

Read to Succeed District Literacy Plan Template
2016-17 School Year

This template is an all-inclusive list of the information which will be included in the Read to Succeed section of District Strategic Plan submitted to the State Department of Education on or before April 25, 2016. The narrative information (Appendix A) will be uploaded and the quantitative information (Appendix B) will be entered into an Excel spreadsheet.

| CONTACT INFORMATION | |
|---|--|
| District | |
| District Literacy Leadership Team Leader Name | |
| Mailing Address | |
| Email Address | |
| Preferred Telephone | |

Please provide a brief narrative describing the process the District Literacy Leadership Team (DLLT) used to develop the district reading plan, focusing on the guiding questions below.

- | | |
|------------------------------------|--|
| Literacy Vision and Culture | <i>Why is it important to focus on improving literacy in our district? What will literacy and learning look like in our district if comprehensive reading reform policy is successful?</i> |
| Context | <i>How does this plan connect to other plans and district initiatives? Which ones?</i> |
| Communication | <i>How will the components of the plan be communicated to stakeholders?</i> |
| Implementation | <i>How will implementation be monitored over the next year?</i> |

Insert narrative

*The district will enter measurable goals for each component in the **Performance Goals** section of the **District Strategic Plan**. Each goal will be supported by specific **Action Steps or Strategies**.*

Please provide a belief statement in support of each reading plan component.

Component 1: Leadership

Component 2: Student Outcomes

Component 3: Professional Learning Opportunities

Component 4: Assessment Plan

Component 5: Instructional Plan

Component 6: Parent and Family Involvement

Component 7: School-Community Partnerships

| COMPONENT 1: LEADERSHIP | | | | |
|--|-----------------------------------|--|--|--------------------------------|
| Does your district have a District Literacy Leadership Team? If so, how often does it meet? | | | | |
| COMPONENT 2: STUDENT OUTCOMES | | | | |
| Prekindergarten: Please upload a copy of your district assessment results from the assessment you chose to administer to 4K students. | | | | |
| | Number of students served in 4K | | Name of the assessment administered to 4K students | |
| Kindergarten: Please provide the assessment data requested for the students enrolled in Kindergarten. | | | | |
| | Number of students enrolled in 5K | Number of students to whom assessment was administered | % scoring "ready" first 45 days | % scoring "ready" last 45 days |
| DRA2 Plus | | | | |

Please reflect on the questions below and provide a brief narrative response to support the inclusion of data literacy as part of the District Reading Plan.

Who administers assessments? What system is used to manage the assessment data including data entry and management? What plan is in place to support the analysis of the data and who will be responsible for this? How are data displayed and accessed? What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?

Insert narrative

Please list or **upload** a list of the names of any elementary, middle, or high schools which do not fall into the traditional organizational structure (K-5, 6-8, 9-12) and the grade levels they serve.

| School Name | Grade Level(s) Served |
|-------------|-----------------------|
| | |

Please list or **upload** the name(s) of any career centers or alternative schools in the district and their feeder school(s).

| Career Center or Alternative School Name | Feeder School(s) |
|--|------------------|
| | |

| COMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017 (This information may be uploaded .) | | | |
|---|----------------------------|-------------|---|
| Professional Learning Opportunities for Administrators | | | |
| <i>Topic</i> | <i>Level (PK, E, M, H)</i> | <i>Date</i> | <i>Please provide the name and type (state personnel, district personnel, vendor or consultant, other) of provider.</i> |
| | | | |
| Professional Learning Opportunities for Classroom Teachers | | | |
| | | | |
| Professional Learning Opportunities for those providing Interventions | | | |
| | | | |
| Professional Learning Opportunities for Special Educators, ELL, Speech Language Pathologists, Library Media Specialists and others who support special populations | | | |
| | | | |
| Professional Learning Opportunities for Paraprofessionals | | | |
| | | | |

| COMPONENT 4: ASSESSMENT PLAN |
|--|
| <i>Please indicate the Screening and Progress Monitoring tools the district uses for Prekindergarten through grade eight and how the data collected from these tools are used to inform instruction.</i> |
| Prekindergarten |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Kindergarten |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Grade 1 |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Grade 2 |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Grade 3 |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Grade 4 |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) Used |
| Use of Data Collected |
| Grade 5 |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Grade 6 |
| Screening Assessment Tool(s) |
| Use of Data Collected |
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Grade 7 |
| Screening Assessment Tool(s) |
| Use of Data Collected |

| |
|------------------------------|
| Progress Monitoring Tool(s) |
| Use of Data Collected |
| Grade 8 |
| Screening Assessment Tool(s) |
| Use of Data Collected |

| |
|-----------------------------|
| Progress Monitoring Tool(s) |
| Use of Data Collected |

Based on your analysis of state and local assessment data, please respond to the following:

| | Indicate at least one area for growth | Indicate the action needed to support increased student achievement. | Indicate a timeline for action and who will be responsible. |
|-----------------|---------------------------------------|--|---|
| Prekindergarten | | | |
| Kindergarten | | | |
| Grade 1 | | | |
| Grade 2 | | | |
| Grade 3 | | | |
| Grade 4 | | | |
| Grade 5 | | | |
| Grade 6 | | | |
| Grade 7 | | | |
| Grade 8 | | | |
| High School | | | |

COMPONENT 5: INSTRUCTIONAL PLAN

Please indicate the number of daily uninterrupted instructional minutes the district requires as part of the Core Instructional Literacy Block (Tier I) for each grade level.

| Grade Level | 2014-15 (Historical) | 2015-16 (Current) | 2016-17 (Projected) |
|-----------------|----------------------|-------------------|---------------------|
| Prekindergarten | Choose an item. | Choose an item. | Choose an item. |
| Kindergarten | Choose an item. | Choose an item. | Choose an item. |
| Grade 1 | Choose an item. | Choose an item. | Choose an item. |
| Grade 2 | Choose an item. | Choose an item. | Choose an item. |
| Grade 3 | Choose an item. | Choose an item. | Choose an item. |
| Grade 4 | Choose an item. | Choose an item. | Choose an item. |
| Grade 5 | Choose an item. | Choose an item. | Choose an item. |

The Read to Succeed legislation does not require a specified number of uninterrupted instructional minutes for grades 6-12, however, research supports moving toward a 90 minute instructional block at the middle and high school levels. More time spent actually reading and writing leads to increased proficiency in reading and writing.

| Grade Level/Course | 2014-15 (Historical) | 2015-16 (Current) | 2016-17 (Projected) |
|--------------------|----------------------|-------------------|---------------------|
| Grade 6 | Choose an item. | Choose an item. | Choose an item. |
| Grade 7 | Choose an item. | Choose an item. | Choose an item. |
| Grade 8 | Choose an item. | Choose an item. | Choose an item. |
| High School | Choose an item. | Choose an item. | Choose an item. |

If you selected less than 90 minutes for the 2016-17 school year, please indicate what actions your district is taking to move toward a 90 minute instructional block at the secondary level.

Insert narrative

What action is the district taking to maximize and protect instructional time at all levels?

Insert narrative

Please **upload** a sample master schedule from a school at each level (elementary, middle, and high) that you would use a model for other schools at this level in your district.

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

Insert narrative

Please select the State Adopted Instructional Materials used as part of your Core Instruction (Tier I).

| | |
|--------------|-----------------|
| Kindergarten | Choose an item. |
| Grade 1 | Choose an item. |
| Grade 2 | Choose an item. |
| Grade 3 | Choose an item. |
| Grade 4 | Choose an item. |
| Grade 5 | Choose an item. |
| Grade 6 | Choose an item. |
| Grade 7 | Choose an item. |
| Grade 8 | Choose an item. |
| High School | Choose an item. |

What instructional supports are you providing in addition to state adopted instructional materials?

| | |
|--------------|--|
| Kindergarten | |
| Grade 1 | |
| Grade 2 | |
| Grade 3 | |
| Grade 4 | |
| Grade 5 | |
| Grade 6 | |
| Grade 7 | |
| Grade 8 | |
| High School | |

What is the average number of books (texts), print and digital, representing a wide range of reading levels, genres and interests, the district expects to see as part of classroom libraries? What is the average number of books (texts) the district expects to see in school library media centers? What support is the district providing to increase the number of books in classroom libraries and library media centers?

| | Classroom Libraries | Library Media Centers | Support for Increasing Numbers of Books | Average Age of Collections |
|----------------------|---------------------|-----------------------|---|----------------------------|
| Prekindergarten | | | | |
| Kindergarten-Grade 2 | | | | |
| Grades 3-5 | | | | |
| Grades 6-8 | | | | |
| High School | | | | |

INTERVENTION

The Read to Succeed legislation requires that additional intervention be provided for those students not successfully demonstrating grade –level proficiency. Please provide the information below

Elementary Level

| | <i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i> | <i>Additional number of minutes provided</i> | <i>Frequency of intervention(s) (daily, weekly, other)</i> |
|-----------------|--|--|--|
| Prekindergarten | Tier II | | |
| | Tier III | | |
| Kindergarten | Tier II | | |

| | | | |
|---------|----------|--|--|
| | Tier III | | |
| Grade 1 | Tier II | | |
| | Tier III | | |
| Grade 2 | Tier II | | |
| | Tier III | | |
| Grade 3 | Tier II | | |
| | Tier III | | |
| Grade 4 | Tier II | | |
| | Tier III | | |
| Grade 5 | Tier II | | |
| | Tier III | | |

If Tier II or Tier III interventions are not being provided, please explain why.

Insert narrative

Middle Level

| | <i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i> | <i>Additional number of minutes provided</i> | <i>Frequency of intervention(s) (daily, weekly, other)</i> |
|---------|--|--|--|
| Grade 6 | Tier II | | |
| | Tier III | | |
| Grade 7 | Tier II | | |
| | Tier III | | |
| Grade 8 | Tier II | | |
| | Tier III | | |

If Tier II or Tier III interventions are not being provided, please explain why.

Insert narrative

High School

| | <i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i> | <i>Additional number of minutes provided</i> | <i>Frequency of intervention (daily, weekly, other)</i> |
|----------|--|--|---|
| Tier II | | | |
| Tier III | | | |

If Tier II or Tier III interventions are not being provided, please explain why.

Insert narrative

If you are using a program to provide **Tier II intervention**, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training. **(This information may be uploaded.)**

| | |
|--------------|--|
| Kindergarten | |
| Grade 1 | |
| Grade 2 | |
| Grade 3 | |
| Grade 4 | |
| Grade 5 | |
| Grade 6 | |
| Grade 7 | |
| Grade 8 | |
| High School | |

If you are using a program to provide **Tier III intervention**, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training. **(This information may be uploaded.)**

| | |
|--------------|--|
| Kindergarten | |
| Grade 1 | |
| Grade 2 | |
| Grade 3 | |

| | |
|-------------|--|
| Grade 4 | |
| Grade 5 | |
| Grade 6 | |
| Grade 7 | |
| Grade 8 | |
| High School | |

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

What is the district’s mission regarding parent and family involvement in their student’s educational program?

Insert Narrative

How is this mission fulfilled?

Insert Narrative

How does the district communicate the third grade retention policy, as required by Read to Succeed, with parents and families? Please *upload* a sample letter.

Insert Narrative

Does the district require regular and frequent communication with parents and families specifically related to literacy?

Yes No

If yes, what communication methods are used?

If no, what plans are in place to strengthen parent and family communication, specifically related to literacy?

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the district create partnerships with business and community organizations to raise awareness of the importance of literacy?

Insert Narrative

List community partnerships that currently exist within the district. What services and/or supports are provided?

| Organizations | Services and Supports |
|---------------|-----------------------|
| | |
| | |
| | |
| | |
| | |

What plans does the district have to increase community partnerships?

Insert Narrative

Please provide any additional information you wish to add or any information not requested in support of your district’s reading plan.