

Planning and Evaluation Tool for Effective Schoolwide Reading Programs – Revised 2018

		<ul style="list-style-type: none"> <input type="checkbox"/> Additional teaching staff is allocated to classrooms to provide more small group instruction, when needed. <input type="checkbox"/> Strategic students are placed in groups where they can actively participate and complete tasks successfully. <input type="checkbox"/> If teachers cannot find an appropriate placement for students within classroom, the teachers will utilize cross-class grouping <input type="checkbox"/> If teachers cannot find an appropriate placement for students within classroom, the school will consider cross-class grouping.
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Total *Differentiated Instruction, Grouping, and Scheduling* Score:

/10

Percent of *Differentiated Instruction, Grouping, and Scheduling* Implementation:

VI. Administration, Organization, and Communication - Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	<input type="checkbox"/> Administrators are a knowledgeable and active participants in literacy professional development sessions. <input type="checkbox"/> Administrators actively participant in professional development on grade-level standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials. <input type="checkbox"/> Administrators shadow the literacy coach and/or other literacy experts to build their knowledge base.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	5. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.	<input type="checkbox"/> Administrators provide a master schedule that protects a minimum of 90-minute uninterrupted reading instruction blocks for Tier I instruction and additional 30 minutes of small group instruction for Tier II and Tier III instruction. <input type="checkbox"/> Administrators assign staff in a way such that reading instruction can be delivered to the full range of students each day. <input type="checkbox"/> Administrators ensure after school programs are coordinated with other school programs. <input type="checkbox"/> Administrators attend and participate in staff data team meetings.
2 = Fully in Place 1 = Partially in Place	6. Administrators or the leadership team maximize and protect instructional time and organize resources and	<input type="checkbox"/> Administrators monitor implementation through frequent implementation data collection in all K-3 classrooms during the reading block and

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<p>0 = Not in Place</p> <p>Item Score:</p>	<p>personnel to support reading instruction, practice, and assessment.</p>	<p>additional reading instruction time (e.g., intervention, after-school tutoring).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrators ensure that strong, experienced, and well qualified teachers are teaching the lowest performing students. <input type="checkbox"/> Administrators ensure that all teachers have the necessary training and materials to fully implement all components of reading instruction. <input type="checkbox"/> Administrators take steps to have more substitutes available who are trained to teach the reading programs. <input type="checkbox"/> Administrators work to maximize reading time over the course of the school year (e.g., schedule pictures and fire drills outside of reading block) and minimize interruptions during literacy instruction. <input type="checkbox"/> Administrators use school resources in a way that provides necessary staffing for the school-wide model (e.g., using some funds to hire paraprofessionals).
<p>2 = Fully in Place</p> <p>1 = Partially in Place</p> <p>0 = Not in Place</p> <p>Item Score:</p>	<p>7. Grade-level teams are established and supported to analyze reading performance and plan instruction.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Administrators ensure benchmark and progress monitoring data are collected and entered into the data management system in a timely manner. <input type="checkbox"/> Administrators attend and participate in at least one grade level meeting per month. Attendance should be determined by the grade level with the greatest number of students not meeting the benchmark goals. <input type="checkbox"/> Administrators review benchmark student performance data and implementation data. <input type="checkbox"/> Administrators provide implementation data collection feedback to individual teachers and

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		grade levels, highlighting successes, and providing explicit actions for areas that need improvement.
<p>2 = Fully in Place 1 = Partially in Place 0 = Not in Place</p> <p>Item Score:</p>	<p>8. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.</p>	<p><input type="checkbox"/> Sped, Title, and ELL instruction is complimentary to general education by:</p> <ul style="list-style-type: none"> a. providing instruction using intensive intervention program(s); b. preteaching and/or reteaching components from Tier I, Tier II or Tier III programs; and/or c. double dosing students in the intervention program. <p><input type="checkbox"/> Sped, Title, and ELL staff are a part of the school-wide reading model and their participation is included in the grade level collaborative learning meetings and instructional planning.</p> <p><input type="checkbox"/> There is a process in place for Sped, Title, and ELL staff to regularly communicate with grade level teachers.</p>
<p>2 = Fully in Place 1 = Partially in Place 0 = Not in Place</p> <p>Item Score:</p>	<p>9. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.</p>	<p><input type="checkbox"/> Administrators meet regularly with the reading coach and/or school literacy experts to discuss successes and issues with the school literacy instruction.</p> <p><input type="checkbox"/> The District Leadership Team will meet following each benchmarking period to analyze data and highlight strengths and weaknesses.</p> <p><input type="checkbox"/> The District Leadership Team provides regular updates on reading progress to the school board.</p> <p><input type="checkbox"/> The report card includes specific information regarding student progress toward attaining reading benchmarks. This progress is discussed at parent/teacher conferences.</p>

Total Administration, Organization and Communication Score: /12

Percent of Administration, Organization and Communication Implementation:

VII. <u>Professional Development</u> - Adequate and ongoing professional development is determined and available to support reading instruction.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.	<input type="checkbox"/> A district/school professional development plan that includes the ongoing planning, delivery and evaluation of staff development throughout the school year for ALL staff (teachers, specialists, and paraprofessionals) and focuses on instructional/reading priorities and effective practices is established and shared with staff members at the start of the school year. <input type="checkbox"/> Within the first weeks of school all teachers and specialists complete the Teacher Needs Survey (K-3 teacher, including Title, SPED, and ELL). Results are used to identify and target individual and group professional development needs.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Ongoing professional development is established to support teachers and instructional staff in assessment and instruction based on staff and student needs.	<input type="checkbox"/> Professional development is provided on assessment (i.e., administration and analysis, decision-making) implementation of the Tier I, Tier II, and Tier III reading programs, general features of effective instruction, and behavior and classroom management. <input type="checkbox"/> Ongoing professional development includes the <u>principal, coach, paraprofessionals, special education staff, other specialists and K-3 classroom teachers.</u> <input type="checkbox"/> More experienced presenters are brought in to provide additional quality in-service on the use of the Tier I, Tier II and Tier III reading programs, general features of effective instruction, as well as behavior and classroom management.

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		<input type="checkbox"/> In-class coaching support (i.e., modeling lessons) is provided to reading staff on program implementation and for staff who need assistance with behavior and classroom management issues. <input type="checkbox"/> Regular in-service sessions are developed to improve instructional implementation. Topics are identified by the teacher survey and implementation data collected. <input type="checkbox"/> Teachers have opportunities to observe model lessons from peers within their school or from other schools. <input type="checkbox"/> New teachers are provided ALL necessary training around the school-wide model and instructional programs.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	<input type="checkbox"/> Frequent and regular grade-level team meetings are conducted throughout the year. Meetings include analyzing and summarizing assessment data, evaluating and modifying instructional supports, on-going professional development, problem solving at the systems and student levels, and evaluation and reflection of new strategies and program implementation. <input type="checkbox"/> School Leadership Team members meet regularly to monitor progress of the K-3 instructional plan, evaluate the school's Action Plan progress, problem solve at the systems level, summarize and analyze school-wide data, and make appropriate adjustments for each grade level. <input type="checkbox"/> Key staff (e.g. special education, ELL, Title, Principals) are included in the grade-level team meetings.
2 = Fully in Place	4. Professional development offerings are explicitly linked to practices and programs that have been shown to be	<input type="checkbox"/> Professional development opportunities are provided on practices and programs that have

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1 = Partially in Place 0 = Not in Place Item Score:	effective through documented research and to school's literacy goals.	been shown to be effective through documented research.
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Total *Professional Development* Score:

/8

Percent of *Professional Development* Implementation:

Summary Score

Score: The total possible value is 128 points. The individual scores for each element can be used to evaluate areas of strengths and areas needing improvement. The total score can be used to evaluate the overall quality of the school's reading program.

Percent: The percent score for each element allows you to determine the percentage of items the school is implementing within that element. The percentages can be used to evaluate the respective quality of implementation.

Element	Score	Percent
I. Goals, Objectives, and Priorities	/14	%
II. Assessment	/20	%
III. Instructional Practices and Materials	/50	%
IV. Instructional Time	/14	%
V. Differentiated Instruction and Grouping	/10	%
VI. Administration, Organization, and Communication	/12	%
VII. Professional Development	/8	%
Total Score	/128	%

Summary and Planning Notes

1. List each element and specific items within each element that are areas of strength.

Number of Element:	List Element of Strength:	List Items of Strength Within the Element:

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2. List each element and specific items within each element that are areas in need of improvement. **Start by listing higher priority items.**

Number of Element:	List Element Needing Improvement:	High priority item?	List Items for Improvement Within the Element: