

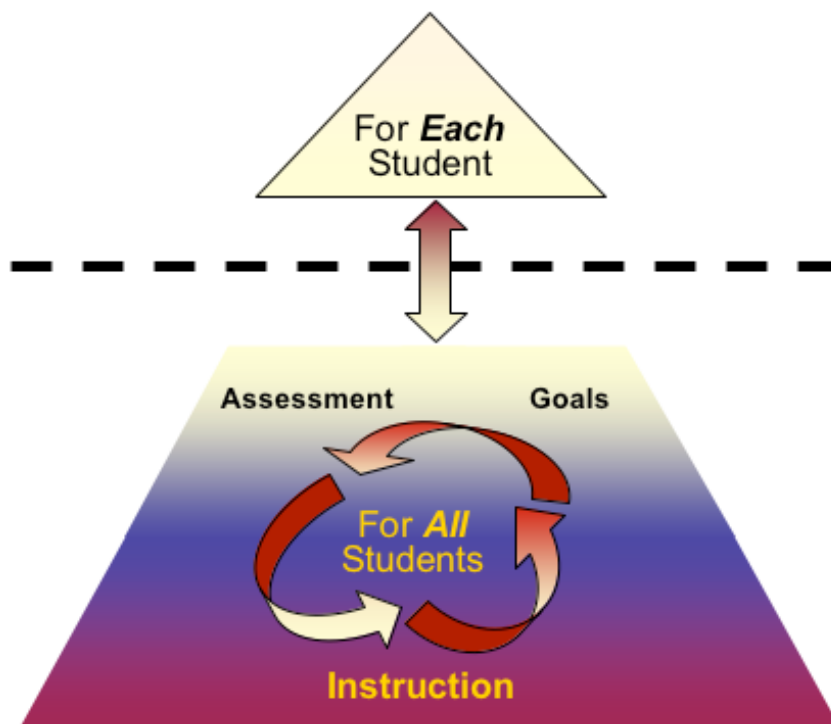


Institute on Beginning Reading

Implementation Checklist

Developed by:

Deborah C. Simmons
Edward J. Kame'enui
Hank Fien
Beth Harn



*Institute for the Development of
Educational Achievement
College of Education
University of Oregon*

November 2003

IMMEDIATELY
Implementation Checklist: Month at a Glance
Schoolwide Beginning Reading Model

Who	Immediate Priorities	When
	1. Select and secure at least 1.0 FTE Mentor Coach for your school.	
	2. Finalize selection of core/comprehensive reading program.	
	3. Schedule “core reading program” professional development.	
	4. Review and refine goals and priorities based on Planning and Evaluation Tool completed at IBR #1.	
	5. Establish master reading schedule that allocates a minimum of 90 minutes of reading instruction per day.	
	6. Establish data collection schedule for screening, progress monitoring, diagnostic, and outcome measures for the year.	
	7. Schedule and protect professional development days for the school year.	
	8. Establish Early Reading Team.	

Month #1: Implementation Checklist: Schoolwide Beginning Reading Model

Element I: Goals , Objectives, Priorities	Element II: Assessment	Element III: Instructional Programs and Materials	Element IV: Instructional Time	Element V: Differentiated Instruction/ Grouping/ Scheduling
<p>1. Review Planning and Evaluation Tool. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>2. Define grade-level reading goals based on DIBELS benchmarks. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>3. Identify top three priorities and develop Reading Action Plan. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>4. Communicate plan to faculty schoolwide. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>5. Designate who is responsible for implementing action plan and establish dates to evaluate progress. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>6. Determine what it will take to implement plan (e.g. money, time, consultants, staff development time). <input type="text" value="Who:"/> <input type="text" value="When:"/></p>	<p>1. Schedule and conduct Fall schoolwide data collection. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>2. Identify “assessment team” of individuals who will collect data and will represent the school’s “corps of experts.” <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>3. Conduct reliability checks to ensure standardized administration and scoring. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>4. Organize materials for testing and schedule a place for testing to occur. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>5. Designate individual(s) to enter data into web-based system. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>6. Set date for Early Reading Team to review assessment results and to identify students that may need additional support. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>7. Begin lesson progress reporting system. <input type="text" value="Who:"/> <input type="text" value="When:"/></p>	<p>1. Implement the core comprehensive reading program. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>2. Schedule necessary core program professional development. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>3. Identify areas of core program that may need to be supplemented or strengthened. <input type="text" value="Who:"/> <input type="text" value="When:"/></p>	<p>1. Allocate 90 minutes of reading instruction per day with a minimum of 30 minutes of small group instruction. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>2. Protect reading instruction time and ensure that time is allocated to skills and practices associated with reading success. <input type="text" value="Who:"/> <input type="text" value="When:"/></p> <p>3. Schedule additional instructional time is allocated to students who need additional support. <input type="text" value="Who:"/> <input type="text" value="When:"/></p>	<p>1. Analyze Fall DIBELS reports in grade-level teams and complete items 2-4. <input type="text" value="Who:"/> <input type="text" value="/When:"/></p> <p>2. Identify students that will benefit from the core curriculum <input type="text" value="Who:"/> <input type="text" value="/When:"/></p> <p>3. Identify students for whom strategic intervention is recommended. <input type="text" value="Who:"/> <input type="text" value="/When:"/></p> <p>4. Identify students for whom intensive intervention is recommended. <input type="text" value="Who:"/> <input type="text" value="/When:"/></p> <p>5. Determine instructional group based on student performance. Determine process for grouping (e.g. within class, between class, within grade, between grade). <input type="text" value="Who:"/> <input type="text" value="/When:"/></p>

Month #2: Implementation Checklist: Schoolwide Beginning Reading Model

Element I: Goals , Objectives, Priorities	Element II: Assessment	Element III: Instructional Programs and Materials	Element IV: Instructional Time	Element V: Differentiated Instruction/ Grouping/ Scheduling
<p>1. Review grade-level reading goals based on DIBELS benchmarks and Fall results.</p> <p align="center">Who: When:</p> <hr/> <p>2. Review Reading Action Plan and evaluate progress based on Fall DIBELS report.</p> <p align="center">Who: When:</p>	<p>1. Conduct monthly and weekly progress monitoring with students for whom strategic and intensive intervention is recommended. +</p> <p align="center">Who: When:</p> <hr/> <p>2. Conduct any necessary DIBELS training or “retooling.”</p> <p align="center">Who: When:</p> <hr/> <p>3. Designate individual(s) to enter progress-monitoring data into web-based system.</p> <p align="center">Who: When:</p> <hr/> <p>4. Convene Early Reading Team to review assessment results and to identify students that may need additional support. +</p> <p align="center">Who: When:</p> <hr/> <p>5. Expand lesson progress reporting system.</p> <p align="center">Who: When:</p>	<p>1. Review criteria from IBR 2 on how to enhance core programs and implement in existing core programs.</p> <p align="center">Who: When:</p> <hr/> <p>2. Determine areas for coaching and provide coaching on core program implementation. +</p> <p align="center">Who: When:</p> <hr/> <p>3. Review existing supplemental and intervention programs for quality (e.g., explicitness, etc.) and select those with highest instructional potential to use with those students who need strategic or intensive interventions.</p> <p align="center">Who: When:</p>	<p>1. Continue to protect allocated time and adjust time allocations as indicated by progress monitoring data. +</p> <p align="center">Who: /When:</p>	<p>1. Evaluate current instructional grouping based on student performance. +</p> <p align="center">Who: /When:</p> <hr/> <p>2. Develop grade-level core curriculum maps.</p> <p align="center">Who: /When:</p> <hr/> <p>3. Develop grade-level supplemental and intensive intervention maps.</p> <p align="center">Who: /When:</p> <hr/> <p>4. Review progress monitoring data for students receiving supplemental and intervention programs and make adjustments if progress is less than adequate.+</p> <p align="center">Who: /When:</p>

+ = Indicates an activity/task that should continue to occur each month.

Month #3: Implementation Checklist: Schoolwide Beginning Reading Model

Element I: Goals , Objectives, Priorities	Element II: Assessment	Element III: Instructional Programs and Materials	Element IV: Instructional Time	Element V: Differentiated Instruction/ Grouping/ Scheduling
	<p>1. Analyze monthly and weekly progress monitoring data for students whom strategic and intensive interventions are recommended. +</p> <div data-bbox="485 456 774 505" style="border: 1px solid black; padding: 2px; margin: 5px 0;">Who: When:</div> <p>2. Continue to expand lesson progress reporting system.</p> <div data-bbox="485 621 774 670" style="border: 1px solid black; padding: 2px; margin: 5px 0;">Who: When:</div>	<p>1. Continue to refine implementation of the core comprehensive reading program using strategies learned in IBR 2. +</p> <div data-bbox="871 456 1161 505" style="border: 1px solid black; padding: 2px; margin: 5px 0;">Who: When:</div> <p>2. Continue to implement existing supplemental and intervention programs with highest instructional potential with those students who need strategic or intensive interventions.</p> <div data-bbox="871 764 1161 813" style="border: 1px solid black; padding: 2px; margin: 5px 0;">Who: When:</div>		<p>1. Review and if necessary modify grade-level core curriculum maps.+</p> <div data-bbox="1656 383 1946 431" style="border: 1px solid black; padding: 2px; margin: 5px 0;">Who: When:</div> <p>2. Review and if necessary modify grade-level supplemental and intensive intervention maps.</p> <div data-bbox="1656 578 1946 626" style="border: 1px solid black; padding: 2px; margin: 5px 0;">Who: When:</div>

*** Remember to complete the + items from previous checklists.**