School-Wide Reading Model & School-Wide Content Area Reading Model Installation Checklist

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School-Wide Reading Installation Checklist (January, 2018)
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Module 1: Structuring the Building Leadership Team for Success

- If a Building Leadership Team (BLT) already exists, administer the Building Leadership Team Self-Assessment to determine areas of strength and opportunities for improvement
- Schedule BLT meetings for the school year (recommended once per month or more frequently depending on the amount of installation work the team has left to finish)
- Finalize BLT meeting agenda template.
- Determine how meeting roles will be assigned to team members long-term or if meeting roles will rotate.
- Finalize how BLT meeting minutes and important documents will be electronically stored for easy access and use.
- Document the school's protocol for how decisions are made to address school-level policy and resource allocations
- Given the school's decision making protocol, review the district's protocol for how decisions are made to address policy and resource allocations for clarity about the types of decisions that are made at each of these two levels of the educational cascade
- Agree on the format that will be used to document the School-Wide Reading Implementation Plan
- Identify person(s) responsible for working with your school coach to draft the School-Wide Reading Implementation Plan
- Identify (and document) the designee responsible for ensuring relevant components of the Implementation Plan are incorporated into the school improvement plan and district improvement plan
- Review and shape as needed the contents of the School-Wide Reading Implementation Plan
- **Ensure principal approval has been granted for the School-Wide Reading Implementation Plan**

Module 2: School Staff Readiness

- Develop staff presentation addressing the following:

  - Defining a School-Wide Reading Model
  - Description of work that the School Leadership and staff will engage in as they install the components of a School-Wide Reading Model
  - If Positive Behavioral and Intervention Supports (PBIS) implementation has been an area of focus then provide a statement that PBIS used with a high degree of fidelity must continue even though cognitive energy will also be focused on the reading components of an MTSS model

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- Benefits to the students and staff
- Summary of how the school's efforts in installing and using the components of a School-Wide Reading Model will add value to the other reading or MTSS specific initiatives / programs (If things are being de-selected because of this work, it will be important to outline those things so staff understand what they will stop doing to make space for this work.)
- Sharing school-wide, universal screening data with staff using the document "Examining School-Wide Reading Data"
- Overview of the professional learning scope and sequence the BLT and other school staff will be accessing

Module 3: Data Coordination and Assessment System

- Introduce staff to the person providing reading data coordination for the school. This person will be developing knowledge, skills, and abilities of staff to administer, score and interpret universal screening assessments and who will also be responsible for facilitating the administration of the Reading Tiered Fidelity Inventory (R-TFI)
- Provide an overview of the district's assessment system outlining the following:

  - Definition of an assessment system
  - Delineate the two levels: district and school
  - Describe the benefits of an assessment system to students, staff, and the district as a whole
  - Outline the assessments that will be used across schools for screening, progress monitoring, diagnostic testing
  - Provide a copy (paper or electronic) of the school components of the district assessment system

- Ensure staff know when universal screening professional learning, refresher trainings, and shadow scoring will occur
- Outline the assessment system components that will ensure students have timely access to intervention supports: (see below)

  1. General parameters for using the assessment data to make important decisions (e.g., screening decision rules, intervention placement test decision rules, guidelines for intervention groupings)
  2. Progress monitoring and diagnostic assessment decisions (e.g., when to use, frequency, who will collect, how the data will guide instruction)

- Outline timelines for accessing and analyzing student assessment data (for new and existing students) to determine intervention access and effectiveness across the following teaming structures:

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1. Building Leadership Team (who also develops the mechanism for students to access intervention)
   2. Grade Level Teams
   3. Student Support Teams (focused on individualized, intensive problem-solving and plan development)
   4. Interventionist Team meetings

Module 4: Elementary: School-Wide Reading Schedule

- The principal will work with grade level teachers to determine the number of uninterrupted minutes of core reading instruction currently provided to students
- A daily reading schedule will be established that includes adequate time for core reading instruction (guidance from the field has suggested a minimum of 90 minutes of uninterrupted time; however, many schools allocate more time)
- The principal will conduct an audit to determine the time accessible to students to receive intervention supports and the personnel supporting the intervention
- A school-wide reading intervention schedule is developed that is above and beyond the time allocated for core reading instruction

Module 5: Curriculum, Instruction, and Assessment Resource Audit

- The principal will work with grade level teachers and the appropriate district leadership (e.g. curriculum director) to conduct a curriculum resource audit outlining what materials are accessible and / or used across grade levels to teach the Big Ideas of Reading
- The principal will work with the appropriate staff (district and school) to conduct a reading intervention audit outlining what intervention materials are accessible and / or used with students with reading difficulties (general education students and special education students)
- For any reading core curriculum materials, assessments, and intervention programs that are either newly purchased or intended to be used by staff, documentation will be gathered from the appropriate district and / or school leaders to determine whether the materials are best equipped to prevent and remediate reading difficulties.

Module 6: Communication Plan and Process for Addressing Barriers

- Building Leadership Team and staff have reviewed the district's communication plan and the components of that plan that are most relevant to their school and roles (e.g., communication protocol between the District Implementation Team (DIT) and Building Leadership Team; DIT and School Coaches)

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- Building Leadership Team and staff have reviewed the district's approved process for addressing barriers impeding implementation efforts
- The Building Leadership Team identifies the school teams and other stakeholder groups whose work will overlap for time, attention, and potentially resources being allocated to support the installation and use of a School-Wide Reading Model (also includes teams that support the development and use of intensive intervention plans)
- Protocols for gathering and disseminating information to and from the Building Leadership Team and the other groups / teams identified are finalized and approved by the principal
- Time is allocated during every school and team meeting for communication related to MTSS efforts (beginning or end of all staff meetings talking points are written that align with the pre-determined information outlined in the communication protocol that needs to be gathered or disseminated)
- Staff are surveyed at least twice per year to determine if communication has been effective

Module 7: Implementation Plan (School-Wide Reading Plan)

- S.M.A.R.T. goals and corresponding activities have been developed for the installation of the components of a School-Wide Reading Model
- The implementation plan to support the installation and on-going use of a School-Wide Reading Model is integrated with the overall MTSS Implementation Plan that already outlines the behavior MTSS components

Modules 1-7 (listed above) should be addressed during a 2-day PD series for elementary and secondary Building Leadership Teams to start the installation of Tier 1 School-Wide Reading

Module 8: Secondary: School-Wide Content Area Reading Strategies

Each strategy is one full day of professional learning with dedicated practice and lesson planning to teach the strategies to students

- Active Participation Strategies and Alternate Passage Reading Procedures
- Text Summarization Using Writing Frames
- Survey Question Read Recite Review (SQ3R)
- Explicit Vocabulary Instruction

Module 9a: Elementary: Grade Level Teaming Structures (2-Day PD Series)

- Provide guidance documents / resources to grade level teams to assist them in establishing effective meeting processes and procedures
- Principal will meet with grade level teams to ensure that effective team meeting processes and procedures have been developed
- Principal will develop a monthly grade level team meeting schedule that will begin following teacher's access to data interpretation training for universal screening assessments and Grade Level Problem Solving Training (following the screening data collection window)

Modules 8 and 9a (listed above) should be addressed during the same time as modules 1-6 (e.g., fall semester). For elementary, Module 9a (2-day PD series should occur following the first Building Leadership Team session (working on Modules 1-7). For secondary, Module 8 must be scheduled in between the first and second PD sessions to address Modules 1-7 listed above.

Module 9b: Secondary: Department Teaming Structures (1-Day PD Session Combined with Module 6c)

- Provide guidance documents / resources to department teams to assist them in establishing effective meeting processes and procedures
- Principal will meet with department teams to ensure that effective team meeting processes and procedures have been developed
- Principal and Department Leaders (if applicable) will develop a meeting schedule
- Meeting agendas are developed that include at least the following agenda items:
  - Sharing resources, student products, and other data sources related to the use of content-area reading strategies
  - Development and on-going refinement of content area reading strategy implementation plan
  - Curriculum implications and recommendations
  - Resource needs
  - Barriers impeding efforts

Module 9c: Secondary: Cross Department Teaming Structures
(1-Day PD Session Combined with Module 6b)

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- Provide guidance documents / resources to cross-department teams to assist them in establishing effective meeting processes and procedures
- Principal will meet with cross-department teams to ensure that effective team meeting processes and procedures have been developed
- Principal will develop a monthly grade level team meeting schedule that will begin following teacher's access to data interpretation training for universal screening assessments and School-Wide Information System (SWIS) drill-down that include at least the following agenda items:
  - SWIS drill-down data analysis (to collectively problem-solve how to improve student behaviors in classroom and non-classroom settings)
  - Aggregated intervention effectiveness data will low-performing students within the grade level (to determine if lowest performing students within the grade level are making gains in their intervention classes)
  - Opportunities to assist students in generalizing intervention strategies (e.g., overt / covert strategy for reading multi-syllabic words; comprehension strategies used within intervention programs)
  - Curriculum implications
  - Resource needs
  - Barriers impeding efforts

Modules 9b and 9c (listed above) should be addressed after the core subject area teachers have started to use the content area reading strategies listed outlined in Module 8.

Module 10: Intervention System (3 Day PD Series)

- The BLT develops and monitors the school's intervention system (mechanism for students to flexibly enter and exit intervention)
- An intervention schedule has been developed that outlines when intervention occurs, the cycle for reviewing and adjusting student groupings, and staff that will be providing intervention
- Intervention details have been outlined in a document that is accessible to all staff that includes:

  1. Program descriptions
  2. Skills programs address
  3. Entrance criteria (e.g., program placement test data)
  4. Progress monitoring guidelines
  5. Exit criteria

- Implementation supports for staff delivering intervention are provided that include access to high-quality professional learning and coaching supports

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- Mechanisms for ensuring fidelity of intervention program use have been outlined
- Staff with high levels of behavioral and reading expertise are identified to support remediating student skill deficits (integrating behavior and reading deficits)
- Intervention access and effectiveness data are monitored on a regular basis by a variety of teams: Building Leadership Team meetings, interventionist team meetings, grade level team meetings, and individualized problem solving team meetings

Module 10 (listed above) start to be introduced after Modules: 1-7; 8, and 9a. February or early March of the same school year would be appropriate to schedule professional learning especially for secondary schools. This is so scheduling for classes for the following school is not delayed. Time for intervention (e.g., class) is something that secondary schools need time to consider and plan.

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