

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

This template is designed to provide a guide regarding the information which will be submitted to the State Department of Education on or before April 25, 2016.

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

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?

Context

How does this plan connect to other plans and district initiatives? Which ones?

Communication

How will the components of the plan be communicated to stakeholders?

Implementation

How will implementation be monitored over the next year?

Insert narrative

*The district's overall measurable literacy improvement goal and measurable goals for each component will be inserted as part of the **Performance Goals** section of the **District Strategic Plan Template** including specific **Action Steps** and **Progress Monitoring** measures.*

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

Component 1: Leadership

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Component 2: Student Outcomes

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Component 3: Professional Learning Opportunities

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Component 4: Assessment Plan

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Component 5: Instructional Plan

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Component 6: Parent and Family Involvement

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Component 7: School-Community Partnerships

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Please provide the information requested for each component. Areas where narratives or uploaded information is required are indicated in **red text font** and will be uploaded as part of the Read to Succeed section of the District Strategic Plan submission. (See Appendix A.) Quantitative and statistical information will be entered into a spreadsheet that will also be linked to the District Strategic Plan.

COMPONENT 1: LEADERSHIP							
Please list the dates, times, purpose, and outcomes of the DLLT meetings held from December, 2015 through April, 2016. Add additional rows as necessary.							
Meeting Date	Meeting Time	Meeting Purpose and Outcomes					
Please upload meeting agendas and minutes.							
Please upload a word document outlining the proposed plan for DLLT meetings from May 2016 through June 2017 including the frequency and purpose of the meetings.							
COMPONENT 2: STUDENT OUTCOMES							
Prekindergarten: Please provide the data requested for the assessment your district administered to students enrolled in 4K programs.							
	Number of students enrolled in 4K	Number of students to whom assessment was administered	% scoring "ready" first 45 days	% scoring "ready" last 45 days			
PALS							
MyIGDis							
GOLD							
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							
Grade 3-8: Please provide the data requested based on ACT ASPIRE data (ELA Section only) for the 2014-15 school year.							
	% EXCEEDS	% READY	% CLOSE	%MINIMAL			
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
English 1: Please provide the data requested including the percentage of students scoring in each grade category based on the End-of-Course Examination Program (EOCEP) data for the 2014-15 school year.							
	Number of students enrolled in English 1	Number of students to whom assessment was administered	A	B	C	D	F
English 1							

Please **upload** a copy of your district report card.

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

COMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017 (Please insert additional rows as needed.)

Professional Learning Opportunities for Administrators

Topic	Level (PK, E, M, H)	Date	Provided by: Please provide the type (state personnel, district personnel, vendor or consultant, other) and name of provider.

Professional Learning Opportunities for Classroom Teachers

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Professional Learning Opportunities for those providing Interventions

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Professional Learning Opportunities for Special Educators, ELL, Speech Language Pathologists, Library Media Specialists and others who support special populations

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Professional Learning Opportunities for Paraprofessionals

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Professional Learning Opportunities for Summer Reading Camp Personnel

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COMPONENT 4: ASSESSMENT PLAN

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.

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 for 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 Program 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 the state adopted program?	
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), representing a wide range of reading levels, genres and interests, the district expects as part of classroom libraries? What is the average number of books (texts) the district expects 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
Prekindergarten			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 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.

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.

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

SUMMER READING CAMPS

Please indicate the anticipated starting and ending dates of your 2016 Summer Reading Camps.

Starting Date		Ending Date	
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Please list the name and qualifications for those people providing summer reading camp instruction. Please indicate if the person has the literacy teacher endorsement.

Name	Qualifications	Literacy Teacher Endorsement (Yes or No)

Please indicate the name and title of the person overseeing the library media center during summer camp dates.

Name	Title

Please indicate the number of students by grade level, should funding allow, that you anticipate serving in 2016 Summer Reading Camps.

Prekindergarten	
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Other: Please explain.	

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

What is the district's mission regarding parent and family involvement in their student's educational program? <i>Insert Narrative</i>
How is this mission fulfilled? <i>Insert Narrative</i>
How does the district communicate the third grade retention policy, as required by Read to Succeed, with parents and families? <i>Insert Narrative</i>
Does the district require regular and frequent communication with parents and families specifically related to literacy? <input type="checkbox"/> Yes <input type="checkbox"/> 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?
Please <i>upload</i> a quality example of a newsletter or other communication method from each level - elementary, middle, and high school.

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the district create partnerships with business and community organizations to raise awareness of the importance of literacy? <i>Insert Narrative</i>
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List five 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?

<i>Insert Narrative</i>

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