PET-R Action Planning Tool

based on
Planning and Evaluation Tool for
Effective Schoolwide Reading Programs - Revised
(PET-R)
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Assessment -- Completed by School Team

II. **Assessment Goal:** 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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed by the school.
1. A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress. ☐ **Yes** ☐ **No**	
2. Measures assess student performance on prioritized goals and objectives. ☐ **Yes** ☐ **No**	
3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research. ☐ **Yes** ☐ **No**	
4. All users receive training and follow up on measurement administration, scoring, and data interpretation. ☐ **Yes** ☐ **No**	☐ All users received initial Fluency Assessment training. ☐ Steps are in place to ensure that assessments are: correctly administered, recorded accurately and administered on schedule. ☐ Retooling sessions are provided before each Fluency Assessment benchmarking period.
5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs. ☐ **Yes** ☐ **No**	☐ Fluency Assessment assessments are administered during the first days of the school year to provide needed information to begin instruction early in the school year. ☐ Schools implementing program specific enhancements administer a Decoding Survey to all benchmark and strategic students to determine additional instructional needs.
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). ☐ **Yes** ☐ **No**	☐ Fluency Assessment progress monitoring assessments are administered: once every two weeks for intensive students, once a month for strategic students, and once every 4-6 weeks for benchmark students (i.e., if benchmark students are not remaining benchmark). ☐ In-program assessments from the core, supplemental, and intervention reading programs are administered regularly. ☐ Teaches select those sections of in-program assessments that accurately assess what is taught and/or adjust assessments when necessary. ☐ A progress monitoring schedule articulates when all teachers are required to administer and report assessment results.
7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction. ☐ **Yes** ☐ **No**	☐ See VII. Professional Development section
8. The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, the data are scored and entered accurately, and feedback is provided in a timely fashion. ☐ **Yes** ☐ **No**	☐ A Fluency Assessment coordinator(s) has been identified at our school. ☐ The Fluency Assessment coordinator plans and organizes initial and refresher Fluency Assessment training for all users. ☐ The Fluency Assessment coordinator ensures that the assessment feedback is provided in a timely fashion.

Instructional Programs and Materials -- Completed by Grade-Level Team -- *Benchmark*

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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for benchmark students
1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide. ☐ **Yes** ☐ **No**	
2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension. ☐ **Yes** ☐ **No**	☐ Teachers use the core reading program as the primary instructional tool for teaching reading. ☐ All necessary teacher and student materials for the core program are available in each classroom and for each small group. ☐ Instructors incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons. ☐ Grade level teams have worked together to systematically enhance the program as necessary (i.e., make instruction more systematic and explicit) or are using specific lesson maps. ☐ Study groups are formed to focus on particular big ideas in beginning reading.
3. The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals. ☐ **Yes** ☐ **No**	☐ Core program provides enough instruction on the essential elements (e.g., phonemic awareness, phonics, vocabulary, etc.). ☐ Teachers use the supplemental materials associated with the core reading program to preteach or reteach, when necessary. ☐ Teachers provide additional opportunities for students to read text at their instructional level (i.e., texts students can read at 95% accuracy). ☐ Teachers provide additional reading of decodable text (i.e., 75%-80% wholly decodable) and focus on accuracy in text reading.
4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program. ☐ **Yes** ☐ **No**	☐ Supplemental materials are used to provide extra instruction on grade level content when weaknesses are identified in the core program. ☐ All necessary teacher and student materials for supplemental programs are available for each classroom and each small group. ☐ Instructional (CSI) Maps are developed at each grade level to outline what programs are being used where by whom for which periods of time. The maps are distributed to all individuals responsible for reading instruction.
5. Programs and materials are implemented with a high level of fidelity. ☐ **Yes** ☐ **No**	☐ Core program is implemented with fidelity or efforts to improve fidelity are working. ☐ Programs are delivered by trained personnel. ☐ Teachers are teaching with sufficient intensity(e.g., time, group size, pacing). ☐ Teachers are assigned a reasonable number of curricula to prepare and teach.

Instructional Time -- Completed by Grade-Level Team -- *Benchmark*

IV. Instructional Time: A sufficient amount of time is allocated for instruction and the time allocated is used effectively.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for benchmark Students
1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time. ☐ **Yes** ☐ **No**	☐ A sufficient amount of time is allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction for each student daily). ☐ Full instruction begins within the first two weeks of the school year. ☐ Teachers are following the reading schedule. ☐ Trained substitutes are available for teachers and instructional assistants. ☐ Sufficient time is provided for teaching all components of the core program. ☐ If necessary, time is increased for teaching core program in order to enable students to master all lessons of grade-level core program and make adequate progress. ☐ Students spend an appropriate amount of time on independent activities (i.e., a small portion of the reading block). ☐ Independent activities are directly linked to the core reading instruction. ☐ Students are highly engaged in independent work and successful on the work they are doing.
2. Reading time is prioritized and protected from interruption. ☐ **Yes** ☐ **No**	
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). ☐ **Yes** ☐ **No**	☐ Teachers understand instructional priorities. ☐ Important activities are taught/stressed (e.g., red checks, targets, etc.). ☐ Writing instruction inside of the 90-120-minute reading block is aligned with reading instruction. ☐ Spelling instruction inside of the 90-120-minute reading block is aligned with reading instruction. ☐ Lessons are observed by the coach and/or principal to determine how much emphasis and time are dedicated to essential elements of reading. ☐ Student performance data are reviewed to determine whether instructional time and emphasis needs to be adjusted.
4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily. ☐ **Yes** ☐ **No**	☐ Benchmark students receive a minimum of 30 minutes of small-group teacher directed reading instruction daily. ☐ More systematic and explicit preteaching or reteaching is provided in the small group settings.
5. Additional instructional time is allocated to students who fail to make adequate reading progress. ☐ **Yes** ☐ **No**	☐ Additional teacher-directed small group instructional time is scheduled for students who are struggling. ☐ Additional instruction provided is coordinated with instruction provided in the reading block (e.g., morning lesson is firmed in double dose). ☐ The additional instructional time that is provided addresses students' difficulty with content from current lessons, when necessary.

Differentiated Instruction/Grouping/Scheduling -- Completed by Grade-Level Teams -- *Benchmark*

V. Differentiated Instruction/Grouping/Scheduling: 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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for benchmark students

1. Students performance is used to determine the level of instructional materials and to select research-based instructional programs.
    ☐ **Yes**
    ☐ **No**
	☐ Students are placed in appropriate instructional programs based on level of support (e.g., benchmark, strategic, intensive)
	☐ Students are administered in-program assessments at the end of every theme/unit.

2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.
    ☐ **Yes**
    ☐ **No**
	☐ Students are grouped homogenously by performance level for small group instruction.
	☐ Students are provided frequent opportunities to respond during both whole and small group instruction.

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.
    ☐ **Yes**
    ☐ **No**
	☐ Group sizes are appropriate for small group activities in the core program .
	☐ The number of minutes allocated for small group instruction increases as need increases.

4. Group size, instructional time, and instructional programs 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).
 	
    ☐ **Yes**
    ☐ **No**
	☐ Content-coverage goals and pacing guides for programs are established so sufficient lessons/units will be mastered and children will make adequate progress.
	☐ Teachers maintain adequate pacing during lessons.
	☐ Teachers balance teaching to mastery and use of pacing guides.
	☐ Teachers submit LPRs monthly to report on content coverage through core, supplemental, and intervention programs
	☐ A procedure is in place to create new instructional plans (CSI Maps) during the school year in response to problems with student performance or problems with content coverage.
	☐ Timely instructional changes are made when students in a group do not perform or progress at desired levels.
	☐ Instructional scaffolding is used, as needed, to support student learning (e.g., manipulatives, additional modeling)
	☐ In-depth reteaching procedures are in place for students who do not pass in-program assessments.
	☐ Adequate review is provided to enable students to retain what is taught.

5. Cross-class and cross-grade grouping are used when appropriate to maximize learning opportunities.
 	
    ☐ **Yes**
    ☐ **No**
	☐ Students are placed in groups where they can complete tasks successfully and actively participate.
	☐ Additional teaching staff is allocated to classrooms to provide more small group instruction, when needed.
	☐ Strategic students are placed in groups where they can actively participate and complete tasks successfully.
	☐ If teachers cannot find an appropriate placement for students within classroom, the teachers will utilize cross-class grouping
	☐ If teachers cannot find an appropriate placement for students within classroom, the school will consider cross-class grouping

Instructional Programs and Materials -- Completed by Grade-Level Team -- *Strategic*

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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for strategic students
1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide. ☐ **Yes** ☐ **No**	
2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension). ☐ **Yes** ☐ **No**	☐ Teachers use the core reading program as the primary instructional tool for teaching reading. ☐ All necessary teacher and student materials for the core are available in each classroom and for each small group. ☐ Instructors incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons. ☐ Grade level teams have worked together to systematically enhance the program as necessary (e.g., make instruction more systematic and explicit) or are using specific lesson maps. ☐ Study groups are formed to focus on particular big ideas in beginning reading.
3. The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals. ☐ **Yes** ☐ **No**	☐ Core program provides enough instruction on the essential elements. ☐ Teachers use the supplemental materials associated with the core reading program to preteach or reteach when necessary. ☐ Teachers provide additional opportunities for students to read text at their instructional level. ☐ Teachers provide additional reading of decodable text and focus on accuracy in text reading.
4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program. ☐ **Yes** ☐ **No**	☐ Supplemental materials are used to provide extra instruction on grade level content and to address skill gaps from previous grades. ☐ All necessary teacher and student materials for supplemental programs are available for each classroom and each small group. ☐ The students who fall in the low strategic range are provided more intensive interventions. ☐ Instructional (CSI) Maps are developed at each grade level to outline what programs are being used where by whom for which periods of time. The maps are distributed to all individuals responsible for reading instruction. ☐ The alignment of the supplemental programs with the core has been analyzed.
5. Programs and materials are implemented with a high level of fidelity. ☐ **Yes** ☐ **No**	☐ Core and supplemental programs are implemented with fidelity or efforts to improve fidelity are working. ☐ Programs are delivered by trained personnel. ☐ Teachers are teaching with sufficient intensity (e.g., time, grouping, pacing). ☐ Teachers are assigned a reasonable number of curricula to prepare and teach.

Instructional Time -- Completed by Grade-Level Team -- *Strategic*

IV. Instructional Time: A sufficient amount of time is allocated for instruction and the time allocated is used effectively.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for strategic Students
1. A school-wide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time. ☐ **Yes** ☐ **No**	☐ A sufficient amount of time is allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction for each student daily). ☐ Full instruction begins early in the school year. ☐ Teachers are following the reading schedule. ☐ Trained substitutes are available for teachers and instructional assistants. ☐ Sufficient time is provided for teaching all components of the core program. ☐ If necessary, time is increased for teaching core program in order to enable students to master all lessons of grade-level core program and make adequate progress. ☐ Students spend an appropriate amount of time on independent activities (i.e., a small portion of the reading block). ☐ Independent activities are directly linked to the reading instruction. ☐ Students are highly engaged in independent work and successful on the work they are doing.
2. Reading time is prioritized and protected from interruption. ☐ **Yes** ☐ **No**	
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). ☐ **Yes** ☐ **No**	☐ Teachers understand instructional priorities. ☐ Important activities are taught/stressed (e.g., red checks, targets, etc.). ☐ Writing instruction inside of the 90-minute reading block is aligned with reading instruction. ☐ Spelling instruction inside of the 90-minute reading block is aligned with reading instruction. ☐ Lessons are observed by the coach and/or principal to determine how much emphasis and time are dedicated to essential elements of reading. ☐ Student performance data is reviewed to determine whether instructional time and emphasis needs to be adjusted.
4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily. ☐ **Yes** ☐ **No**	☐ Strategic students receive a minimum of 30 minutes of small-group teacher directed reading instruction daily. ☐ More systematic and explicit preteaching or reteaching is provided in the small group settings.
5. Additional instructional time is allocated to students who fail to make adequate reading progress. ☐ **Yes** ☐ **No**	☐ Additional teacher-directed small group instructional time is scheduled for students who are struggling. ☐ Additional instruction provided is coordinated with instruction provided in the regular reading block (e.g., morning lesson is firmed in afternoon). ☐ The additional instructional time is provided to address students' difficulty with content from current lessons when necessary. ☐ Students are being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day).

Differentiated Instruction/Grouping/Scheduling -- Completed by Grade-Level Teams -- *Strategic*

V. Differentiated Instruction/Grouping/Scheduling: 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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for strategic students
1. Students performance is used to determine the level of instructional materials and to select research-based instructional programs. ☐ **Yes** ☐ **No**	☐ Students are placed in appropriate instructional programs based on level of support (e.g., Benchmark, Strategic, Intensive). ☐ More in-depth assessments are administered when needed to guide instructional placement (e.g., CORE Phonics Survey to determine fluency and/or decoding problem for strategic students). ☐ Students are administered supplemental/intervention in-program placement tests and are grouped by program recommendation. ☐ Lesson checkouts/mastery tests are conducted consistently and promptly as they occur in the supplemental/intervention programs. ☐ Students who consistently pass checkouts/mastery tests are accelerated in the supplemental/intervention program, if appropriate. ☐ Students are successfully meeting strategic/intensive in-program checkouts on the first attempt If not, re-teaching of previous lessons is occurring.
2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond. ☐ **Yes** ☐ **No**	☐ Students are grouped homogenously by performance level for small group instruction. ☐ Students are provided frequent opportunities to respond in both whole and small group instruction.
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. ☐ **Yes** ☐ **No**	☐ Group sizes are appropriate for small group activities (i.e., 4-8). ☐ The number of minutes allocated for small group instruction increases as need increases.
4. Group size, instructional time, and instructional programs 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). ☐ Yes ☐ No	☐ Content-coverage goals and pacing guides for programs are established so sufficient ☐ Teachers maintain adequate pacing during lessons. ☐ Teachers balance teaching to mastery and use of pacing guides. ☐ Teachers submit LPRs monthly to report on content coverage through core, supplemental, and intervention programs. ☐ A procedure is in place to create new instructional plans (CSI Maps) during the school year in response to problems with student performance or problems with content coverage. ☐ Timely instructional changes are made when students in a group do not perform or progress at desired levels. ☐ Instructional scaffolding is used, as needed, to support student learning (e.g., manipulatives, additional modeling) ☐ In depth reteaching procedures are in place for strategic students who do not pass in-program assessments in the core, when necessary. ☐ Adequate review is provided to enable students to retain what is taught.
5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities. ☐ **Yes** ☐ **No**	☐ Cross class and cross grade grouping are used when appropriate to maximize learning opportunities. ☐ Students are placed in groups where they can complete tasks successfully and actively participate. ☐ Additional teaching staff is allocated to classrooms to provide more small group instruction, when needed.

Instructional Programs and Materials -- Completed by Grade-Level Team -- *Intensive*

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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for intensive students
1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide. ☐ **Yes** ☐ **No**	
2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension). ☐ **Yes** ☐ **No**	☐ Intensive students only participate in those parts of the core from which they can benefit from. ☐ All necessary core teacher and student materials are available in each classroom and for each small group. ☐ Instructors incorporate general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons. ☐ Grade level teams have worked together to systematically enhance the program as necessary (i.e., make instruction more systematic and explicit) or are using specific lesson maps. ☐ Study groups are formed to focus on particular big ideas in beginning reading.
3. The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals. ☐ **Yes** ☐ **No**	☐ Teachers use the supplemental materials associated with the core reading program to preteach or reteach when necessary. ☐ Teachers provide additional opportunities for students to read text at their instructional level. ☐ Teachers provide additional reading of decodable text and focus on accuracy in text reading.
4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program. ☐ **Yes** ☐ **No**	☐ Supplemental materials are used to provide extra instruction on grade level content and to address skill gaps from previous grades. ☐ Intervention programs are used with all students significantly below grade level, including ELL and special education. ☐ All necessary teacher and student materials for supplemental and intervention programs are available for each classroom and each small group. ☐ The strongest intervention programs are selected to implement with the most intensive students. ☐ Instructional (CSI) Maps are developed at each grade level to outline what programs are being used where by whom for which periods of time. The maps are distributed to all individuals responsible for reading instruction. ☐ The alignment of the supplemental and intervention programs with the core has been analyzed.
5. Programs and materials are implemented with a high level of fidelity. ☐ **Yes** ☐ **No**	☐ Supplemental and intervention programs are implemented with fidelity or efforts to improve fidelity are working. ☐ Programs are delivered by trained personnel. ☐ Teachers are teaching with sufficient intensity. ☐ Teachers are assigned a reasonable number of curricula to prepare and teach.

Instructional Time -- Completed by Grade-Level Team -- *Intensive*

IV. Instructional Time: A sufficient amount of time is allocated for instruction and the time allocated is used effectively.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for intensive students
1. A school-wide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time. ☐ **Yes** ☐ **No**	☐ A sufficient amount of time is allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction for each student daily). ☐ Full instruction begins early in the school year. ☐ Teachers are following the reading schedule. ☐ Trained substitutes are available for teachers and instructional assistants. ☐ Students spend an appropriate amount of time on independent activities (i.e., a small portion of the reading block). ☐ Independent activities are directly linked to the reading instruction. ☐ Students are highly engaged in independent work and successful on the work they are doing.
2. Reading time is prioritized and protected from interruption. ☐ **Yes** ☐ **No**	
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). ☐ **Yes** ☐ **No**	☐ Teachers understand instructional priorities. ☐ Important activities are taught/stressed (e.g., red checks, targets, etc.). ☐ Writing instruction inside of the 90-minute reading block is aligned with reading instruction. ☐ Spelling instruction inside of the 90-minute reading block is aligned with reading instruction. ☐ Lessons are observed by the coach and/or principal to determine how much emphasis and time are dedicated to essential elements of reading. ☐ Student performance data is reviewed to determine whether instructional time and emphasis needs to be adjusted.
4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily. ☐ **Yes** ☐ **No**	☐ Intensive students receive a minimum of 30 minutes of small-group teacher directed reading instruction daily. ☐ Instruction provided in the small group sessions is at the students' instructional level.
5. Additional instructional time is allocated to students who fail to make adequate reading progress. ☐ **Yes** ☐ **No**	☐ Additional teacher-directed small group instructional time is scheduled for students who are struggling. ☐ Instruction provided in small group sessions focuses on students' needs. ☐ Additional instruction provided is coordinated with instruction provided in the regular reading block (e.g., morning session is firmed in double dose). ☐ Students are being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day). ☐ At least two full periods a day of instruction are provided for intensive students placed in intervention programs (e.g., one lesson in general education and second lesson in special education).

Differentiated Instruction/Grouping/Scheduling -- Completed by Grade-Level Teams -- *Intensive*

V. Differentiated Instruction/Grouping/Scheduling: 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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for intensive students
1. Students performance is used to determine the level of instructional materials and to select research-based instructional programs. ☐ **Yes** ☐ **No**	☐ Students are placed in appropriate instructional programs based on level of support (e.g., Benchmark, Strategic, Intensive). ☐ Students are administered in-program placement tests and are grouped by program recommendation. ☐ Lesson checkouts/mastery tests are conducted consistently and promptly as they occur in the intervention program. ☐ Students are successfully meeting in program checkouts on the first attempt. If not, re-teaching of previous lessons is occurring. ☐ Students who consistently pass checkouts/mastery tests are accelerated in the intervention program, if appropriate.
2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond. ☐ **Yes** ☐ **No**	☐ Students are grouped homogenously by performance level for small group instruction. ☐ Student are provided frequent opportunities to respond during both whole and small group instruction.
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. ☐ **Yes** ☐ **No**	☐ Group sizes are appropriate for small group activities (i.e., 4-6). ☐ For children who require substantial instructional support, tutoring or small group instruction (4<) is used. ☐ The number of minutes allocated for small group instruction increases as need increases
4. Group size, instructional time, and instructional programs 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). ☐ **Yes** ☐ **No**	☐ Content-coverage goals and pacing guides for programs are established so sufficient lessons/units will be mastered and children will make adequate progress. ☐ Teachers maintain adequate pacing during lessons. ☐ Teachers balance teaching to mastery and use of pacing guides. ☐ Teachers submit LPRs monthly to report on content coverage through core, supplemental, and intervention programs. ☐ A procedure is in place to create new instructional plans (CSI Maps) during the school year in response to problems with student performance or problems with content coverage. ☐ Instructional scaffolding is used, as needed, to support student learning (e.g., manipulatives, additional modeling) ☐ In-depth reteaching procedures are in place for students who do not pass in-program assessments. ☐ Adequate review is provided to enable students to retain what is taught.
5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities. ☐ **Yes** ☐ **No**	☐ Cross class and cross grade grouping are used when appropriate to maximize learning opportunities. ☐ Students are placed in groups where they can complete tasks successfully and actively participate. ☐ Additional teaching staff is allocated to classrooms to provide more small group instruction, when needed.

Administration/Organization/Communication
Completed by Principal and District Team Representative

VI. Administration/Organization/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.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed

1. Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.
  ☐ **Yes**
  ☐ **No**
	☐ The principal and District Team attend IBRs and Fluency Assessment trainings
	☐ The principal attends program specific trainings.
	☐ The principal debriefs with the program specific expert and shadows when time allows.

2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.
 	
  ☐ **Yes**
  ☐ **No**
	☐ The principal provides a master schedule that protects a minimum of 90-120 uninterrupted minutes for reading instruction (30 minutes of small group instruction).
	☐ The principal assigns staff in a way such that reading instruction can be delivered to the full range of students each day.
	☐ The principal ensures after school programs are coordinates with other school programs.
	☐ The principal attends and participates in monthly Early Reading Team meetings.

3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.
 	
  ☐ **Yes**
  ☐ **No**
	☐ The principal monitors implementation through frequent observations in all K-3 classrooms during the reading block and additional reading instruction time (e.g., intervention, after-school tutoring).
	☐ The principal ensure that strong, experienced, and well qualified teachers are teaching the lowest performing students.
	☐ The principal ensures that all teachers have the necessary training and materials to fully implement all components of Reading First.
	☐ The principal takes steps to have more substitutes available who are trained to teach the reading programs.
	☐ The principal works to maximize reading time over the course of the school year (e.g., field trips)
	☐ The principal uses school resources in a way that provides necessary staffing for the school-wide model (e.g., using some funds to hire EAs).

4. Grade-level teams are established and supported to analyze reading performance and plan instruction.
 	
  ☐ **Yes**
  ☐ **No**
	☐ The principal ensures Fluency Assessment benchmark and progress monitoring data are collected and entered into the data management system in a timely manner.
	☐ The principal attends and participates 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.
	☐ The principal reviews assessment and content coverage data.
	☐ The principal provides feedback to individual teachers and grade levels about their implementation, highlighting successes, and providing explicit directions for areas that need improvement.

5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.
 	
   ☐ **Yes**
   ☐ **No**
	☐ Sped, Title, and ELL instruction is complimentary to general education by:
	     a. providing instruction in the intensive intervention program(s),
	     b. preteaching and/or reteaching components from core, supplemental, intervention programs, and/or
	     c. double dosing students in the intervention program.
	☐ Sped, Title, and ELL staff are a part of the school-wide reading model and their participation is included on the grade level CSI Map.
	☐ There is a process in place for Sped, Title, and ELL staff to regularly communicate with grade level teachers.

6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.
 	
   ☐ **Yes**
   ☐ **No**
	☐ The principal meets regularly with the reading coach to discuss successes and issues.
	☐ The District Leadership Team will meet following each benchmarking period to analyze data and highlight strengths and weaknesses.
	☐ The District Leadership Team provides regular updates on reading progress to the school board.
	☐ The report card includes specific information regarding student progress toward attaining reading benchmarks. This progress is discussed at parent/teacher conferences.

Professional Development -- Completed by School Team

VII. **Professional Development:** Adequate and ongoing professional development is determined and available to support reading instruction.

Goals ☒ Mark "Yes" if all actions to the right of the goal are completed.	Actions ☒ Mark if action is completed for the school
1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices. 　☐ **Yes** 　☐ **No**	☐ Teacher Needs Survey (K-3 teacher, including Title, SPED, and ELL)
2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of reading priorities. 　☐ **Yes** 　☐ **No**	☐ Ongoing professional development includes the <u>principal</u>, <u>coach, EAs who teach small groups,</u> special education, other <u>specialists</u> and <u>K-3 classroom teachers</u>. ☐ More experienced presenters are brought in to provide additional quality in-service on the use of the core, supplemental or intervention reading programs. ☐ Program-specific consultants are brought in to observe in classrooms and provide ongoing support and training on the use of the core, supplemental or intervention reading programs. ☐ Teachers receive more in-class support from the Reading Coach on the use of the core, supplemental or intervention reading programs. ☐ Teachers receive support from the Reading Coach outside of the classroom. ☐ Support is provided to teachers who need assistance with behavior and classroom management issues. ☐ Regular in-service sessions are developed around implementation issues identified by the coach and presented at grade-level team meetings. ☐ Teachers have opportunities to observe model lessons from the coach, from peers or from other schools. ☐ Quality inservice is provided on how to use data from progress-monitoring assessments to ☐ New teachers are provided the necessary training around the school-wide model and instructional programs.
3. Time is systematically allocated for educators to analyze, plan, and refine instruction. 　☐ **Yes** 　☐ **No**	☐ Frequent and regular grade-level team meetings are conducted. ☐ Grade-Level Team meetings include analyzing and summarizing assessment data (Fluency Assessment, in-program assessments, etc.), evaluating and modifying instructional support, on-going professional development, problem solving at the systems and student levels, and evaluation and reflection of new strategies and program implementation. ☐ More frequent informal meetings are held to determine effectiveness of instructional plans. ☐ Early Reading First 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. ☐ Key staff (e.g. special education, ELL, Title, Principals) are included in the grade-level team meetings.
4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research. 　☐ **Yes** 　☐ **No**	