

District Plan Appendix A

Narrative/Qualitative Information

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>

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

No uploads or narratives required.

COMPONENT 2: STUDENT OUTCOMES

Prekindergarten: Please **upload** a copy of your district assessment results report from the assessment you chose to administer to 4K students.

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?

COMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED

No uploads or narratives required.

COMPONENT 4: ASSESSMENT PLAN

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

If you selected less than 90 minutes of instructional time 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.

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

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

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

*Please **upload** a sample master schedule from a school at each level (elementary, middle, and high) that you would use as 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?

What support is the district providing to increase the number of books in classroom libraries and library media centers?

If Tier II or Tier III interventions are not being provided, please explain why. Please provide this information for each level, elementary, middle, and high school.

<i>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.</i>		
	Program Name	Instructor's name, role, qualifications, and specialized training
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
High School		
<i>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.</i>		
	Program Name	Instructor's name, role, qualifications, and specialized training
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? How is this mission fulfilled?

How does the district communicate the third grade retention policy, as required by Read to Succeed, to parents and families?

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

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

What plans does the district have to increase community partnerships?

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