Commitment

Oregon K-12 Literacy Framework

Effective implementation of the Oregon K-12 Literacy Framework requires focused, ongoing commitment to ensure that all students meet or exceed reading goals.

	Goals	Assessment	Instruction	Leadership	Professional Development	Commitment
Schools						⭐
Districts						
State						

Key Indicators of School Commitment:

- Developing a School Reading Plan
- Implementing the actions necessary to support ALL students meeting or exceeding grade-level reading goals
- Providing regular reports on formative reading outcomes to school staff, district staff, and the school board and sharing information on progress with parents and the community
- Using staff and resources effectively
- Building and promoting a culture of shared responsibility
- Seeking the active involvement of parents and community members in fostering and promoting reading achievement

The Oregon K-12 Literacy Framework is aligned to Response to Intervention (RTI)

Supporting students to read at grade-level or above as soon as possible after they enter school, and at grade-level or above in grades 4-12 across the instructional areas, positions students to be successful in school, proficient in the **Essential Skill of Reading,** prepared to earn an **Oregon Diploma,** and ready for **postsecondary education opportunities and careers**. Reading clearly opens doors. [i] [ii] [iii]

Schools are repeatedly asked to do all they can to achieve many important objectives. However, because reading is foundational to learning, schools can and should be very precise about **what** they will do to support students to read at grade level or above each year. Making sure every student is on this pathway to success in school requires high-level **commitment** from educators in elementary schools, middle schools, and high schools to the following **two major objectives:** [iv]

- λ For students reading **below grade level**, schools at each level specify how they provide the strongest reading instruction and interventions possible to help students read at grade level. This includes a description of how teachers provide access to content across the instructional areas and how they support students who are reading below grade level to access subject-specific grade-level text.

- λ For students **reading at grade level or above**, schools specify how they provide the reading instruction students need to not only maintain strong reading skills but advance those skills to the greatest degree possible in elementary school and in secondary school across the instructional areas.

What is the School Reading Plan? An essential first step toward meeting the two objectives described above is for schools to delineate their commitment to addressing each one. Documenting the school's comprehensive reading program in a **School Reading Plan,**[1] or through a dedicated section of the School Improvement Plan (SIP), part of the district's Continuous Improvement Planning (CIP), makes the school's approach to these two objectives transparent. School and district staff and other stakeholders are able to examine the School Reading Plan to determine the strength of the reading program, observe the implementation of the plan, and draw conclusions through the evaluation of student outcomes to determine to what degree the school has met the two major objectives targeted in the plan. [v] [vi]

Developing a School Reading Plan

Identifying in the School Reading Plan the specific procedures the school will use to implement each component of a comprehensive school reading program is essential in order to make sure all students are on track for reading at grade level or above. The Oregon K-12 Literacy Framework describes the six components necessary to implement a comprehensive reading program: [vii] [viii] [ix]

1) Establish formative and summative reading **goals** to enable all students to read at grade level or above. [x]

2) **Assess** students regularly.

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[1] The School Reading Plan may be subsumed within a broader School Literacy Plan that could include reading, writing, and speaking (the three areas of literacy). However, because so much more is known about effective instruction in reading compared to effective instruction in writing or speaking, it is important in any plan to maintain a separate section that focuses specifically on reading. Both the broad aspects of reading instruction (e.g., number of minutes per day of explicit teacher-led reading instruction) and the details of reading instruction (how many classroom observations of reading instruction will school principals conduct each week), should be documented in the School Reading Plan.

3) Provide reading **instruction** based on research and reading instruction across the instructional areas that supports reading development and student access to subject-area materials.

4) Incorporate **leadership** structures that support reading separately as a subject and across the instructional areas.

5) Implement a system of ongoing **professional development** that prioritizes effective reading instruction and student outcomes.

6) Establish **commitment** to all students being on track to meet or exceed grade-level reading goals through the development of a School Reading Plan.

The School Reading Plan describes schoolwide reading goals for students, and it specifies what the school is going to do to help students reach these goals. In essence, the plan is **a blueprint of the school's reading program**, providing sufficient detail for thorough understanding of how reading instruction is provided at the school. A public document, the School Reading Plan is a way for the school to showcase the quality of the services it provides.

It is important that the School Reading Plan remain intact as individual staff members come and go. That is to say, a school's reading program and practices are not linked to particular administrators or teachers. Rather, the program and practices are developed as a comprehensive plan, taking into account the needs of the students in the school and the structures that will be in place to meet those needs over time.

Although **the School Reading Plan remains stable over time**, schools update the document periodically to reflect school-wide decisions about reading instruction. For example, the School Reading Plan includes formative and summative reading goals that remain relatively stable across years. But as research is conducted on formative reading goals, changes to the formative reading goals that reflect the scientific knowledge base need to be documented in the School Reading Plan.

The district should actively support each school's plan and may assist in developing plans when necessary.

Professional development is another area detailed in the School Reading Plan that will require updating. While the overarching approach to professional development may remain stable, school decisions about how to organize professional development experiences that will address the specific and changing needs of students will impact the School Reading Plan and need to be recorded in the plan. For example, a School Reading Plan may indicate that professional development targeting classroom instruction include extended opportunities for teachers to practice new instructional techniques with their students in the presence of an expert who provides specific feedback to teachers. While principles of professional development such as this one might remain constant over time, the yearly planning of professional development needs to be dynamic—responsive to student data and staff input regarding important professional development needs in the school.

The School Reading Plan is divided into two parts. **Part 1** is an introduction that includes an overview of why the school is using a comprehensive reading program, the school's overarching reading goals for its students, and a summary of the school's approach to the six components. Part 2 provides details on how each of the six components will be implemented in the school. Under the assessment component, for example, information is provided on the timeline for the administration of screening measures for all students, how the measures will be administered and scored, what approach the school will use to

assemble the assessment team members, and how data will be entered into a database and summarized.

It is important for the School Reading Plan to be shared widely, in and out of the field of education, with district personnel, school board members, parents, business leaders, and community members. The School Reading Plan is of **benefit to the district** because the plan gives the superintendent information on how each school provides the instruction students need to meet or exceed formative and summative reading goals. As such, it is important for the district to actively support the School Reading Plan by providing assistance when necessary in helping schools develop a strong plan and to sign off on the plan when it is completed or significantly updated. The School Reading Plan **helps school board members** understand what the school does to provide effective reading instruction for all of its students. Through regular updates on the implementation of the plan and through reports on student reading progress, the school board has information it needs to discuss with district leaders how all students in each school can be supported to meet reading outcomes. The School Reading Plan **provides transparency to families of students** in the school about the instruction their child is receiving. (Utilizing the School Reading Plan to foster parent involvement is discussed later in the chapter.) The transparency of the School Reading Plan is **of benefit to business leaders and community members** interested in the welfare and the prospects of the children in the community.

Action Planning to Promote Continuous School Improvement

As schools implement their School Reading Plan, they carefully monitor student progress toward meeting formative and summative reading goals at each grade level. When students are not meeting reading goals, the school determines what should occur so that classroom instruction better meets students' needs. To meet the needs of **ALL** students, teachers must have sufficient time to plan instruction, reflect on and refine the instruction they have provided, and examine student data to determine if the changes they made are helping students reach reading goals. Grade-level or department-level teams help build and facilitate these structures and actions. **For students not making adequate progress, the team determines school actions to improve student progress.**

For example, in second grade, only 20% of the students at high risk may be making adequate progress toward a reading fluency goal. The grade-level team uses this information to identify an action, or series of actions, to improve the progress of these students. The action may involve providing an additional 30 minutes of reading instruction outside the regular reading block using an intensive intervention program. The grade-level team submits the proposed action to the School Leadership Team for review and incorporation into an **action plan**. [xi] [xii] [xiii] This type of team action-planning, based on data, is a major dynamic of the Oregon K-12 Literacy Framework.

> Implementation involves complexity in every aspect. Implementation requires change. . . Changes in skill levels, organizational capacity, organizational culture and so on require education, practice, and time to mature.
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> Fixsen, Naoom, Blasé, Friedman, Wallace, (2005)

Action plans are tools schools use to make ongoing adjustments in the school's reading program based on the needs of students. The action planning process occurs at least twice a year (e.g., middle of the year and end of the year), typically after major data collection periods. The action plan, based on multiple sources of data, reflects the need to change instruction and instructional plans over time as student and classroom implementation data are collected and analyzed. [xiv]

A strong action plan is made up of the following elements:

- λ   The component being addressed by the action—for example, assessment, differentiated instruction, professional development

- λ   The intended target or scope of the action—for example, schoolwide, a specific grade or instructional group

- λ   The specific action(s) to be implemented

- λ   The person or group responsible for implementing the action

- λ   How progress on implementation of the action will be reported as well as the timeline for implementation

It is important that schools address only a reasonable number of action items at one time so that quality and follow-through are high. A good rule of thumb is that a school should include no more than eight to ten action items for any year. **Schools should consider incorporating actions that result in improved reading performance into the School Reading Plan to be implemented regularly from that point forward.**

The following example is an action plan developed by an Oregon elementary school at the end of the year based on spring data. The second example is an action plan developed by a middle school.

Sample Action Plan for an Elementary School

Topic	Indicate Schoolwide or Specific Grade and Group	Action to Be Taken (be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementations
1. **Instructional Programs and Materials**	All third grade students in the low-strategic range	1. Implement Phonics for Reading with students in the low-strategic range (failed HM Phonics/Decoding Screening Assessment) every other day.	Reading Coach and 3rd grade teacher teaching students	
2. **Instructional Programs and Materials**	First/Second Grade Intensive Students	1. Systematically Enhance Read Well and Read Well Plus using the templates. Teachers will create charts for each unit of Read Well and Read Well Plus. 2. A pacing guide for Read Well and Read Well Plus will be developed specifying lessons to be covered each week during the reading block and the extra instructional period in the afternoon.	Reading Coach and Intensive Teachers	
3. **Instructional Time**	Kindergarten	1. Currently 48/80 kindergarten students qualify for KIIP (extra session of kinder) during which time they receive ERI. Title 1 teachers will provide ERI to students on the wait list for KIIP during the extended day time.	Reading Coach, Title 1 teachers, and Kindergarten teachers	

Topic	Indicate Schoolwide or Specific Grade and Group	Action to Be Taken (be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementations
4. Differentiated Instruction/ Grouping/ Scheduling	First Grade	1. Currently first grade students are grouped: one class of intensive/low strategic and 3 classes of high strategic/ benchmark. Next year first grade will regroup students similarly to the current second and third grade model: intensive/low strategic, low strategic, high strategic and benchmark. Additional support will be available to low strategic students (failed HM Phonics/ Decoding Screening Assessment).	Reading Coach, Title 1 teacher and first grade team	
5. Differentiated Instruction/ Grouping/ Scheduling	Schoolwide	1. 06-07 ELD schedule impacted the duration of reading block at each grade level (including double-dose). New ELD schedule will increase literacy blocks and have all ELL children pulled from each grade at one time (K-3 in afternoon).	ESL teachers and Reading Coach	

Sample Action Plan for a Middle School

Topic	Indicate Schoolwide or Specific Grade and Group	Action to Be Taken (be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
1. Instructional Programs and Materials	6-8th Grade Students who score in the lowest 20 percent on a MAZE reading test, have been progress monitored and continue to be below the aimline after one semester (Tier 3)	1. Implement research based (i.e. Rewards, Corrective Reading, etc.) intensive reading intervention daily	Reading Coach and Language Arts Teacher	Quarterly
2. Instructional Programs and Materials	6-8th Grade Students who score in the lowest 20 percent on MAZE and/or below the 35th percentile on the OAKS (Tier 2)	1. Receive instruction from core materials plus differentiated intervention program based on skill gaps (i.e. Read Naturally for fluency, students must be reading at least 50 words correct per minute for this intervention)	Reading Coach and assigned teachers and others as necessary	Quarterly

Topic	Indicate Schoolwide or Specific Grade and Group	Action to Be Taken (be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
3. **Instructional Time**	6-8th Grade Students who score in the lowest 20 percent on MAZE, have been progress monitored and continue to be below the aimline after one semester (Tier 3)	1. Two periods dedicated to intensive district-approved intervention possibly in addition to Core Language Arts depending on building resources	Reading Coach, Language Arts Teachers; Principal will work on FTE for extra period of intensive reading instruction	Quarterly
4. **Differentiated Instruction/ Grouping/ Scheduling**	6-8th Grade Students who score in the lowest 20 percent on the MAZE and or below the 35th percentile on the OAKS (Tier 2)	1. One additional period beyond Language Arts dedicated to core with differentiated intervention	Reading Coach, and assigned teachers	Quarterly
5. **Assessment**	6-8th Grade Students in Tier 2 or Tier 3 intervention	1. MAZE progress monitoring twice monthly 2. Phonics Screener each semester 3. Intervention embedded mastery tests	Reading Coach facilitates progress monitoring schedule, teachers collect data	At least twice monthly

Providing Regular Reports on Progress to Stakeholders

Communication and collaboration among a variety of stakeholders is essential to the successful implementation of the School Reading Plan. Stakeholders include school and district staff, the school board, parents, business leaders, and community members. There are many ways effective communication can occur within and across these various contexts and constituents.

Sharing Data within the Building

To communicate progress that is being made toward the two major objectives of the School Reading Plan (see pg. 2), elementary and middle schools can hold "**data summits**."[2] Data summits involve the whole staff coming together to review and report on student reading data. Data summits are particularly timely following schoolwide data collection periods in the fall, winter, and spring. For high schools where reading is taught to all students in the instructional areas, except for students who are below grade level

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[2] NASSP, 2005; Torgesen, Houston, Rissman, & Kosanovich, 2007; Torgesen, Houston, & Rissman, 2007; Biancarosa & Snow, 2006

and receiving additional instruction, a yearly data summit to analyze OAKS assessment scores is effective.

A benefit of data summits is **transparency.** The performance and progress of students throughout the entire school, and within important levels of the school, such as grade levels and categories of reading risk, can be communicated to everyone working in the school. Data-based communication maintains a focus on reading outcomes and sets the stage for any changes needed in the school's action plan to address these outcomes. Because action plans, including professional development priorities, are adopted based on student outcomes, data summits for school staff also provide an opportunity to acknowledge and celebrate important successes based on the success of the current targeted action plan.

Making data on student progress toward meeting formative reading goals transparent within and outside the building contributes to a sense of shared accountability.

Principals lead the data summits by delivering a **State of the School Reading Report**. This report includes: (a) a review of the mid-year or end-of-year outcomes and comparisons across years; and (b) an evaluation of the effectiveness of instructional support systems for the current year.

The first section of the report, reviewing outcomes, summarizes data on the percentage of students meeting or exceeding reading goals and the percentage of students that are not meeting these goals. These percentages are analyzed **across years** to show whether the school is improving its system of reading instruction over time and to what degree. Across multiple years, important areas of support can be addressed—for example, support by grade, support within categories of students at specific levels of risk, or support for English learners. [xv]

The second section of the report, evaluating instructional effectiveness, addresses the degree to which the needs of students have been met in the **current year**. The report highlights the percentage of students who made adequate reading progress over time during the year. For example, the percentage of all students who made adequate reading progress from the fall to winter are reported, as well as the progress of specific groups of students. The report highlights priority groups. For example, it reports on the progress of students who began the year at low risk for reading difficulties as well as students who began the year at high risk. The progress rates of students from one point in time to another are examined to identify those groups of students that require more intensive instructional support. If, for example, only 60% of the students who began the year at low risk for reading difficulty made adequate progress from fall to winter, then a school will want to consider such factors as the programs selected and the length of reading periods.

Data-based communication helps maintain a focus on reading outcomes, it helps staff understand why certain professional development priorities and action plans are adopted, and it provides an opportunity to acknowledge and celebrate important successes.

Sharing Data within the District

The principal also reports the progress the school is making to the district office and to the school board.[3] The **State of the School Reading Report** clearly shows the district and school board which students need further support to move beyond their current reading level and learn to read at grade level

[3] Togneri & Anderson, 2003

or above. [xvi] [xvii]🖥 When presenting the report, the principal identifies the strategic changes or adjustments the school will make to improve reading outcomes for these students. The principal also discusses ways the school has identified that the district, school board, other agencies, and possibly the community can support the school's effort to increase the percentage of students reading at grade level and above and meeting formative reading goals.

The transparent presentation of reading data, within and outside the building, contributes to meaningful accountability that is shared across all stakeholders.[4] Transparency helps the school stay the course on accountability for strong reading outcomes for all students. The fact that administrators, teachers, specialists, and instructional assistants are essential for student reading progress is made clear. What is more, periodic presentations of student performance data by school keeps school board members informed and ultimately helps shape district policies on reading.[5]

Sharing Data at Parent Conferences [xviii] [xix] [xx]🖥

In **grades K-5**, meeting with parents regularly to clearly present the progress their child is making toward meeting or exceeding grade-level reading goals and to explain the grade-level Instructional Support Plan (ISP)[6] that is used for their child's grade (see the Instruction chapter, 40-41) is critical. It is important for teachers to explain to parents the assessments administered and describe the critical benchmarks the child should be meeting; that is, what is the desired level of reading performance and at what point in the school year it is important for the child to meet the goal. Graphs and other visual displays of data are essential in helping parents understand the progress their child is making.

For a child not yet reading at grade level, the progress that child has made since the last meeting with the parents is presented followed by a discussion of what instructional adjustments have been made for the student and how effective they have been. If the instructional adjustments have not been effective, the discussion with the parents includes what additional changes the school and the teacher are going to implement to increase the likelihood the child will meet grade-level reading goals.

During parent conferences for **grades 6-8** students, teachers clearly present to parents the progress their student is making toward meeting or exceeding grade-level reading goals. Because reading impacts student performance across the instructional areas, reading well in every class is essential. The student's reading class placement is discussed and screening and/or progress-monitoring data is presented. For students reading below grade level whose progress is being monitored, teachers present data to show parents the progress their student is making. If previous instructional adjustments have not been effective and the student is not making progress, the discussion with the parents includes what additional changes the school and the teachers are going to implement to increase the likelihood the student will meet grade-level reading goals.

Parent conferences for **grade 9** students are critical as students need grade-level or above reading skills that will serve them well across the instructional areas throughout high school. Teachers clearly present the progress their student is making toward meeting or exceeding grade-level reading goals. This may be the only year that the high school screens all students, and the screening data is presented and explained to parents. For students who were identified through the screening as needing reading support

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[4] Earl & Katz, 2006

[5] National School Boards Foundation, 2003

[6] See Chapter 3 for a more detailed discussion of how to develop an instructional support plan.

and have been given additional instruction, teachers present the progress-monitoring data and explain the progress of the student. If previous instructional adjustments have not been effective and the student is not making progress, the discussion with the parents includes what additional changes the school and the teachers are going to implement to increase the likelihood the student will meet grade-level reading goals.

During parent conferences for students in **grades 10-12,** teachers inform parents if their student has met or exceeded high school grade-level standards in reading thereby demonstrating proficiency in the Essential Skill of Reading. If not, teachers clearly present the progress their student is making toward meeting or exceeding grade-level reading goals and demonstrating reading proficiency required to earn an Oregon Diploma. For parents of students receiving additional reading instruction, progress-monitoring data is presented and explained. If previous instructional adjustments have not been effective and the student is not making progress, the discussion with the parents includes what additional changes the school and the teachers are going to implement to increase the likelihood the student will meet grade-level reading goals.

Using Staff and Resources Effectively

The School Reading Plan also includes information on staffing and resource considerations necessary to support the implementation of the plan over time. [xxi]

Addressing staffing for reading success in the School Reading Plan makes sense. Attracting highly-qualified educators that can help implement the objectives of the School Reading Plan is essential[7] to the effective, ongoing implementation of schoolwide reading instruction. Planning for inevitable staff turnover is also essential. Effective staffing involves

> Once elementary principals began looking at the situation instead of their frustration, they saw the logic. Who better to assure that their students could read. It was not the legislators at either the state or federal levels who could look at student and classroom data, determine use of time, choose curriculum, assign teachers, and make building level adjustments.
>
> Fielding, Kerr, & Rosier, (2004)

λ Hiring personnel who have the preparation and motivation to work on achieving the schoolwide reading goals. Sharing the School Reading Plan with applicants is a helpful first step, and structuring part of the interview process around the components of the plan may be useful.

λ Planning proactively for staff turnover, which includes introducing new staff to the School Reading Plan and the Oregon K-12 Literacy Framework as well as providing professional development to new staff to support the plan. Addressing staff turnover in the School Reading Plan strengthens the school's reading program over time. Schools can build capacity to handle staff turnover, as well as staff absences, by making sure that knowledge and leadership are distributed among staff members. Distributing knowledge and leadership helps ensure that success does not depend on one or several key individuals.[8] For example, rather than sending only a building-level coach to program trainings, a school could also identify and send experts at each grade level to receive the training. A school might also identify teacher

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[7] Smith, 2008

[8] Elmore, 2000; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Spillane & Diamond, 2007

leaders at each grade who could learn to lead grade-level team meetings along with the coach. The School Leadership Team[9] could be responsible for making sure the building runs smoothly in the event that the principal or other key leadership team members are away.

School **budgets** are complex, and reading program budgets add to the complexity as they come from multiple funding sources. Because funding sources often have use and reporting requirements, it is important for schools to explore rules and regulations about the use of funds. Schools are encouraged to study ways to maximize the use of school funds to improve reading outcomes for all students. This responsibility typically falls to the principal. The effort may be productive, however, as schools may find flexibility that warrants further study. For example, schools may not be aware that up to 15% of their special education (IDEA Part B) funding can be used to support early intervention services for students in kindergarten through grade 12 who are not yet identified for special education services. In other words, special education funds can be used with students **before** they are determined to have a disability.[10] If a school's objective is to increase the intensity of reading instruction, 15% of the funding they receive from special education may be used to help support early intervention instruction.

A Culture of Shared Responsibility

Schools committed to formative and summative reading goals promote a culture of shared responsibility that makes it possible for all students to reach these goals.[11]

Elementary school staff make important decisions together regarding instruction and the supports students need. For example, **grade-level teams** map out the instructional support students will receive in each instructional tier, decide how they will implement the instruction students need, and monitor students' progress to track if students are making expected gains. Grade-level teams often come together to solve particularly challenging problems as well, further supporting the schoolwide effort to provide the instruction and support each student needs. [xxii]

> The first thing parents want schools to do is to assure their children's physical safety. And the second thing they wanted schools to do is to teach their children to read.
>
> Fielding, Kerr, & Rosier (2004)

Grouping students for instruction across **elementary** classrooms is a clear example of sharing responsibility. Data from screening measures are used to form fluid instructional groups, and in many cases the best configuration of these groups, in terms of effective resource allocation, is to group students from different classrooms. In this model, sometimes called **"walk to read,"** students at the same instructional level, but from different classrooms, are taught by the assigned teacher or specialist for some portion of their reading instruction.[12] In some cases, cross-grade reading groupings may best serve the needs of students. For example, a student might be moved from the student's classroom setting to a smaller group in a different grade.

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[9] The School Leadership Team is discussed in more detail in Chapter 4: Leadership
[10] IDEA
[11] Paine, 2007; NASSP, 2005; Wilhelm, 2009
[12] Stanovich citation

By instituting cross-class and cross-grade fluid instructional grouping, teachers are sharing "ownership" of student outcomes with the understanding that the larger team is responsible for the progress of all students in the grade. Usually, each teacher is "responsible" for only those students in his or her classroom; however, this approach can be instructionally challenging. While sharing instructional responsibility is more complex and requires planning and collaboration, shared instructional responsibilities open up many more possibilities for providing students with the instruction they need to meet reading goals.

Middle school and high school staff regularly make important decisions together regarding instruction and the supports students need. For example, **department-level teams** map out the instructional support students will receive in each instructional tier, decide how they will implement the instruction students need, and monitor students' progress to track if students are making expected gains. Department-level teams often come together to solve particularly challenging problems as well, further supporting the schoolwide effort to provide the instruction and support each student needs.

Teaching reading across the instructional areas in **middle school and high school** epitomizes a culture of shared responsibility. While traditionally secondary teachers have been viewed as content experts, within the context of a comprehensive reading program they are viewed not only as content experts but as experts on teaching students how to read texts in their field.

Parent and Community Involvement

It is important for parents and the community to also view reading as a priority. [xxiii xxiv xxv xxvi] If the school broadly communicates its major objectives for students as summarized in the School Reading Plan—all students being supported to read at grade level or above, then the next step is for school personnel to actively help parents, businesses, and community members understand what it means for the school to make a commitment to reading achievement. Perhaps a version of the plan prepared specifically for parents, businesses, and community members would be effective for this purpose. The School Reading Plan enables stakeholders to see the focus of reading instruction in each grade and how the school supports students reading below grade level and those students reading at grade level and above. When parents, business leaders, and community members understand the objectives of the School Reading Plan, it increases the likelihood that they will become involved in promoting literacy in the school and in the community.

Parent Involvement

Schools can enhance reading outcomes for students by encouraging parents to support reading activities outside of school.[13] However, schools must take precautions to make this a positive experience and not one in which parents feel guilty they are not doing more to help their child. The following table includes suggestions for how parents of students in **grades K-3** can support reading skills at home. Children who regularly read outside of school typically make good gains in reading. Reading to a child, with a child, and interacting with a child around sounds, letters, words, stories, information, and ideas is an investment which will pay rich dividends.

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[13] Henderson & Mapp, 2002

In the Home (Grades K-3)

1. Encourage and support reading outside of school.

2. Visit the library regularly.

3. Help a younger child learn letter names and the sounds letters make.

4. Read **with** your child (shared reading) every day when they are learning to read.

5. Read **to** your child every day from books with higher vocabulary and more complex sentences than they can read on their own.

6. Talk **with** your child about what you read together; ask questions; talk about unfamiliar words; help them connect their reading to the world around them.

7. Set an example for reading in the home by reading yourself.

8. Limit "screen time" (television, videos, games, computer) to prioritize time for daily reading.

9. Play word games to build your child's vocabulary.

The following table describes how parents of students in **grades 4 and up** can support reading skills at home. Students who regularly read outside of school typically make good gains in reading. Parents can encourage their student to read regularly outside of school as this practice pays rich dividends for the student in school and beyond.

In the Home (Grades 4 and up)

1. Independent readers will want to read at home. Expect and encourage reading at home. At least twenty minutes/day, five days/week, depending on grade, provides invaluable practice for continued reading growth.

2. Set an example for reading at home by reading yourself.

3. Provide access to appropriate books and reading materials at the student's level of difficulty and of high interest.

4. Visit the library regularly with the student or encourage an older student to visit regularly.

5. Provide guidance, as needed and as appropriate, to a student in selecting books and reading materials.

6. Provide ongoing opportunities for discussing books and reading materials.

7. Talk about and use vocabulary the student notices from reading.

8. Encourage students to write about what they have read.

9. Limit "screen time" (television, videos, games, computer), as appropriate, to encourage daily reading.

10. Encourage the student to participate in book clubs.

11. Support having students read with a friend and exchange books and share ideas with a friend about what they read.

An important consideration is for schools to ensure that parents know how their child is doing under the School Reading Plan. Parents should know if their child is, or is not, reading at grade level. If their child **is** reading at grade level or above, parents should know what the school is doing to maintain and accelerate their child's reading proficiency. If their child **is not** reading at grade level, parents should understand what the school is doing instructionally so their child will be able to "catch up" to grade-level reading expectations.

Schools should communicate to parents directly that it is okay to ask—in fact, parents should be encouraged to ask—how well the school's plan is working for their child. It should be clear to parents that their child's teacher(s), or another professional in the building (e.g., the principal or coach), will be able to summarize at any point during the school year their child's progress. If the reading plan is not working as well as intended, teachers should be able to describe verbally and in writing what process is being used to determine when and how the child's plan will be changed, how the new plan will be monitored, and what the school will do if the child's progress does not improve over time.

Community Involvement

For optimal results, schools also seek active involvement of community members in their efforts to improve reading. [xxvii xxviii xxix xxx] [14] It's important that a school share the School Reading Plan with the community and provide regular updates on students' progress toward meeting reading goals. More importantly, schools can identify ways the community can support the school reading program. Engaging citizens, businesses, and community organizations can assist parents and schools in promoting reading as a top priority. Schools can effectively make the case that when students learn to read well and succeed in school academically, the whole community benefits. When this dynamic plays out in schools across the state, the case can be made that the entire state benefits!

Citizens understand the importance of education, the importance of schools, and the importance of learning to read proficiently. When schools and districts set clear reading goals and enthusiastically share their results with the community, they open up new possibilities to engage citizens, businesses, and community organizations in the life of the school.

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[14] Blank, Berg, & Malaville, 2006; Henderson & Mapp, 2002

One particularly important way community members may support the School Reading Plan is to help the school purchase books for the school library collection and classroom library collections (see below). When students are motivated to read for pleasure and for information that interests them, they steadily become better and better readers over time. However, providing an array of motivating reading materials at all levels in the school library and in classrooms may be a budgetary challenge for schools. A community focus on providing funding for a rich array of library books and materials for the school would enrich the culture of reading in the school and directly impact the school reading program. The importance of daily practice, inside and outside of school, for improving reading has been widely demonstrated.

Transparency regarding the School Reading Plan invites opportunities for the community to see and understand what needs to be done and what can be done to support student learning and achievement. Using this information as a catalyst, members of the community can be recruited to support students in the school, and in many cases community members will step up on their own to contribute to the effort. A strong and committed community can help schools accomplish reading goals.

In the Community
1. Share reading goals and reading data with the community; note successes, and cite needs for support.
2. Ask segments of the community to "market**" reading outside-of-school** to kids, parents, and grandparents.
3. Encourage parents and community members to help the school promote and facilitate reading for pleasure and information by increasing the school library collection and classroom library collections through donations of money and volunteer time to prepare the books for student use.
4. Develop strong parent and community volunteer programs to supplement reading support for students.

Summary

Making sure all students K-12 meet formative and summative reading goals so they may be successful early in school and across the instructional areas later in school, proficient in the **Essential Skill of Reading**, and finally eligible to earn an **Oregon Diploma** is critical. It requires high-level **commitment** from educators in elementary schools, middle schools, and high schools to the implementation of a comprehensive school reading program.

The Oregon K-12 Literacy Framework provides a structure (six components) for implementation of a comprehensive school reading program, and the School Reading Plan provides documentation of how the school will engage in implementation. Schools develop action plans to make ongoing adjustments in their reading program based on data collected at the middle and end of the school year.

Providing regular reports to school staff on school progress through data summits demonstrates the school's commitment to strong reading outcomes. Principals present a State of the School Reading Report to school staff, district staff, and the school board. Making data on student progress toward meeting formative reading goals transparent within and outside the school contributes to a sense of shared accountability. Schools share the School Reading Plan with parents and the community and regularly communicate progress. Involvement of parents and community members in this effort strengthens the overall commitment.

🖳 Links to Resources

[i] A Searchable Standards tool that allows users to easily locate the Oregon content standards is at http://www.ode.state.or.us/teachlearn/real/standards/

[ii] See the Common Core State Standards Initiative for grade-specific K-12 standards in reading. http://www.corestandards.org/the-standards/english-language-arts-standards

[iii] For information about implementing the Common Core State Standards initiative view the following webinar http://www.all4ed.org/events/082310CHSEWebinar

[iv] See the Alliance for Excellent Education for suggested guidelines for improving secondary schools http://www.all4ed.org/

[v] See the Institute of Education Sciences practice guide, *Turning Around Chronically Low-Performing Schools,* for maintaining a consistent focus on improving instruction. http://ies.ed.gov/ncee/wwc/publications/practiceguides/

[vi] For a resource on *Turning Around Struggling Schools* see the Center on Instruction http://centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=

[vii] See the Oregon Reading First Center for information about the six components of schoolwide reading plan http://oregonreadingfirst.uoregon.edu/index.html

[viii] For suggestions on how to sustain schoolwide reading plans see http://www2.ed.gov/programs/readingfirst/support/sustaining.html

[ix] See publications by the National High School Center for ways to sustain a reading plan in secondary schools http://www.betterhighschools.org/

[x] For examples of formative goals for K-6, see the DIBELS Data System website https://dibels.uoregon.edu/benchmark.php

[xi] For examples of action plans, see the Oregon Reading First Center http://oregonreadingfirst.uoregon.edu/goals_lit_planning.html

[xii] Visit the WestED website and view Constructing an Effective Action Plan http://www.wested.org/cs/we/print/docs/we/home.htm

[xiii] Guidelines for writing action plans can be found at http://www2.ed.gov/programs/readingfirst/support/sustaining.html

xiv See the practitioner guide, *Using Achievement Data to Support Instructional Decision Making,* by the What Works Clearinghouse for guidelines on using achievement data to set instructional goals http://ies.ed.gov/ncee/wwc/publications/practiceguides/

xv See the practitioner guide, *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades,* by the What Works Clearinghouse for effective instructional practices in reading for English learners. http://ies.ed.gov/ncee/wwc/publications/practiceguides/

xvi Ideas for within-district communication can be found at http://www2.ed.gov/programs/readingfirst/support/sustaining.html

xvii See the Center for Comprehensive School Reform and Improvement for ways school boards can support district wide improvement efforts http://www.centerforcsri.org/index.php?option=com_content&task=view&id=679&Itemid=5 Also, visit ED.gov for a helpful brief on how school districts can support successful reading outcomes. See *The Role of the District Supporting Student Success* at: http://www2.ed.gov/programs/readingfirst/support/sustaining.html

xviii View the DIBELS website for possible ideas on how to share data with parents https://dibels.uoregon.edu/swm/assess.php#meeting_goals

xix For interpreting progress monitoring reports see the DIBELS video https://dibels.uoregon.edu/resources/demos/dds_pm_phase_lines.php

xx See the National Center on Student Progress Monitoring for resources on how to share student assessments and performance data with parents http://www.studentprogress.org/family/default.asp

xxi For resources on leadership and staffing within schoolwide reading plans see http://oregonreadingfirst.uoregon.edu/ldrshp_presentations.html

xxii See Oregon Reading First for resources on grade-level team building http://oregonreadingfirst.uoregon.edu/ldrshp_data_based.html

xxiii To view a video on parental involvement in the RTI process see the National Center on Response to Intervention http://www.rti4success.org/index.php?option=com_content&task=view&id=1430

xxiv See the National Center on RTI for a video on using progress monitoring data to make instructional decisions. http://www.rti4success.org/index.php?option=com_content&task=view&id=1496

xxv For information about parental involvement in supporting early literacy development see the Florida Center for Reading Research http://www.fcrr.org/Curriculum/curriculumForParents.shtm

xxvi See the Meadows Center at the University of Texas-Austin for parent resources about response-to-intervention models http://buildingrti.utexas.org/for-parents

xxvii Visit Ed.gov for a helpful brief on how community involvement can improve reading outcomes, see *Engaging Stakeholders* at: http://www2.ed.gov/programs/readingfirst/support/sustaining.html

xxviii For resources on increasing parental and community involvement in early literacy see http://www.cesdp.nmhu.edu/toolkit/family_tools/index.html

xxix The national network of Partnership Schools at Johns Hopkins University offers valuable information for having schools, families, and community work together. http://www.csos.jhu.edu/p2000/center.htm

xxx See the North Central Regional Educational Laboratory for resources about forming school-family-community partnerships http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm