

North Carolina Read to Achieve Comprehensive Plan for Reading Achievement Process

Legislative Component	Comprehensive Plan for Reading Achievement: <ul style="list-style-type: none"> • Develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement • Based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development • Reflect research • Include Standard Course of Study or curriculum standards • Include revision of teacher licensure and renewal standards • Include revision of teacher education program standards 			
Action Plan (for LEAs)	LEAs will receive the Comprehensive Plan for Reading Achievement: <ul style="list-style-type: none"> • Develop a plan to distribute and communicate the Reading Plan throughout the district • Embed professional development on evidence-based reading instructional practices within district and elementary school PD sessions • Support teachers by scheduling Professional Learning Community time to share instructional ideas 			
Process (for DPI)	Components of the State-Board adopted NC Literacy Plan will be used as the foundation for the Comprehensive Plan for Reading Achievement: <ul style="list-style-type: none"> • Meet with State Literacy team of internal and external stakeholders to develop components of the plan • Develop white papers on instructional practices • Develop professional development plan to communicate and model reading instructional practices • Convene Reading Task Force consisting of representatives from LEAs, DPI, public and private Institutions of Higher Education, State Board members • Suggest recommendations and policy implications for revisions to teacher licensure and teacher education programs • Promote Responsiveness to Instruction (Rtl), identified as a multi-tiered framework which supports school improvement through engaging, high-quality instruction. 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> • Develop Comprehensive Plan for Reading Achievement • Distribute and communicate plan to LEAs • Offer professional development opportunities on reading instructional practices • Distribute white papers on research 	LEA: <ul style="list-style-type: none"> • Distribute and communicate the plan to each school in LEA • Offer LEA-level support and follow-up to professional development on reading strategies 	School: <ul style="list-style-type: none"> • Schedule time for teachers to participate in professional development on reading instructional practices • Schedule time for teachers to participate in Professional Learning Communities 	Teachers: <ul style="list-style-type: none"> • Read the Comprehensive Plan for Reading Achievement • Utilize data and collaborative work with PLCs to determine which reading instructional strategies are needed • Provide appropriate reading instruction for students