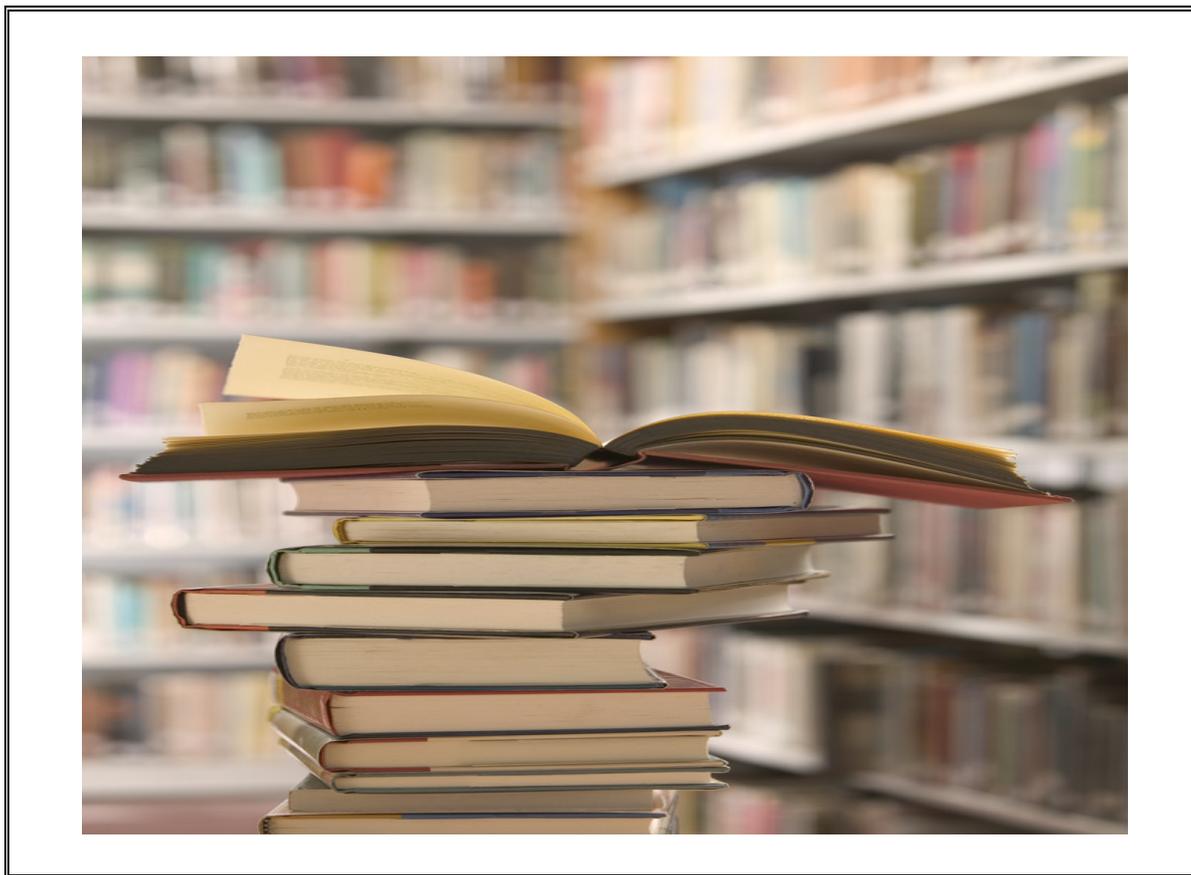


VIRGINIA DEPARTMENT OF EDUCATION
Office of Elementary Instructional Services

ELEMENTARY READING PROGRAM PLANNING AND IMPLEMENTATION TOOL



If you have questions about this document, please contact the Virginia Department of Education, Office of Elementary Instructional Services at 804-225-2898. This document complements and extends information disseminated by the Virginia Department of Education in an earlier document, entitled *Effective Elementary Reading Programs Assessment and Planning Instrument*. The earlier document can be accessed at the following Web site: www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html. The Virginia Department of Education does not mandate or prescribe a particular curriculum model or lesson plans. The information contained herein is provided only as a resource that educators may find helpful and use at their option.

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INTRODUCTION

The *Elementary Reading Program Planning and Implementation Tool* provides division and school-level administrators, reading teachers and coaches guidance in developing, implementing, sustaining and refining a comprehensive and effective schoolwide reading program. It may also serve as a self-assessment tool to help school staff* discover strengths and weaknesses in the overall reading program. This information can be used to establish priorities to meet the goal of *providing reading instruction that produces superior reading achievement for all students*.

Components of the Planning and Implementation Tool

The tool has a workbook format to help create or improve a division's or school's action plan for reading. The majority of the document is comprised of four sections that contain **knowledge, information and guidelines** pertaining to an effective elementary schoolwide reading program. Depending on the topic, sections are broken down into one or more subsections. Following the knowledge and information statements for each subsection are **guiding questions**, a **1 to 5 response scale**, and a prompt to **prioritize the issues** that are raised.

The four topical sections are:

Section I: Instructional Leadership

Section II: Assessment

Section III: Instructional Programs, Materials and Approaches

Section IV: Promoting and Encouraging Reading

At the end of the four sections, there is a **summary grid** where ratings can be compiled so that staff can review the overall status of their reading program. The workbook format is intended to foster reflection, discussion and planning among staff.

After the summary grid, a list of **references** is included as an additional resource.

*For the purposes of this document, the term "staff" refers to administrators, classroom teachers, Title I teachers, reading teachers and coaches, special education teachers, teachers of English language learners, teachers of gifted learners, and paraprofessionals involved in the reading program. Additionally, divisions and schools are encouraged to include fine arts, music and physical education teachers in the implementation of the comprehensive reading program.

How to use the Planning and Implementation Tool

The four sections of the tool are interdependent. Therefore, to create a complete action plan, staff should address all of them. However, the workbook is not meant to be used or completed during one meeting. Rather, it is a tool for administrators to use over time in a manner that works for their divisions or schools to identify needs, gain consensus among staff, and plan and implement appropriate action plans. Staff are also encouraged to individualize the tool to meet their circumstances and needs, since no document can cover every aspect of a comprehensive reading program. An effective action plan should also be revisited periodically to determine progress, changes that are necessary, and next steps or future plans.

Appendix

As an **appendix**, there are **examples** of some items from the tool or items that are referenced in the document to help staff visualize what may be produced as part of using the tool. The appendix includes the following items:

- an example of a completed rating grid with notes concerning *Section II.A. Assessment*;
- an example of a completed *Summary of Section Ratings and Action Plan Priorities*;
- an example elementary school reading assessment plan; and
- an example “walk-through” form for principals.

SECTION I: INSTRUCTIONAL LEADERSHIP



GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
SECTION I:	INSTRUCTIONAL LEADERSHIP
Knowledge, information and guidelines to support your thinking in developing priorities for this section:	
<p>A. Knowledge and use of the Virginia English Standards of Learning</p> <ol style="list-style-type: none"> 1. The Virginia English Standards of Learning are at the forefront of the comprehensive reading program, and they are incorporated into daily instruction. Administrators ensure that staff understand the concepts and terminology found in the standards, and that the scope and sequence of selected reading programs and related materials address each grade level standard adequately to support mastery. The current Standards of Learning are found at http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml. The English Standards of Learning Curriculum Framework is found at http://www.doe.virginia.gov/VDOE/Instruction/English/englishCF.html. The English Standards of Learning Enhanced Scope and Sequence that provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework is found at http://www.doe.virginia.gov/VDOE/EnhancedSandS/english.shtml. 2. Administrators ensure that teachers have access to and use any available correlation charts to the Standards of Learning that are developed by a publisher of the selected reading program. Correlation charts facilitate planning and instruction by providing specific references to instructional approaches and program materials that address each standard. It is advisable to review the correlation charts for appropriate intensity of instructional delivery for all populations of students. For some students, supplemental instruction may be necessary to provide adequate practice in mastering a particular standard. A designated staff member (e.g., reading specialist/coach) should record specific standards that may require supplemental instruction and convey this information to the staff, along with recommendations for approaches or materials. 3. Based on the analysis of assessment data, instructional leaders may identify specific Standards of Learning that require emphasis at specified grade levels. Timely communication of this information facilitates schoolwide efforts to focus on the designated standards. 	

GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
SECTION I:	INSTRUCTIONAL LEADERSHIP
Knowledge, information and guidelines to support your thinking in developing priorities for this section:	
<p>B. Knowledge and use of scientifically-based reading research</p> <p>1. The U. S. Department of Education publication, <i>What Is Scientifically-based Research? A Guide for Teachers</i> (National Institute for Literacy, 2005), states that “scientifically-based” research must:</p> <ul style="list-style-type: none"> • employ systematic, empirical methods that draw on observation or experiment; • involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions; • rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and • be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review. <p>The publication further states that, “Teachers can use a simple set of questions to distinguish between research that confirms the effectiveness of an instructional practice and research that does not.” These questions are:</p> <ul style="list-style-type: none"> • <i>Has the study been published in a peer-reviewed journal or approved by a panel of independent experts?</i> • <i>Have the results of the study been replicated by other scientists?”</i> • <i>Is there consensus in the research community that the study’s findings are supported by a critical mass of additional studies?</i> <p>2. The Report of the National Reading Panel, <i>Teaching Children to Read</i> (National Institute of Child Health and Human Development, 2000), identifies research-based effective practices for implementing reading programs. In response to this report, there are several publications and other information accessible from Web sites that present the findings of the panel in non-technical language and provide resources, references, and examples to support administrators and teachers in implementing a research-based reading program.</p> <p><i>See “References and Resources” for recommendations for further reading concerning scientifically-based reading research.</i></p>	

**Guiding Questions for:
SECTION I.B. INSTRUCTIONAL LEADERSHIP**

B. Knowledge and use of scientifically-based reading research	Team/Staff Responses	Prioritizing and Planning
<p>a. How do instructional leaders ensure that staff understand the meaning of scientifically-based reading research?</p> <p>Response #: _____</p>	<p>1. We can answer this question because we have an effective plan or process in place.</p>	<p>Based on your responses, list the issues under consideration for your schoolwide reading plan. Prioritize and assign them to “short” or “long” term status for whether they can or should be addressed this school year or over a longer term.</p>
<p>b. How do instructional leaders ensure that staff are making effective research-based decisions when delivering daily lessons (e.g., using data to inform instruction and grouping, addressing the five components of reading, providing differentiated instruction)?</p> <p>Response #: _____</p>	<p>2. We can answer this question because we have an effective plan or process in place, but the process needs some refining.</p>	<hr/> <p>Short-Term Issues and Tasks</p>
<p>c. How do instructional leaders plan for research-based professional development (i.e., reflect staff needs, provide continuity, have practical application, provide opportunities for collaboration, and align with state standards)?</p> <p>Response #: _____</p>	<p>3. We have difficulty answering this question because we do not have a plan or process in place, or we are not regularly implementing the plan.</p>	
<p>TOTAL Response points = _____</p>	<p>4. We cannot answer this question, but we are ready to address the issue.</p>	
<p><i>Additional Questions or Concerns:</i></p>	<p>5. We cannot answer this question, and feel we are not ready to address the issue at this time.</p>	<p>Long-Term Issues and Tasks</p>

GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
SECTION I:	INSTRUCTIONAL LEADERSHIP
Knowledge, information and guidelines to support your thinking in developing priorities for this section:	
<p>C. The role of instructional leaders in implementing effective schoolwide reading plans</p> <p>1. Strong reading leadership is crucial to the success of a reading program. At the school level, the principal oversees the reading program and works in collaboration with the reading specialist/coach to provide leadership in developing, sustaining and refining the schoolwide reading plan. As stated in the publication <i>Teaching All Students to Read in Elementary School: A Guide for Principals</i> (Florida Center for Reading Research, 2007), the following elements are essential for an effective reading program:</p> <ul style="list-style-type: none"> • consistently implemented, high quality initial classroom instruction and follow-up small-group instruction that is well-differentiated according to student needs; • use of student performance data to guide instruction and allocate instructional resources; and • resources to provide interventions for struggling readers. <p>To provide leadership supporting high quality instruction in all classrooms, the principal ensures that:</p> <ul style="list-style-type: none"> • teachers have excellent, ongoing, professional development; • teachers have adequate materials to support high quality instruction; • classroom instruction is monitored through principal walk-throughs; • the school has a comprehensive assessment plan for reading and a plan for managing data; • data from assessments are used effectively to guide instruction and allocate school resources; • reading leaders and teachers meet to review student data and plan; and • effective interventions are planned and implemented to accelerate reading development for struggling readers. <p>2. A framework for the reading plan is usually developed by the “Literacy Team,” which often includes the principal and lead reading, Title I, special education and ESL teachers. Teacher support for the plan is essential, and total staff involvement in developing the detailed plan provides expertise and buy-in. This includes art, music and physical education teachers, who can provide additional perspectives and should be encouraged to participate in the process. Guidance from district-level personnel and recommendations from parent representatives also provide invaluable input. All stakeholders should have an opportunity to comment on the reading plan.</p> <p>3. To ensure ongoing implementation of the reading plan, timelines should be set with dates for accomplishing tasks and for scheduled meetings to review data, refine tasks, and determine next steps.</p>	

GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
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SECTION I:	INSTRUCTIONAL LEADERSHIP
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Knowledge, information and guidelines to support your thinking in developing priorities for this section:

D. Data driven practices

1. Data are used by school staff to plan schoolwide, grade-level and individual instruction. Overall grade-level or cross grade-level instructional decisions are based on results from outcome assessments, such as the Virginia Standards of Learning for third, fourth and fifth grade, or end of year assessments administered to other grades to determine numbers or percentages of students reading above, on or below grade level. These data inform decisions concerning staffing, scheduling time for the reading block and intervention classes, and technical assistance needs. When item analysis is conducted, specific skills that require reteaching or review are identified, professional development needs are determined, and supplemental materials are selected.
2. The analysis of data from screening, progress monitoring and diagnostic assessments informs instructional planning for individual students. Decisions concerning focus, grouping, time, intensity, programs and approaches are determined for each student. Progress monitoring occurs at frequent intervals and instruction is modified, as necessary. It is advisable to develop individual reading plans for struggling readers and to plan formal reviews and updates by an established team.
3. Regularly scheduled meetings with the Literacy Team, grade-level teams, cross grade-level teams and all staff focus on data discussions to plan or modify instruction, determine professional development needs, and to share successes and challenges. A meeting to inform parents about general school or grade-level strengths, weaknesses and future plans may also be considered. Divisions or schools may also choose to conduct data summits for extended study, discussion and planning time.
4. A comprehensive assessment plan provides a means for organizing the components of a division's or school's assessment design. It includes the name and purpose of each assessment, specific schedules for training on assessment, administering and scoring assessments, analyzing assessment results, reviewing and sharing data, and planning based on data. It also includes information on data management and names specific staff to serve as assessment coordinators and data collectors. *(See "Appendix" for a sample assessment plan.)*
5. Data must be easily accessible and organized in order to be used for planning. Depending on the complexity of a division's or school's technology capabilities, data are stored in an organized manner on computers or printed and kept in notebooks. Some schools develop assessment walls to track and display progress.

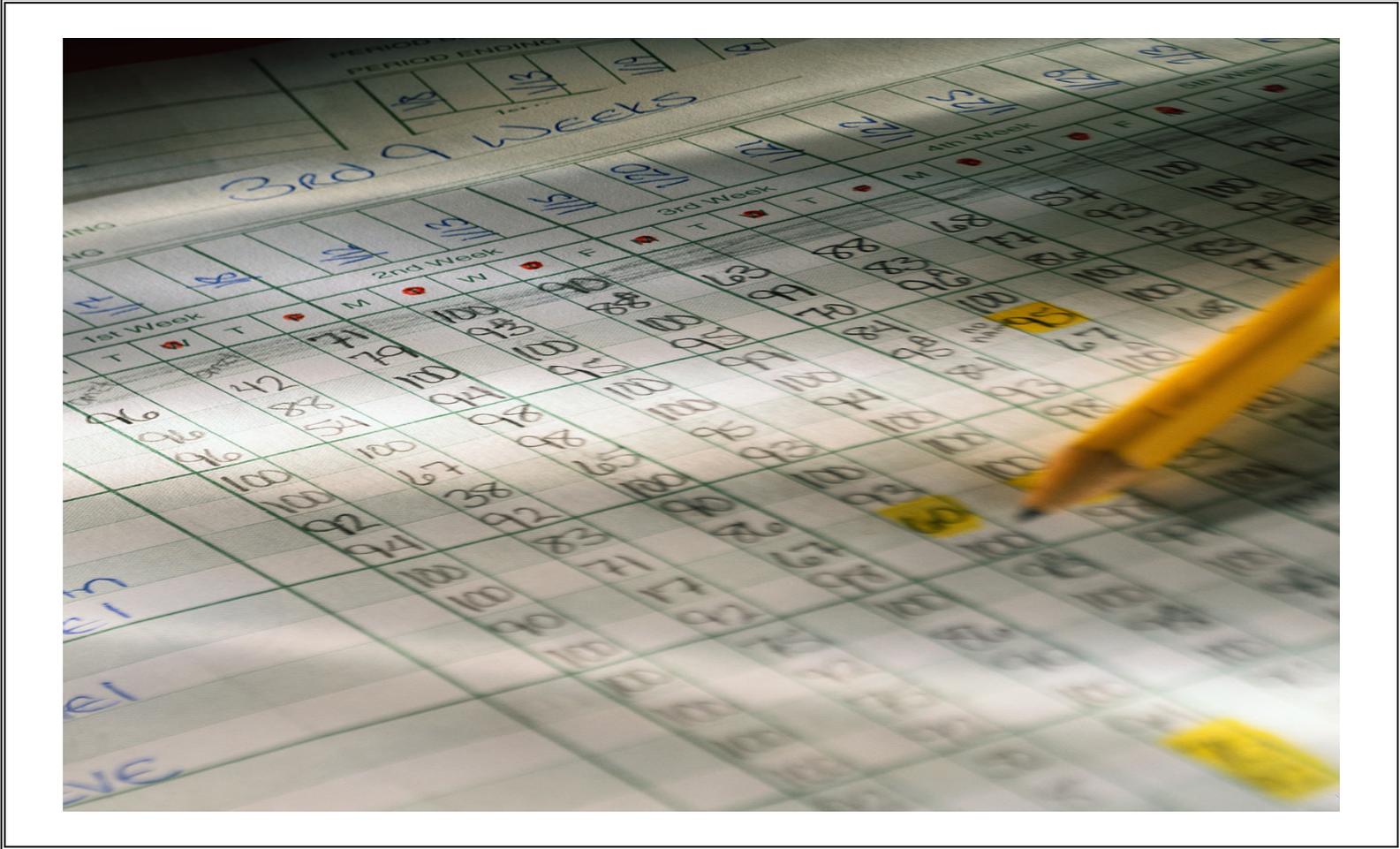
For additional information related to data driven practices and types of assessments, see "Section III. Assessment."

GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
SECTION I:	INSTRUCTIONAL LEADERSHIP
Knowledge, information and guidelines to support your thinking in developing priorities for this section:	
<p>E. Channels of communication</p> <p>1. Ongoing formal and informal communication and collaboration among staff are necessary for an effective reading program. Formal meetings have specific agendas with clear purposes, and minutes are kept to record decisions, outcomes and follow-up plans. School administrators conduct or participate in meetings as feasible, and reading specialists/coaches provide expertise and leadership. Formal meetings may include the following:</p> <ul style="list-style-type: none"> • All-staff meetings serve as forums for conveying general information, presenting assessment results, reviewing and modifying the reading action plan, and conducting training that is pertinent to all grades. Meetings may include small group breakout sessions to address tasks or facilitate study groups. • Cross-grade level meetings that span two or three grades are an opportunity to use assessment data results to focus on areas of instruction or skills that occur across grades at different levels (e.g., phonics). These meetings include all teachers providing reading instruction at the selected grades. • Grade-level meetings that are scheduled on a regular basis provide time to review assessment data, plan collaboratively, revise groupings, receive targeted technical assistance and training, and participate in study groups. These meetings include all teachers providing reading instruction at the specified grade level. • Individual teachers meet with administrators and reading specialists/coaches to review the progress of each student, adjust groupings and intervention intensity, review and modify individual reading plans for struggling readers, ensure pacing and program extension are adequate for strong readers, share challenges and successes, and arrange for specific technical assistance needs. <p>2. Additional modes of communication that are essential for delivering a cohesive reading program include:</p> <ul style="list-style-type: none"> • Scheduled weekly, common planning time for classroom teachers and other staff (e.g., paraprofessionals, tutors and special education, ESL, Title I and gifted teachers) sharing instructional responsibilities for the same students. • Principal walk-throughs during the reading block and intervention classes. (<i>See “Appendix” for a sample walk-through form.</i>) • Adopting a “common vocabulary” for reading instruction to ensure that all staff understand the terminology found in the core program and to promote consistency. (<i>Core programs often provide a glossary.</i>) 	

**Guiding Questions for:
SECTION I.E. INSTRUCTIONAL LEADERSHIP**

E. Channels of communication	Team/Staff Responses	Prioritizing and Planning
<p>a. How does the principal ensure that the leadership (e.g., principal, coach, reading specialist) and teachers communicate formally and on a regular basis concerning student progress, program challenges and successes, and how technical assistance is provided?</p> <p>Response #: _____</p>	<p>1. We can answer this question because we have an effective plan or process in place.</p>	<p>Based on your responses, list the issues under consideration for your schoolwide reading plan. Prioritize and assign them to “short” or “long” term status for whether they can or should be addressed this school year or over a longer term.</p>
<p>b. How do classroom teachers and other staff (e.g., paraprofessionals, tutors, special education resource teachers, ESL teachers) who share instructional responsibilities for the same students communicate and plan?</p> <p>Response #: _____</p>	<p>2. We can answer this question because we have an effective plan or process in place, but the process needs some refining.</p>	<hr/> <p>Short-Term Issues and Tasks</p>
<p>c. How are art, music and physical education teachers involved in the school’s literacy and reading program?</p> <p>Response #: _____</p>	<p>3. We have difficulty answering this question because we do not have a plan or process in place, or we are not regularly implementing the plan.</p>	
<p>d. How does a “common vocabulary” of reading terminology get adopted and used among staff during trainings, meetings and instruction?</p> <p>Response #: _____</p>	<p>4. We cannot answer this question, but we are ready to address the issue.</p>	
<p>e. How do district reading personnel provide support for the school’s comprehensive reading program?</p> <p>Response #: _____</p>	<p>5. We cannot answer this question, and feel we are not ready to address the issue at this time.</p>	<p>Long-Term Issues and Tasks</p>
<p>TOTAL Response points = _____</p>		
<p><i>Additional Questions or Concerns:</i></p>		

SECTION II: ASSESSMENT



GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
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SECTION II:	ASSESSMENT
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Knowledge, information and guidelines to support your thinking in developing priorities for this section:

A. Knowledge of the types and uses of assessment

1. An effective schoolwide, comprehensive reading program monitors student progress using four types of valid and reliable assessments. In Virginia, PALS and the SOL reading/English assessment provide valuable information for staff to use in planning schoolwide and individual student’s programs. To understand assessment results and use them efficiently and effectively for planning instruction, staff should know the purpose of each type of assessment:

- **Screening assessments** administered at the beginning of the school year to all students indicate which students may have difficulties in reading and may need additional support or intervention.
- **Progress monitoring assessments** (usually short tests), administered to individuals or groups, measure student progress at intervals throughout the school year to determine effectiveness of instruction in the five components of reading, in the core program, and in intervention instruction. Progress monitoring helps ensure that students falling behind receive immediate and adequate support to accelerate learning and meet end of year benchmark targets.
- **Diagnostic assessments**, administered individually, provide in-depth specific information concerning skills, knowledge and application. Diagnostic measures are administered to students with severe reading difficulties to support instructional planning when standard intervention programs of increasing intensity have not been successful.
- **Outcome assessments**, usually administered at the end of the school year, provide information about the numbers and percentages of students making gains in reading and reaching grade level benchmarks.

Of the statewide tests used in Virginia, the PALS (Phonological Awareness Literacy Screening) is used for screening, progress monitoring and diagnostic purposes, and the SOL (Standards of Learning) assessment is used as an outcome measure.

2. Professional development related to assessment includes:

- understanding the purpose of the four types of assessments;
- learning how to select and analyze the correct set of data to determine progress, guide instruction, and plan next steps;
- creating and maintaining a system for managing and storing data (including at the classroom level); and
- learning how to administer mandated and selected assessments.

See “References and Resources” for recommendations for publications and Web sites concerning assessment.

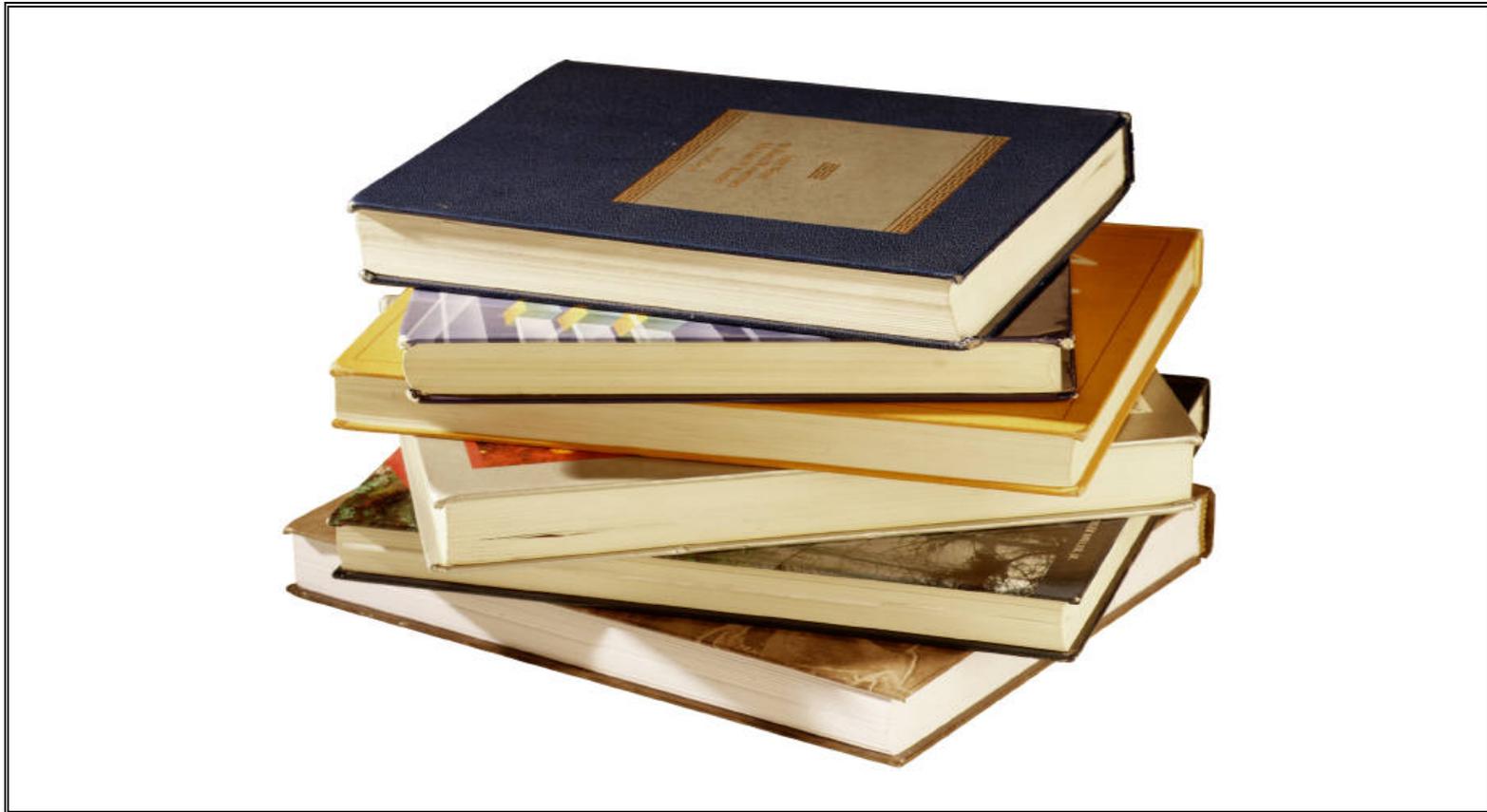
SECTION III: INSTRUCTIONAL PROGRAMS, MATERIALS AND APPROACHES



GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
SECTION III:	INSTRUCTIONAL PROGRAMS, MATERIALS AND APPROACHES
Knowledge, information and guidelines to support your thinking in developing priorities for this section:	
<p>A. Core program reading instruction</p> <ol style="list-style-type: none"> 1. Research indicates that using a scientifically-based core reading program that addresses the five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in an explicit and systematic manner is key for students to acquire the skills necessary to become independent readers. (<i>Teaching Children to Read</i>, National Institute of Child Health and Human Development, 2000). The core reading program should also be aligned with state standards. 2. Research indicates that an important element of the core reading program’s implementation is the scheduling of a daily reading block. The recommended reading block is 90-120 minutes of uninterrupted instructional time that includes a balance of whole group and small group differentiated instruction. Whole group instruction incorporates strategies such as teacher modeling, practicing with a partner, responding chorally, working in cooperative teams, and using manipulatives (e.g., magnetic letters, response cards, wipe-off boards). Small group instruction includes teacher-directed skill-focused lessons provided to differentiated and flexible groups. Grouping is based on assessment data findings and student observation. Students not working with the teacher in small groups participate in independent activities that are differentiated and engaging, and support or extend reading instruction. These activities often take place in centers. (For articles concerning differentiated instruction, see the Reading Rockets Web site at http://www.readingrockets.org/article/c64/.) 3. Classroom management practices affect implementation of the core reading program. In addition to preparing lesson plans and organizing accessible materials, teachers must consider the pacing for each lesson, demonstrate behavioral expectations early in the school year, require smooth transitions between activities, and provide consistency in daily routines. 4. If the core program does not address a skill or reading component to the degree necessary for mastery, students may need additional instruction and practice from alternative materials. When core program “gaps” occur, the selected supplemental materials should be research-based, align with the core program, engage students, and provide the correct intensity to address student needs. 5. Core programs generally contain several coordinated components, instructional sequences, and daily routines that teachers must learn to implement the program effectively. Initial training provided by the publisher or division staff, plus on-going technical assistance or coaching throughout the first year of use, is vital to efficient and high quality instruction. Training on supplemental approaches and materials is also necessary for proficient implementation of the program. 	

GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
SECTION III:	INSTRUCTIONAL PROGRAMS, MATERIALS AND APPROACHES
Knowledge, information and guidelines to support your thinking in developing priorities for this section:	
<p>B. Intervention instruction</p> <ol style="list-style-type: none"> 1. Students who are struggling to learn to read should receive intervention instruction. A recommendation for placement in an intervention program occurs when assessment and observation data indicate that a student is having difficulty in the reading instructional block, even when given daily, small group differentiated direct instruction and independent practice opportunities. 2. Students identified through progress monitoring assessments as performing significantly below grade level benchmarks in one or more reading components receive immediate intervention. Careful attention to information from data analysis determines grouping, program placement, and levels of time and intensity. Students receiving intervention require frequent progress monitoring (every one to two weeks) in the core and intervention programs to track continuing improvement or the need for immediate modifications if the expected growth is not seen. Individual student intervention plans facilitate program coordination and progress reviews. 3. Intervention instruction generally takes place outside of the reading block in small groups of three to five students. Some students may need 20-30 minute sessions, while others may need longer periods of time. Some schools schedule intervention instruction during the school day, while others provide it before or after school. Staff delivering intervention instruction include Title I, special education, ESL and classroom teachers, paraprofessionals, and trained tutors. 4. Intervention staff and classroom teachers meet frequently to review progress and plan aligned instruction. For example, if students are receiving intervention in vocabulary, the intervention teacher may plan a few minutes to pre-teach new core program vocabulary words to familiarize students with them prior to their introduction in the regular classroom, and then provide additional intensive practice. 5. Intervention programs, materials and approaches should be scientifically-based and align with the core program and state standards. Most core programs provide intervention materials. However, many schools select additional intervention programs and materials to provide greater intensity and ample practice. 	

SECTION IV: PROMOTING AND ENCOURAGING READING



GOAL:	<i>To provide reading instruction that produces superior reading achievement for all students.</i>
SECTION IV:	PROMOTING AND ENCOURAGING READING
Knowledge, information and guidelines to support your thinking in developing priorities for this section:	
<p>A. Classroom libraries, reading celebrations and parent/family programs</p> <ol style="list-style-type: none"> 1. Each classroom should have a library area that is a comfortable and inviting place for students to explore and read books. Reading material should cover various genres and levels and include high quality children’s literature (e.g., books, magazines, student-authored stories, recorded books). Typical materials include stories the teacher has read aloud, trade book editions of selections from the core reading program, books supporting content area learning, and high interest materials to encourage reluctant readers and to engage avid readers. Although some leveled books may be found in the classroom library, this library is different from the core program library that contains leveled books and is often used to support direct instruction. The classroom library encourages students to self-select reading materials, browse, read silently, read aloud with a peer, or listen to a story. All students should have access to quality literature on their independent reading levels. 2. School staff may consider planning all-school reading celebrations during the year. These can be as simple as themed door decorations (e.g., each class selects a folktale, reads various versions, and then chooses one to illustrate and display on their classroom door), or the entire school participating in a “kickoff event” to endorse the school’s or public library’s summer reading program. 3. Schools are encouraged to hold workshops to acquaint parents with the reading program, suggest reading materials to be accessible at home or from the school or public library, and demonstrate daily activities parents can do with their children to support children’s learning. 4. The Parent Information Resource Centers (PIRCs), funded by the U.S. Department of Education, support the development of parental involvement policies, programs, and activities that strengthen partnerships among parents and school personnel to meet children’s education needs. Virginia’s PIRC program provides several resources for parents and schools (see http://www.nationalpirc.org/directory/VA.html). <p><i>See “References and Resources” for information on working with parents.</i></p>	

**Guiding Questions for:
SECTION IV.A. PROMOTING AND ENCOURAGING READING**

A. Classroom libraries, reading celebrations and parent/family programs	Team/Staff Responses	Prioritizing and Planning
<p>a. How are classroom libraries developed and updated to encourage leisure reading and to support all curriculum areas?</p> <p>Response #: _____</p>	<p>1. We can answer this question because we have an effective plan or process in place.</p>	<p>Based on your responses, list the issues under consideration for your schoolwide reading plan. Prioritize and assign them to “short” or “long” term status for whether they can or should be addressed this school year or over a longer term.</p>
<p>b. What school activities encourage and promote reading across all grades?</p> <p>Response #: _____</p>	<p>2. We can answer this question because we have an effective plan or process in place, but the process needs some refining.</p>	<hr/> <p>Short-Term Issues and Tasks</p>
<p>c. How are parents informed about the school’s reading goals and programs and how they can support their children’s learning?</p> <p>Response #: _____</p>	<p>3. We have difficulty answering this question because we do not have a plan or process in place, or we are not regularly implementing the plan.</p>	
<p>d. How do school partnerships with businesses, community organizations and/or the public library support the schoolwide reading program?</p> <p>Response #: _____</p>	<p>4. We cannot answer this question, but we are ready to address the issue.</p>	
<p>TOTAL Response points = _____</p>	<p>5. We cannot answer this question, and feel we are not ready to address the issue at this time.</p>	<p>Long-Term Issues and Tasks</p>
<p><i>Additional Questions or Concerns:</i></p>		

SUMMARY OF SECTION RATINGS AND ACTION PLAN PRIORITIES

Working through all or most of the sections of the *Elementary Reading Program Planning and Implementation Tool* can provide a framework for self-assessing a division’s or school’s current reading program. This process may have given staff validation of what is in place, new or extended ideas of what can be done, or highlighted areas that need attention. A final exercise that may help to highlight areas of strength or weakness is to add up and average staff responses from each section grid and see which areas rank as “high” (1), “low” (5) or somewhere in between. This **summary section** is provided for that purpose; the information may help staff to continue to refine their priorities and tasks for short and long-term planning.

TOPICAL SECTIONS	STAFF RESPONSES	1 to 5 SCALE (for reference)
SECTION I: Instructional Leadership		<ol style="list-style-type: none"> 1. We can answer this question because we have an effective plan or process in place. 2. We can answer this question because we have an effective plan or process in place, but the process needs some refining. 3. We have difficulty answering this question because we do not have a plan or process in place, or we are not regularly implementing the plan. 4. We cannot answer this question, but we are ready to address the issue. 5. We cannot answer this question, and feel we are not ready to address the issue at this time.
A. Knowledge of VDOE English SOL	Total points _____ ÷ 6 questions = _____ average	
B. Knowledge of SBRR	Total points _____ ÷ 3 questions = _____ average	
C. Instructional leaders’ role in implementation	Total points _____ ÷ 6 questions = _____ average	
D. Data driven practices	Total points _____ ÷ 5 questions = _____ average	
E. Channels of communication	Total points _____ ÷ 5 questions = _____ average	
SECTION II: Assessment		
A. Knowledge of types of assessment	Total points _____ ÷ 5 questions = _____ average	
SECTION III: Instructional Programs, Materials and Approaches		
A. Core program	Total points _____ ÷ 5 questions = _____ average	
B. Intervention instruction	Total points _____ ÷ 3 questions = _____ average	
SECTION IV: Promoting and Encouraging Reading		
A. Libraries, celebrations, parent/family programs	Total points _____ ÷ 4 questions = _____ average	

ACTION PLAN PRIORITIES		
AREA OR TOPIC	SHORT-TERM	LONG-TERM

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Additional Resources

The following Web sites provide information (including online publications, newsletters, articles and references) about scientifically-based reading research and scientifically-based reading instruction, and are resources for administrators, teachers and parents.

Big Ideas in Beginning Reading (University of Oregon, IDEA) (<http://reading.uoregon.edu>)

Center for the Improvement of Early Reading Achievement (www.ciera.org)

Center on Instruction (www.centeroninstruction.org)

The Florida Center for Reading Research (www.fcrr.org)

Learning First Alliance (www.learningfirst.org)

National Institute for Literacy (www.nifl.gov)

National Reading Panel (<http://www.nationalreadingpanel.org>)

Reading First in Virginia: University of Virginia professional development (<http://www.readingfirst.virginia.edu>)

The Reading Genie (Auburn University) (www.auburn.edu/academic/education/reading_genie)

Reading Rockets (www.readingrockets.org)

Southwest Educational Development Laboratory (www.sedl.org)

U.S. Department of Education: scientifically-based research seminar papers (<http://www.ed.gov/nclb/methods/whatworks/research/index.html>)

University of Virginia PALS (<http://pals.virginia.edu>)

Vaughn Gross Center for Reading and Language Arts (<http://www.texasreading.org/utcr/a/>)

Virginia Department of Education: Elementary Instructional Services (www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html)

Virginia English Standards of Learning and related resources (www.pen.k12.va.us/VDOE/Instruction/sol.html#general)

Virginia Parent Information Resource Center (<http://www.nationalpirc.org/directory/VA.html>)

What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc>)

APPENDIX

This appendix provides examples of some items from the *Elementary Reading Program Planning and Implementation Tool* or items that are referenced in the tool.

1. **Notes from staff discussion using Assessment grid** – This is an example of a completed rating grid with notes concerning *Section II.A. Assessment*. It is included to help staff visualize how the guiding questions page and ratings may look following a staff meeting and discussion using the tool.
2. **Summarized responses and notes from staff discussion** – This is an example of a completed *Summary of Section Ratings and Action Plan Priorities*. It is included to help staff visualize how an overview of all ratings from all sections may help staff to identify specific areas that need further attention and improvement.
3. **Reading Assessment Plan** – This is an example of a reading assessment plan that staff on a school’s Literacy Team may develop. The Pinnacle View Elementary School named in the sample is fictitious; however, the information in the plan is based on the real experiences of educators and representative elementary schools.
4. **Principal Walk-through Form** – This is an example of the types of things a principal may observe and make notes about when conducting a walk-through of elementary grade classrooms during reading instruction. Ideally, such walk-throughs are done more than once during a school year, since all the items in the form cannot necessarily be observed in one visit.

EXAMPLE of notes from staff discussion using Assessment grid

**Guiding Questions for:
SECTION II.A. ASSESSMENT**

Meeting with division language arts director, school principal and reading specialist

A. Knowledge of the types and uses of assessment	Team/Staff Responses	Prioritizing and Planning
<p>a. What is the process for ensuring that staff have sufficient background knowledge about the four types of assessments and the role of assessment in a comprehensive reading program? <i>We use test vocabulary, such as outcome assessment and progress monitoring, but don't delve into details. SOL is an outcome assessment.</i></p> <p>Response #: <u>3</u></p>	<p>1. We can answer this question because we have an effective plan or process in place.</p> <p>2. We can answer this question because we have an effective plan or process in place, but the process needs some refining.</p>	<p>Based on your responses, list the issues under consideration for your schoolwide reading plan. Prioritize and assign them to "short" or "long" term status for whether they can or should be addressed this school year or over a longer term.</p> <p><i>Issues are great starting point for joint meeting with literacy team. Need their input to prioritize.</i></p>
<p>b. How is guidance provided to teachers to ensure that they understand how to administer assessments, and then how to select and analyze data to inform instruction? <i>No problem with administration of assessments, but "selecting and analyzing" data for use needs further development.</i></p> <p>Response #: <u>3</u></p>	<p>3. We have difficulty answering this question because we do not have a plan or process in place, or we are not regularly implementing the plan.</p>	<p>Short-Term Issues and Tasks</p> <p><i>1. Develop firm understanding of types of assessment (discussed redeveloping assessment plan by type)</i></p> <p><i>2. Add cross-grade level meetings (but consider cost and staff acceptance)</i></p> <p><i>3. Retain new teacher training</i></p> <p><i>4. Develop ongoing training through PD and TA (choose focus for this year)</i></p> <p>Long-Term Issues and Tasks</p> <p><i>1. Assist/train teachers how to independently select and analyze data. (Maybe work on in study groups?)</i></p> <p><i>2. Develop ongoing training through PD and TA (this year versus future years)</i></p>
<p>c. How do staff monitor the reading progress of each student, and how is information about student progress and any ensuing program changes shared and documented? <i>Have good database. Grade-level meetings working well, need cross-grade level. Should continue principal meetings.</i></p> <p>Response #: <u>2</u></p>	<p>4. We cannot answer this question, but we are ready to address the issue.</p>	
<p>d. How does the school address assessment administration training for new teachers? <i>We're great at initial training – grade-level leaders conduct training for new teachers every August.</i></p> <p>Response #: <u>1</u></p>	<p>5. We cannot answer this question, and feel we are not ready to address the issue at this time.</p>	
<p>e. How does the analysis of assessment data inform professional development and technical assistance needs for staff? <i>Just beginning – need to think about best practices.</i></p> <p>Response #: <u>4</u></p>		
<p>TOTAL Response points = <u>13</u></p>		
<p><i>Additional Questions or Concerns: Need professional development (PD) or technical assistance (TA) on assessments being integral part of reading program, not viewed as an extra or separate activity. Teachers are seeking assistance with this. Can we handle all the issues identified and also focus on differentiation next year?</i></p>		

EXAMPLE of summarized responses and notes from staff discussion using the tool

SUMMARY OF SECTION RATINGS AND ACTION PLAN PRIORITIES

Working through the *Elementary Reading Program Planning and Implementation Tool* can provide a framework for self-assessing a division’s or school’s current reading program. A final exercise that may help to highlight areas of strength or weakness is to add up and average staff responses from each section grid and see which areas rank as “high” (1), “low” (5) or somewhere in between. This **summary section** is provided for that purpose; the information may help staff to continue to refine their priorities and tasks for short and long-term planning.

TOPICAL SECTIONS	STAFF RESPONSES	1 to 5 SCALE (for reference)
SECTION I: Instructional Leadership		<ol style="list-style-type: none"> 1. We can answer this question because we have an effective plan or process in place. 2. We can answer this question because we have an effective plan or process in place, but the process needs some refining. 3. We have difficulty answering this question because we do not have a plan or process in place, or we are not regularly implementing the plan. 4. We cannot answer this question, but we are ready to address the issue. 5. We cannot answer this question, and feel we are not ready to address the issue at this time.
A. Knowledge of VDOE English SOL	Total points <u>7</u> ÷ 6 questions = <u>1.2</u> average	
B. Knowledge of SBRR	Total points <u>10</u> ÷ 3 questions = <u>3.3</u> average	
C. Instructional leaders’ role in implementation	Total points <u>13</u> ÷ 6 questions = <u>2.2</u> average	
D. Data driven practices	Total points <u>11</u> ÷ 5 questions = <u>2.2</u> average	
E. Channels of communication	Total points <u>15</u> ÷ 5 questions = <u>3.0</u> average	
SECTION II: Assessment		
A. Knowledge of types of assessment	Total points <u>13</u> ÷ 5 questions = <u>2.6</u> average	
SECTION III: Instructional Programs, Materials and Approaches		
A. Core program	Total points <u>13</u> ÷ 5 questions = <u>2.6</u> average	
B. Intervention instruction	Total points <u>9</u> ÷ 3 questions = <u>3</u> average	
SECTION IV: Promoting and Encouraging Reading		
A. Libraries, celebrations, parent/family programs	Total points <u>7</u> ÷ 4 questions = <u>1.8</u> average	

ACTION PLAN PRIORITIES		
AREA OR TOPIC	SHORT-TERM	LONG-TERM
<p><i>I.E., III.B. Some important communication about students is informal between teachers, doesn’t get recorded. So some intervention decisions are ad hoc.</i></p> <p><i>I.B., II.A. Need more PD on research in practice and on understanding and using data. Also need design, delivery of PD to be more effective.</i></p>	<ul style="list-style-type: none"> • <i>Devise simple form to capture more information about students, add to individual records.</i> • <i>Review and revise intervention request form.</i> • <i>Survey teachers about PD design and topic preferences for this year.</i> • <i>Start to identify presenters for “research to practice” and “using data to inform instruction.”</i> 	<ul style="list-style-type: none"> • <i>Review all forms related to student observations, needs and revise/consolidate where possible.</i> • <i>Improve annual process of getting teacher input on PD topics, design and presenters.</i> • <i>Tie PD and TA more closely to data analyses findings.</i>

EXAMPLE of fictional school's reading assessment plan

**PINNACLE VIEW ELEMENTARY SCHOOL
READING ASSESSMENT PLAN**

The Pinnacle View Elementary School Reading Assessment Plan provides an overview of assessment activities throughout the year. Additionally, an up-to-date assessment calendar indicating specific dates or windows for administering tests, dates, times and locations for meetings, and professional development/training activities is found in the password secure teacher section of the school web site. Be sure to check it for monthly updates. The yearly priorities for assessment are included in the Reading Action Plan. Each staff member has a copy of the current Reading Action Plan, and it is also on the school's Web site.

HOW DOES PINNACLE VIEW ELEMENTARY SCHOOL USE DATA TO INFORM INSTRUCTION?

Assessment data from screening, progress monitoring, diagnostic and outcome assessments are used to inform instruction. The Literacy Team carefully analyzes data and determines strengths and challenges in the comprehensive reading program for the school as a whole, and for each grade-level and classroom. Then the team develops a plan for improvement. They study the data of individual students as well, but each teacher is continually involved in carefully analyzing student data and modifying instruction accordingly. The information gained from the process of analyzing data provides a means to strengthen reading instruction. The Literacy Team meets in early fall following the screening assessment, in November and February to review progress monitoring data, and in the summer when outcome assessment data are available.

At Pinnacle View Elementary School, teachers are involved in analyzing and reviewing data throughout the year in formal and informal meetings with district language arts personnel, the principal, the reading specialist, the Title I teacher, special education teachers and ESL teachers. The outcome of this continual communication is informed instruction: determining lesson focus, intensity and pacing, planning activities for differentiated groups, scheduling intervention in a timely manner and terminating intervention when a student has made appropriate gains. Using data to plan a comprehensive reading program also indicates professional development needs for the school, grade level or individual teacher. A list of formal, scheduled meetings to analyze and review data with the goal of informing instruction is presented in this plan. However, staff are encouraged to visit with administrative and teaching staff frequently to discuss their ideas, successes, concerns and challenges.

Prior to each formal meeting, staff will receive a written agenda. Following the meeting, staff will receive written notes concerning outcomes, actions and/or follow-up recommendations. These notes are disseminated to each attendee and the Literacy Team. (Notes from individual meetings with the reading specialist and Title I teachers are not given to the Literacy Team.) Staff will participate in the formal data meetings at Pinnacle View Elementary School to ensure that students are continually making gains in learning how to read proficiently.

MEETINGS RELATED TO THE READING ASSESSMENT PLAN

- Grade-Level Meetings
After-school monthly grade-level meetings led by the principal and/or the reading specialist/Title I teacher include analyzing and reviewing data to determine grade-level strengths and challenges, to decide on changes in classroom differentiated groupings and intervention groupings, and to indicate instructional needs for supplemental materials, activities or strategies to provide intensity in the core reading program. Teachers also have an opportunity to discuss individual student issues and they receive training or participate in study groups.
- Principal's Meetings
The principal meets with each teacher individually as needed throughout the year to account for the progress of each student. Other resource and reading teachers may attend this meeting, as well. The principal's meeting provides an opportunity for in-depth discussion concerning the strengths and weaknesses of each student based on data and teacher observation. Recommendations for instructional changes may result from the meeting. This is also an opportunity to discuss individual professional development needs.
- Reading Specialist/Title I Teacher Meetings
The reading specialist and/or Title I teacher meets with each as needed to update one another, review progress monitoring data, discuss student or program issues, and arrange for individual professional development (e.g., observing in another classroom or scheduling a time for the reading specialist to model a lesson). Meetings are scheduled for 30 minutes and may be conducted during a teacher's planning time, or before or after school.
- All-Staff Meetings
All-staff meetings, which focus on reviewing and discussing assessment results, are scheduled following each Literacy Team meeting (four times per year). They address the "big picture" and ensure that all teaching staff and paraprofessionals receive information and participate in decision-making about assessment issues affecting the entire school. The meetings are held at the same time as the regularly scheduled monthly staff meetings.
- Cross-Grade Level Meetings
Cross-grade level meetings may be convened to discuss instructional issues that two or three grades may have in common. These meetings are often a result of issues raised during other meetings and focus on problem solving and improvement strategies.

In addition to these formal meetings, two parent presentations will focus on assessment:

- November – During this meeting, information about the PALS, SOLs, and the concept of progress monitoring will be presented. Activities that parents can do to help prepare their children for the testing environment will be reviewed. In addition, the importance of parents reading to and with their children will be emphasized.

- September – The SOL results will be discussed with parents. Pinnacle View’s strengths will be highlighted, and plans to address any areas of weakness will be presented. Parents will receive assistance in interpreting their children’s SOL scores. Participation in the Pinnacle View Summer Reading Program will also be encouraged.

LITERACY TEAM

This school year, the following staff will serve on the Literacy Team:

- Principal
- Principal Intern
- Reading Specialist
- Title I Teacher
- Special Education Lead Teacher
- ESL Lead Teacher
- Classroom Teacher Representative (grade 3)
- School Attendance Secretary
- Division Reading Consultant

ASSESSMENT DATA RECORDS

Assessment results are stored electronically. The principal, reading specialist, Title I, classroom and special education teachers have access to them. Teachers and resource staff will receive printouts of their class assessment results in list form and in graph form, when available. PALS results are available on-line through the PALS Web site. Any teacher who needs immediate help in interpreting assessment printouts should contact a member of the Literacy Team. The Literacy Team recommends that teachers keep their printouts in the data notebook that was provided at the beginning of the school year.

An overview of required assessments and information on recommending students for diagnostic testing is described in the detailed plan that follows. Pinnacle View’s required assessments are scientifically-based and provide comprehensive data on each student. In all likelihood, teachers will not need to use other assessment tools. However, if a teacher plans to add an assessment, please discuss this with the principal or the reading specialist first.

Reading Assessment Plan Calendar		
SCREENING ASSESSMENT	COORDINATOR(S) & DATA COLLECTOR	SCHEDULE FOR TRAINING, ADMINISTRATION, ANALYZING, REVIEWING AND SHARING DATA, AND PLANNING
<p><u>Note:</u> Reading instruction begins the first day of school. Differentiated groups and intervention begin by week two of school. Initial grouping is based on spring and/or summer assessment data, informal screening tools related to the core program, and observation. Groups will be modified based on fall screening data and ongoing progress monitoring.</p>		
<p>PALS</p> <p>Grades K – 3</p> <p>As determined by the Literacy team, PALS will be administered to all K-3 students at Pinnacle View in the fall for screening because there is a high turnover of students and many students attend summer school programs.</p>	<p>Reading Specialist</p> <p>Assisted by:</p> <p>Title I Teacher</p> <p>Special Education Lead Teacher</p> <p>ESL Lead Teacher</p> <p>School Attendance Secretary</p>	<p>August – Training for new staff Kindergarten - 9:00 to 11:30 – Room 241 Grades 1-3 – 1:00 to 3:30 – Room 241 Trainers - Reading Specialist, SPED lead teacher</p> <p>August – Training for returning staff Kindergarten 9:00 to 10:15 – Library Grades 1-3 – 10:45 to 12:00 - Library Trainer – Reading Specialist</p> <p>Fall – PALS testing window (for Pinnacle View Elementary). <i>Note: Please provide individual class schedules to the Reading Specialist.</i> <i>Note: Teachers and trained paraprofessionals should complete their electronic data input. Please inform the Reading Specialist when data input is complete. If you need assistance with data entry, contact the School Attendance Secretary.</i></p> <p>Fall – Literacy Team receives data for review.</p> <p>Fall – Literacy Team meets to analyze data and plan. 9:00 to 4:00 – Conference Room</p> <p>Fall – Grade-level meetings to discuss data, revise groupings and plan next steps (also attending: principal, reading specialist, Title I, and grade-level appropriate special education and ESL teachers). <i>Note: Schedule is to be determined. Cross-grade level meetings will be planned based on outcomes of grade-level meetings.</i></p> <p>Fall – All-staff meeting to discuss PALS and curriculum-based assessment data highlights, and summaries of grade-level planning. 3:00 to 4:00 – Library</p>

Reading Assessment Plan Calendar		
SCREENING ASSESSMENT	COORDINATOR(S) & DATA COLLECTOR	SCHEDULE FOR TRAINING, ADMINISTRATION, ANALYZING, REVIEWING AND SHARING DATA, AND PLANNING
<p><u>Note:</u> Reading instruction begins the first day of school. Differentiated groups and intervention begin by week two of school. Initial grouping is based on spring and/or summer program assessment data, informal screening tools related to the core program, and observation. These groups will be modified based on fall screening data.</p>		
<p>Curriculum-based Assessment</p> <p>Grades 4-5</p>	<p>Title I Teacher</p> <p>Assisted by:</p> <p>Reading Specialist</p> <p>Special Education Lead Teacher</p> <p>ESL Lead Teacher</p> <p>School Attendance Secretary</p>	<p>August – Training for new staff in grades 4 and 5 9:00 to 10:15 – Conference Room Trainers – Title I Teacher, ESL Lead Teacher</p> <p>August – Training for returning staff in grades 4 and 5 10:00 to 10:30 – Conference Room Trainer – Title I Teacher</p> <p>Fall – Curriculum-based assessment testing window. <i>Note: Please provide individual class schedules to Title I teacher by August 29. Make-ups will be administered by the assessment coordinating team as addressed in training.</i></p> <p>Fall – Last day for data input. <i>Note: The School Attendance Secretary will provide assistance for electronic data input, as addressed in training.</i></p> <p>Fall – Literacy Team receives data for review.</p> <p>Fall – Literacy Team meets to analyze data and plan. 12:30 to 4:00 – Conference Room</p> <p>Fall – Grade-level meetings to discuss data, revise groupings and plan next steps. <i>Note: Schedule is to be determined. Cross-grade level meetings will be planned based on outcomes of grade-level meetings.</i></p> <p>Fall – All-staff meeting to discuss PALS and Curriculum-based assessment data highlights, and summaries of grade-level planning. 3:00 to 4:00 – Library</p>

Reading Assessment Plan Calendar		
PROGRESS MONITORING ASSESSMENT	COORDINATOR(S) & DATA COLLECTOR	SCHEDULE FOR TRAINING, ADMINISTRATION, ANALYZING, REVIEWING AND SHARING DATA, AND PLANNING
<p><u>Note 1:</u> Students reaching and maintaining benchmark scores on the screening and the progress monitoring tools will be progress monitored at least four times per year (once during each grading period).</p> <p><u>Note 2:</u> Students who are not at benchmark will be progress monitored at least every two to four weeks.</p> <p><u>Note 3:</u> Progress monitoring results are entered into the database and sent to the principal, reading specialist, and Title I teacher.</p> <p><u>Note 4:</u> Grades K-3 teachers administer the Mid-Year PALS in January and grades K-2 teachers administer the Spring PALS in May.</p> <p><u>Note 5:</u> The core reading program end-of-unit tests will be administered to provide data on the need for supplemental skill instruction.</p>		
<p>Mid-Year PALS</p> <p>Grades K-3</p> <p>Spring PALS</p> <p>Grades K-2</p>	<p>Coordinator: Reading Specialist – (grades K-3)</p> <p>Coordinator: Title I - (grades 4-5)</p> <p>Consultant: Special Education Lead Teacher</p> <p>Consultant: ESL Lead Teacher</p> <p>Consultant: District Reading Specialist – Abe Sounder</p> <p>School Attendance Secretary</p>	<p>Summer – New staff will receive information and training about two school-based summer training opportunities for progress monitoring. Staff not trained in the fall will attend district training and receive follow-up training and coaching.</p> <p>September – Update and Review Training for all teachers and identified paraprofessionals 2:00 to 3:30 (early release) – Library Trainers: Principal, Coordinators, School Attendance Secretary</p> <p>Progressing monitoring will officially begin following your screening assessment grade-level meeting. However, you may begin progress monitoring following the update and review training meeting. Please notify the Reading Specialist or Title I Teacher of your start date.</p> <p>To ensure that student progress is continuous and that group placement is correct, the following meetings are scheduled to address progress monitoring data:</p> <ul style="list-style-type: none"> • Individual meetings with the Reading Specialist or Title I Teacher to review student progress and discuss grouping, programs, materials and professional development needs (every six weeks). • Individual meetings with the principal and appropriate specialists to review student progress and determine next steps (three times a year - November, January/February, May/June). • Grade-level meetings to review data, plan, and provide time for specific training, professional development or study groups (monthly). • All-staff meetings to provide an overview of reading progress, discuss strengths and challenges, and plan next steps (four times a year). <p>See the assessment calendar on the school Web site for specific meeting dates.</p>

Reading Assessment Plan Calendar		
OUTCOME ASSESSMENT	COORDINATOR(S) & DATA COLLECTOR	SCHEDULE FOR TRAINING, ADMINISTRATION, ANALYZING, REVIEWING AND SHARING DATA, AND PLANNING
<u>Note:</u> Overall student, class and grade-level gains will be addressed by comparing the fall, mid-year and spring PALS assessment results.		
SOL Grades 3, 4 and 5	Principal Intern Assisted by: Reading Specialist Title I Teacher Special Education Lead Teacher ESL Lead Teacher Paraprofessional	<p>Spring – SOL training (includes all SOL tests) Grades 3, 4 and 5 and all other teachers and paraprofessionals involved in administration 3:00 to 4:00 – Room 241 Trainers: Principal Intern, ESL Lead Teacher</p> <p>Spring – SOL Testing (Reading test is scheduled for April 28) <i>Note: Procedures, schedules, room numbers and rosters are provided at training.</i></p> <p>Spring – Last day for SOL make-ups - Classroom teachers will not administer make-ups. A schedule will be provided in May.</p> <p>Spring – Title I Teacher and Paraprofessional enter scores in database.</p> <p>Spring – SOL data should be delivered to Pinnacle View and will be disseminated to the Literacy Team.</p> <p>Spring – Literacy Team has full day meeting to analyze and discuss outcome data of SOLs and Kindergarten PALS, address next steps, plan grade-level meeting agendas and all-staff meeting. They will also schedule additional Literacy Team meetings for summer planning.</p> <p>Summer – Grade-level meetings to analyze data, revise grouping for the next school year and plan next steps (also attending: principal, reading specialist, Title I, and grade level appropriate special education and ESL teachers). <i>Note: Schedule is to be determined. Cross-grade level meetings will be planned for the summer or fall based on assessment outcomes and recommendations from grade-level meetings.</i></p> <p>Summer – All-staff meeting to discuss outcome assessment data highlights, and summaries of grade-level planning. 3:00 to 4:00 – Library</p>

EXAMPLE

READING INSTRUCTION SCHOOL-LEVEL WALK-THROUGH FORM

Name of Observer _____ Date _____

School _____ Grade Level _____ Classroom # _____	Observed	Not Observed	Notes
Physical Environment			
• Teacher can monitor all children during whole group and small group instruction			
• Students can access materials			
• Wall space is used to display student work and curriculum based materials			
Curriculum Materials			
• Core reading program is in use			
• Evidence of word-level skills, text-level skills, and strategies are targeted in the environment			
• Texts and manipulatives for whole group, small group, and independent practice are available			
Children’s Literature			
• Quality literature is intentionally organized			
• Literature includes narratives, information texts, and multicultural texts			
Instructional Schedule			
• Schedule is posted inside and outside the classroom			
• A mix of whole group and needs-based instruction is defined			
• Activities correspond to the schedule			
Whole-Group Instruction			
• New concepts are introduced and strategies are modeled			
• Children participate and respond and are actively engaged			
Small-Group Instruction			
• Instruction reinforces, reteaches, reviews or extends			
• Each child participates in small group each day			
• Small groups are clearly differentiated			
• Children participate and respond			
Independent Practice			
• Children work alone, in small groups or pairs to practice skills and strategies			
• Students engage in reading and writing			
• Practice is linked to instruction			
• Students are successful in tasks/exercises			
Classroom Management			
• Class is focused on reading			
• Language is positive and varied vocabulary is used			
• Students know routines and how to interact			
• Very little time is spent teaching new procedures			

Feedback: _____