monitored
  - How special populations of students will be served

13

A detailed **instructional plan** for Oregon Elementary appears on pages 10-14 of their Schoolwide Reading Plan. In addition to specifying which reading programs will be used with which groups of students, this section also includes details on the following critical instructional variables:

**Length of the reading block** for each grade level, specifying the length of whole group and small group instruction;

**Start dates and end dates** for reading instruction, as well as pacing goals for the completion of reading programs across grades (for example, having all students complete Early Reading Intervention by the end of Kindergarten);

The criteria staff will use to determine **who will receive additional reading instruction** and how instructional groups during that time will be formed, and what data sources will be considered when creating and adjusting instructional groups; How teachers, coaches, and/or school leadership will monitor the **fidelity of program implementation** to ensure that each program is being delivered in the manner it was intended;

How students from **special populations**, such as English Learners and students receiving Special Education services, will be included in the Schoolwide Reading Plan.



## Component 4. Leadership

- State why leadership is important in the implementation of strong reading instruction.
- Discuss key leadership positions (roles, funding, scope).
- Discuss how services will be coordinated and integrated for students.
- Discuss grade-level and early reading teams.
- Leaders in the school are ultimately responsible for implementation.

14

The fourth component is ***leadership***. You might frame this section by stating **why leadership is important in the implementation of strong reading instruction** at your school. Next, discuss what the **key leadership positions** are, beginning with the principal. Also, discuss the reading coach, specialists, and grade level teachers in terms of what leadership support they might provide. **Discuss how services will be coordinated and integrated for students.** 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. Provide important information about these meetings and purposes, including frequency, facilitation, agendas formats, expectations, who will attend, and so on. Emphasize that it is the **leadership team that is responsible** for making sure all aspects of the Schoolwide Reading Plan are being implemented correctly.



## Example: Oregon Elementary


- The Schoolwide Reading Plan for Oregon Elementary includes the following information related to reading leadership on pages 14-18:
  - Principal's roles and responsibilities
  - Instructional/Literacy coach's roles and responsibilities
  - Information about grade level and building level literacy teams (e.g., members, frequency of meetings, how meetings will be supported, etc.)

15

Pages 14-18 provide information about the critical role of leadership in implementing the Schoolwide Reading Plan adopted by Oregon Elementary. In this plan, leadership is distributed across three levels: the principal, the instructional coach, and school teams. The **roles and responsibilities** of the principal, for example, include: creating, maintaining, and fostering a culture of communication with teachers, parents, and the community about literacy performance and goals in the building; ensuring that sufficient resources are available to enable the implementation of the Schoolwide Reading Plan; participating in a number of reading-related activities, such as reading program trainings, assessment trainings, grade-level team and building-level literacy team meetings; conducting observations of classroom reading instruction and facilitating the coordination of Title I, special education, and EL programs with the general reading program to ensure that all students have the opportunity to participate.

The responsibilities of the instructional coach include: serving as an instructional leader who provides teachers with training, feedback, and support on reading program implementation and data collection, collaborating with staff to establish a master reading schedule, and meeting regularly with teachers to talk about student needs and plan for instruction.

Lastly, planning for grade-level and building-level literacy team meetings requires not only the identification of staff to participate on these teams but also establishing a schedule for regular meetings that incorporates a plan for what the purposes of those meetings will be.



## **Component 5.**

### **Professional Development (PD)**

- Why is PD important and for whom will it be provided?
  - tie to reading assessments and instructional programs and materials
  - explain how PD might be differentiated
- Be explicit about PD resources and your commitment to PD. Explain the role of follow-up and adequate support.
- Describe the PD role of the reading coach or other designated building leaders.

16

**Professional development** is component five. Since the entire school will be engaged, at some level, with the Schoolwide Reading Plan, it is useful to explain up front **why professional development is important and for whom professional development will be provided**. You should explain the link between professional development and the reading assessments and instructional programs and materials used in the school. You might also explain how professional development might be differentiated based on staff needs and interests. (For example, what factors will determine what type of professional development is provided? And, what are the professional development priorities for each staff person?) **Explicitly discuss issues regarding time, use of school resources and so on that are essential to ongoing professional development**. Emphasize your intent and commitment to maximize the ongoing impact of professional development by explaining the role of follow-up and adequate support in the professional development structure. Finally, **describe the role the reading coach or other designated building leaders** will play in professional development.





## **Example: Oregon Elementary**

- Professional development plan for Oregon Elementary is outlined in pages 18-20 and specifically addresses the following:
  - Process for determining PD needs
  - The types of PD that will be made available to different staff members (including, in some cases, the designated PD provider, and the length and time of training)
  - Schedule for PD opportunities
  - Funding sources that will be used to cover PD costs

17

The professional development plan for staff at Oregon Elementary are outlined in pages 18-20 of their Schoolwide Reading Plan. In particular, the following questions are addressed:


What process will be used for determining staff Professional Development needs?

This plan indicates that student performance data, observation data, and teacher survey data may be used to determine the professional development needs of staff. Will everyone receive the same Professional Development? Examination of this plan indicates that, just as Oregon Elementary intends to provide differentiated instruction for their students, so too will the teachers receive differentiated professional development support. Teachers implementing certain reading programs, for example, will receive training on how to implement those programs, while school leaders will receive training focused on effective instructional leadership and behavior management.

When will professional development be provided? Oregon Elementary has opted to provide the majority of program-specific training in the summer and fall so that teachers' skills are strong as they begin the school year with new students.

Additional professional development, such as book study groups and classroom consultations will be scheduled throughout the course of the school year.

And finally, what funding sources will be used to cover the costs of professional development?



## Component 6. Commitment

- Use school action plans to remediate weaknesses and inform revisions of the Schoolwide Reading Plan
- Report student performance data to stakeholders
- Acknowledge and celebrate student success
- Specify hiring practices that will sustain the reading model

18

The final key component in the Oregon Literacy Framework is ***commitment***. This is a good place to describe if and how **action plans** will be utilized in your instructional planning. One effective use of action plans is to periodically evaluate and discuss how well the Schoolwide Reading Plan is working for different groups of students. When areas of weakness are identified, the team can choose a revised approach and document it in an action plan. So, when describing commitment in your Schoolwide Reading Plan, you might include what form the actions will take; the timeline for completing them; how and when will be they re-evaluated and revised; and who will be responsible for implementing the action. You can also include information about how often revisions to the Schoolwide Reading Plan will occur and how successful past action plans, in particular, will inform those revisions. Next you may wish to outline your plan for **reporting student performance data to stakeholders**, for **acknowledging and celebrating student success**, and finally, **specifying hiring practices that will support and sustain your reading model**.



## Remember...

The prompts provided in this presentation and in the supplementary materials and templates are not exhaustive. Use them as a starting point to create a plan that fits your school's literacy context and vision.

19

The approach outlined in this presentation will give you a solid start on developing your Schoolwide Reading Plan. However, please consider that **the prompts provided in the presentation and in the supplementary materials and templates are not exhaustive. Use them merely as a starting point to create a plan that fits your school's literacy context and overall vision.**

**Good luck with this endeavor as you begin to develop or simply refine your schoolwide reading plans!**