

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R)

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**Revised by National Center for Improving Literacy
2018**



*Based on: Sugai, G., Horner, R., & Todd, A. (2000). *Effective behavior support: Self-assessment survey*. Eugene, OR: University of Oregon.



The research reported here is funded by awards to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: S283D160003). The opinions expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. © National Center on Improving Literacy.

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised

School: _____

Date: _____

Planning and Evaluation Team Members:

Name	Position	Current Grade(s) Taught (if applicable)

Directions:

This tool will be used to evaluate your existing schoolwide reading elements. The results of this evaluation will guide action planning to support your school in building an effective schoolwide reading model.

- Working as a Leadership Team, use the listed evaluation criteria to score your current implementation of effective reading program implementation.
- Most items in the evaluation have a value of 0, 1, or 2 to indicate the level of implementation: **0=Not in place; 1=Partially in place; 2=Fully in place.** Some items (highlighted) are designated with a factor, (e.g., x2) and will have a higher value. These higher priority items are considered more important in the overall reading program.
- In the right-hand column of the table, document the evidence that will support your rating for each item.

I. Goals, Objectives, and Priorities – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. Goals are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.	List Documentation: <input type="checkbox"/> Grade-level literacy goals are articulated, anchored to research and quantifiable.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Goals are articulated across grade levels.	<input type="checkbox"/> Leadership clearly communicates goals to all stakeholders (i.e., teachers, instructional assistants, parents). <input type="checkbox"/> School staff members know and understand grade-level literacy goals within and across grade-levels.
4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:	3. (x2) Goals are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading.	<input type="checkbox"/> Goals are anchored to explicit instruction and dedicated to the essential elements. <input type="checkbox"/> School staff members understand the link between goals and explicitly teaching the essential elements of reading instruction.
4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:	4. (x2) Goals guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions).	<input type="checkbox"/> Leadership decisions relating to literacy instruction are made with a focus on literacy goals. <input type="checkbox"/> Instructional and curricular decisions that are directly linked to literacy goals are prioritized.

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<p>2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:</p>	<p>5. Goals are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.</p>	<p><input type="checkbox"/> Schoolwide meetings occur 3 times per year following each benchmarking period to analyze data and discuss progress toward reaching goals within and across grade levels.</p> <p><input type="checkbox"/> Progress is communicated with all stakeholders.</p> <p><input type="checkbox"/> School staff members actively participate in analyzing data (student, classroom, grade-level, and implementation) at schoolwide meetings and discuss progress toward reaching goals.</p>
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Total Goals, Objectives and Priorities Score:

/14

Percent of Goals, Objectives and Priorities Implementation:

II. <u>Assessment</u> – Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:	1. (x2) A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress.	<input type="checkbox"/> Leadership establish, and maintain, a multi-level prevention system that includes three levels of prevention (Benchmark: Tier I, Strategic: Tier II, and Intensive: Tier III). <input type="checkbox"/> All teachers understand what a schoolwide assessment system is and what the teacher's role is in the system.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Measures assess student performance on prioritized goals and objectives.	<input type="checkbox"/> Valid and reliable assessments are linked to district goals and objectives. <input type="checkbox"/> Teachers know and understand grade-level assessments, goals, and objectives.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	<input type="checkbox"/> Leadership teams have selected and use valid and reliable assessments (screening, progress monitoring, diagnostic, and outcome) assessments that are correctly administered, recorded accurately and administered on a schedule. <input type="checkbox"/> Teachers administer valid and reliable measures to guide instructional decision-making.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	4. All users receive training and follow up on measurement administration, scoring, and data interpretation.	<input type="checkbox"/> Prior to the start of each school year, a training plan is established that includes initial and refresher assessment trainings for all assessment users through the year and prior to each benchmarking period.

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		<input type="checkbox"/> Steps are in place to ensure that assessments are correctly administered, recorded accurately and administered on schedule. <input type="checkbox"/> Retooling sessions are provided before each benchmarking assessment period. <input type="checkbox"/> All assessment users participate in initial and refresher assessment trainings.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	<input type="checkbox"/> Screening assessments are administered during the first days of the school year and provide needed information to begin appropriate instruction early in the school year. <input type="checkbox"/> Teachers administer and/or review screening data in the first few days of school and determine instructional needs and groups.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).	<input type="checkbox"/> A progress monitoring schedule is established prior to the start of the school year that articulates when, and by whom, progress monitoring will occur for each level of support (Tier I, II, and III). <input type="checkbox"/> School staff members administer progress monitoring measures as articulated by the assessment schedule. <input type="checkbox"/> In-program assessments from the core, supplemental, and intervention reading programs are administered regularly and accurately to assess what is taught.
4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:	7. (x2) Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction.	<input type="checkbox"/> Leadership reviews performance data (a minimum of three times/year following benchmarking periods) to determine the effectiveness of instruction for individual students, classes, and for the school as a whole. <input type="checkbox"/> Resources are allocated and adjustments are made based on data.

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		<input type="checkbox"/> School staff members participate in data meetings and analyze performance data to determine the effectiveness of instruction for individuals and groups of students. Instruction and grouping adjustments are made based on data.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	8. The building has a “resident” expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	<input type="checkbox"/> Leadership identifies an assessment coordinator(s) who plans and organizes initial and refresher trainings for all users; conducts observations to ensure assessments are administered and scored accurately; and coordinates data entry. <input type="checkbox"/> The Assessment coordinator provides feedback following assessment implementation observations in a timely manner.

Total Assessment Score:

/20

Percent of Assessment Implementation:

III. Instructional Programs and Materials - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. The Tier I (core), Tier II (supplemental) and Tier III (intensive) instructional materials align with and support scientifically-based practices, national and state standards, and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	<input type="checkbox"/> Instructional plans are developed at each grade level to outline what programs are being used where and by whom for which periods of time. The plans are distributed to all individuals responsible for reading instruction. <input type="checkbox"/> The Tier I (core), Tier II (supplemental) and Tier III (intervention) instructional materials are directly aligned with the Common Core State Standards.. <input type="checkbox"/> The Tier I (core), Tier II (supplemental) and Tier III (intensive) instructional materials provide robust explicit and systematic instruction on the essential elements (e.g., phonemic awareness, phonics, vocabulary, etc.). <input type="checkbox"/> Teachers use the supplemental materials associated with the core (Tier i) reading program to preteach or reteach, when necessary. <input type="checkbox"/> Teachers provide additional opportunities for students to read text at their instructional level (i.e., texts students can read at 95% accuracy). <input type="checkbox"/> Teachers provide additional reading of decodable text (i.e., 75%-80% wholly decodable) and focus on accuracy in text reading.

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<p>6 = Fully in Place 3 = Partially in Place 0 = Not in Place Item Score:</p>	<p>2. (x3) A Tier I comprehensive or core reading program with documented research-based efficacy is adopted for use school wide.</p>	<p>LIST TIER I COMPREHENSIVE PROGRAM:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive or core reading program with documented researched-based efficacy is used for Tier I instruction schoolwide. <input type="checkbox"/> Classroom Teachers are using comprehensive or core reading programs to plan and teach classroom literacy instruction
<p>4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:</p>	<p>3. (x2) The Tier I instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom teachers use the Tier I core reading program as the primary instructional tool for teaching reading. <input type="checkbox"/> All necessary teacher and student materials for the Tier I core program are available and used in each classroom (i.e., sound-spelling cards, student anthology texts, decodable texts). <input type="checkbox"/> Classroom teachers incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons. <input type="checkbox"/> Grade level teams have worked together to systematically enhance the Tier I core reading program as necessary (i.e., make instruction more systematic and explicit) or are using specific lesson maps. <input type="checkbox"/> Leadership has allocated time for grade-level teams to work together to focus on building knowledge on the big ideas of reading instruction.
<p>6 = Fully in Place 3 = Partially in Place 0 = Not in Place</p>	<p>4. (x3) Tier I core program materials are implemented with a high level of fidelity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tier I core program materials are implemented with fidelity. <input type="checkbox"/> Robust professional development training in Tier I core programs have been provided to all

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Item Score:		<p>classroom teachers to ensure instruction is delivered by trained personnel.</p> <p><input type="checkbox"/> Classroom teachers are teaching with sufficient intensity(e.g., time, group size, pacing).</p> <p><input type="checkbox"/> Classroom teachers are assigned a reasonable number of curricula to prepare and teach.</p>
<p>6 = Fully in Place</p> <p>3 = Partially in Place</p> <p>0 = Not in Place</p> <p>Item Score:</p>	<p>5. (x3) A Tier II supplemental reading program with documented research-based efficacy is adopted for use school wide.</p>	<p>LIST TIER II SUPPLEMENTAL PROGRAM(S):</p> <p><input type="checkbox"/> A Tier II program with documented researched-based efficacy is used for Tier II instruction at each grade level.</p> <p><input type="checkbox"/> School staff members are using supplemental reading programs to plan and teach students who are slightly below grade level.</p>
<p>4 = Fully in Place</p> <p>2 = Partially in Place</p> <p>0 = Not in Place</p> <p>Item Score:</p>	<p>6. (x2) The Tier II instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p>	<p><input type="checkbox"/> School staff members use a Tier II supplemental reading program as the primary instructional tool for teaching students who are below-level in reading performance.</p> <p><input type="checkbox"/> All necessary teacher and student materials for the Tier II supplemental program are available and used in each instructional setting (i.e., sound-spelling cards, student texts, decodable texts, manipulatives).</p> <p><input type="checkbox"/> School staff members incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily Tier II lessons.</p> <p><input type="checkbox"/> Grade level teams have worked together to systematically enhance the Tier II supplemental reading program as necessary (i.e., make</p>

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		<p>instruction more systematic and explicit) or are using specific lesson maps.</p> <p><input type="checkbox"/> Leadership has allocated time for grade-level teams to work together to focus on building knowledge on the big ideas of reading instruction.</p>
<p>6 = Fully in Place 3 = Partially in Place 0 = Not in Place Item Score:</p>	<p>7. (x3) Tier II supplemental program materials are implemented with a high level of fidelity.</p>	<p><input type="checkbox"/> The Tier II supplemental program is implemented with fidelity or efforts to improve fidelity are working.</p> <p><input type="checkbox"/> Programs are delivered by trained personnel.</p> <p><input type="checkbox"/> Staff members are teaching with sufficient intensity(e.g., time, group size, pacing).</p> <p><input type="checkbox"/> Staff members are assigned a reasonable number of curricula to prepare and teach.</p>
<p>6 = Fully in Place 3 = Partially in Place 0 = Not in Place Item Score:</p>	<p>8. (x3) A Tier III intervention reading program with documented research-based efficacy is adopted for use school wide.</p>	<p>LIST TIER III INTERVENTION PROGRAM(S):</p> <p><input type="checkbox"/> A Tier III intervention program with documented researched-based efficacy is used for Tier III instruction at each grade level.</p> <p><input type="checkbox"/> School staff members are using intervention reading programs to plan and teach students who are significantly below grade level.</p>
<p>4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:</p>	<p>9. (x2) The Tier III instructional programs and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p>	<p><input type="checkbox"/> School staff members use a Tier III intervention reading program as the primary instructional tool for teaching students who are significantly below grade level in reading performance.</p> <p><input type="checkbox"/> All necessary teacher and student materials for the Tier III intervention programs are available and used in each instructional setting (i.e., sound-spelling cards, student texts, decodable texts, manipulatives).</p>

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		<input type="checkbox"/> School staff members incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily Tier III lessons. <input type="checkbox"/> Grade level teams have worked together to systematically enhance the Tier III intervention reading program as necessary (i.e., make instruction more systematic and explicit) or are using specific lesson maps. <input type="checkbox"/> Leadership has allocated time for grade-level teams to work together to focus on building knowledge on the big ideas of reading instruction.
6 = Fully in Place 3 = Partially in Place 0 = Not in Place Item Score:	10. (x3) Tier III intervention program materials are implemented with a high level of fidelity.	<input type="checkbox"/> The Tier III intervention program is implemented with fidelity or efforts to improve fidelity are working. <input type="checkbox"/> Programs are delivered by trained personnel. <input type="checkbox"/> Staff members are teaching with sufficient intensity(e.g., time, group size, pacing). <input type="checkbox"/> Staff members are assigned a reasonable number of curricula to prepare and teach.

Total Instructional Programs and Materials Score:

/50

Percent of Instructional Programs and Materials Implementation:

IV. <u>Instructional Time</u> - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>2 = Fully in Place 1 = Partially in Place 0 = Not in Place</p> <p>Item Score:</p>	<p>1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A schoolwide schedule is created and sufficient time is allocated for literacy instruction. <input type="checkbox"/> Tier I core instruction is scheduled for an uninterrupted minimum 90-minute reading block. The schedule includes sufficient time for classroom teachers to deliver whole class instruction and small group differentiated instruction. <input type="checkbox"/> Tier II and Tier III instruction is scheduled for each student performing below grade level for a minimum of an additional 30-minutes of instruction in addition to the Tier 1 core reading instruction block. <input type="checkbox"/> Full reading instruction begins within the first two weeks of the school year. <input type="checkbox"/> Teachers follow the reading schedule as intended. <input type="checkbox"/> Teachers plan lessons and provide materials for trained substitutes and instructional assistants to use for instruction. <input type="checkbox"/> Sufficient time is provided in the schedule for teaching all components of the Tier I, Tier II and Tier III programs. <input type="checkbox"/> Time is increased for teaching the Tier I, Tier II and/or Tier III programs in order to enable students to master all lessons of grade-level core program and make adequate progress.

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		<input type="checkbox"/> Students spend an appropriate amount of time on independent activities (i.e., a small portion of the reading block). <input type="checkbox"/> Independent activities are directly linked to the core (Tier I) reading instruction. <input type="checkbox"/> Students are highly engaged and successful during independent work.
4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:	2. (x2) Reading time is prioritized and protected from interruption.	<input type="checkbox"/> Prior to the start of the school year, a schoolwide schedule is created and procedures are in place that ensure reading time for each grade level is uninterrupted. <input type="checkbox"/> School staff members follow the schedules and procedures to ensure reading time is uninterrupted.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. Instructional time is allocated to skills and practices most highly correlated with reading success (i.e., essential elements of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension).	<input type="checkbox"/> Professional development is provided on understanding the instructional priorities of reading instruction. <input type="checkbox"/> Teachers understand instructional priorities of reading instruction. <input type="checkbox"/> Important activities are taught/stressed (e.g., big ideas of literacy instruction, activities that support content standards, etc.). <input type="checkbox"/> Writing inside of the reading block is aligned with reading instruction. <input type="checkbox"/> Spelling instruction inside of the reading block is aligned with reading instruction. <input type="checkbox"/> Lessons are observed by the coach and/or principal to ensure emphasis and time are dedicated to essential elements of reading.

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		<input type="checkbox"/> Student performance data are reviewed to determine whether instructional time and emphasis needs to be adjusted.
4 = Fully in Place 2 = Partially in Place 0 = Not in Place Item Score:	4. (x2) Students in grades K-3 receive differentiated small-group teacher-directed reading instruction daily.	<input type="checkbox"/> All students receive differentiated small-group teacher-directed reading instruction during the Tier I core reading block. <input type="checkbox"/> Differentiated systematic and explicit preteaching or reteaching is provided in the small group settings and is based on the needs of the students.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	5. Additional instructional time, a minimum of 30-minutes outside of the Tier I core reading block, is allocated to students who fail to make adequate reading progress.	<input type="checkbox"/> Additional teacher-directed small group instructional time is scheduled for students who are struggling. <input type="checkbox"/> Additional instruction provided is coordinated with instruction provided in the reading block (e.g., morning lesson is firmed in double dose). <input type="checkbox"/> The additional instructional time that is provided addresses students' difficulty with content from current lessons, when necessary. <input type="checkbox"/> Additional instructional time is used to reteach content students have not mastered or to build automaticity and fluency on content already taught.

Total Instructional Time Score:

/14

Percent of Instructional Time Implementation:

V. <u>Differentiated Instruction, Grouping and Scheduling</u> - Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.		
SCORES	EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	<input type="checkbox"/> Students are placed in appropriate instructional materials based on level of support (e.g., Tier I, Tier II, Tier III) using established data-based decision making procedures. <input type="checkbox"/> Students are administered in-program assessments at the end of every theme/unit.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.	<input type="checkbox"/> Structures (e.g., staffing, time allotment) are in place to allow grouping of students by performance level during small group instruction. <input type="checkbox"/> Data is used to group students homogenously by performance level for small group instruction. <input type="checkbox"/> Students are provided frequent opportunities to respond during both whole and small group instruction.
2 = Fully in Place 1 = Partially in Place 0 = Not in Place Item Score:	3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (< 6) is used to support teacher-directed large group or whole class instruction.	<input type="checkbox"/> Staff is allocated to ensure group sizes are appropriate during small group reading instruction for students who need additional instructional support. <input type="checkbox"/> Procedures are established and staff is allocated to allow the number of minutes designated for small group intervention instruction to increase as need increases. <input type="checkbox"/> Student performance is monitored and instruction is intensified for students who need additional instructional support.

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<p>2 = Fully in Place 1 = Partially in Place 0 = Not in Place</p> <p>Item Score:</p>	<p>4. Group size, instructional time, and instructional content are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Content-coverage goals and pacing guides for programs are established, and followed, to ensure sufficient lessons/units will be mastered and children will make adequate progress. <input type="checkbox"/> Teachers maintain adequate pacing during lessons. <input type="checkbox"/> Teachers balance teaching to mastery and use of pacing guides. <input type="checkbox"/> A procedure is in place to create new instructional plans during the school year in response to problems with student performance or problems with content coverage. <input type="checkbox"/> Timely instructional changes are made when students in a group do not perform or progress at desired levels. <input type="checkbox"/> Instructional scaffolding is used, as needed, to support student learning (e.g., manipulatives, additional modeling). <input type="checkbox"/> Pre-teaching occurs for students who are at-risk for not mastering content and/or not passing in-program assessments. <input type="checkbox"/> In-depth reteaching procedures are in place for students who do not pass in-program assessments. <input type="checkbox"/> Adequate review is provided to enable students to retain what is taught.
<p>2 = Fully in Place 1 = Partially in Place 0 = Not in Place</p> <p>Item Score:</p>	<p>5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students are placed in groups where they can complete tasks successfully and actively participate.

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		<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 schoolwide 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</u> , <u>coach</u> , <u>paraprofessionals</u> , <u>special education staff</u> , other <u>specialists</u> and <u>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: