

# **Duncan Elementary Literacy Plan**

## **Appendix “A” Information**

### **2016-2017**

#### **Literacy Vision and Culture:**

Literacy is the foundation for all learning and is integral to success within the global community. The transition from learning to read and reading to learn is an important progression to lifelong learning beyond the classroom. Students must have opportunities to collaborate through literacy in whole group and small group settings, as well as, through independent practice. All educators are teachers of literacy and facilitate learning through reading and writing using the gradual release of responsibility. Student achievement data reflects growth for all students.

#### **Context:**

The Duncan Elementary Literacy Plan is aligned and integrated with the Duncan Elementary Strategic Plan, as well as, the AdvancEd Plan. It is supported with the implementation of the district-wide standards-based curriculum, evidenced-based instructional practices, the use of technology to enhance personalized student learning, and the use of high-quality resources to increase student learning to meet the expectations of the Profile of the South Carolina Graduate.

#### **Communication:**

The Duncan Elementary Literacy Plan will be shared with all staff by the school literacy team. School literacy team representatives will present the plan to the school community at parent events.

The plan will also be posted online on the Duncan Elementary website. Copies will be available for review in the school office. Additionally, the plan will be shared with the School Improvement Council/Title I.

#### **Implementation:**

The Duncan Elementary Literacy Plan will be monitored throughout the school year via feedback from school literacy team meetings, instructional observations, and through the review and analysis of school data.

## **Duncan Elementary Literacy Belief Statements:**

### **Leadership**

We believe literacy is the foundation of educational and global success. School leadership teams hold teachers accountable for high expectations and implementation of appropriately challenging, evidence-based reading practices resulting in the development of students' critical thinking, language, and literacy.

### **Student Outcomes**

We believe the analysis and systemic use of student achievement data informs instruction and leads to increased levels of literacy and student outcomes.

### **Professional Learning Opportunities**

We believe engaging in high quality, purposeful, and on-going professional learning opportunities supports teacher effectiveness in literacy instruction.

### **Assessment Plan**

We believe the core of the Duncan Elementary assessment plan is informative to instruction, with a high quality and rigorous foundation that authentically measures growth and achievement based on the South Carolina College and Career Ready standards in a timely and efficient manner.

### **Instructional Plan**

We believe student learning is maximized through engaging, evidence-based, and differentiated instructional practices coupled with access to a variety of student-centered, standards-based curricular resources during secured blocks of instructional time.

### **Parent and Family Involvement**

We believe family is an integral part of literacy development. Parents and educators support literacy at school and home through collaboration and consistent communication regarding student progress.

### **School- Community Partnership**

We believe the Duncan Elementary community collaboratively supports and validates the literacy of all students.

## **COMPONENT 1: LEADERSHIP**

*No uploads or narratives required.*

## **COMPONENT 2: STUDENT OUTCOMES**

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

### **Who administers assessments?**

Teachers will administer assessments at the classroom level, with assistance from support staff.

### **What system is used to manage the assessment data including data entry and management?**

Enrich is used to manage assessment data which includes: PALS PreK, DRA2+, Fountas and Pinnell Benchmarks, NWEA, and SC READY.

### **What plan is in place to support the analysis of the data and who will be responsible for this?**

The Director of Assessment will compile the data for the district and school including the disaggregation of results across school, teacher, and student levels. Principals review all assessment data in district principals' meetings and through the district shared online file. The information is then disseminated to the school administrative team, school literacy team, teachers, and other stakeholders including School Improvement Council/Title I. Time is also allocated for teachers to collaborate using the data to plan for instruction.

### **How are data displayed and accessed?**

The Director of Assessment maintains an administrative assessment drive to provide access to all data. Data will also be compiled and presented at the request of school principal. Additional assessment data can be accessed by all certified personnel through Enrich, NWEA, eDirect, and the State Department of Education.

### **What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?**

School literacy teams will review and disaggregate assessment data with all teachers. Grade level meetings, faculty meetings, and SLO conferences provide additional opportunities to analyze data to determine strengths and areas for improvement.

## **COMPONENT 3: SCHOOL LEVEL PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017**

*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.
<b>Prekindergarten</b>	Emergent Reading Skills	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District Curriculum Team
<b>Kindergarten</b>	Proficiency in reading grade level texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District Curriculum Team
<b>Grade 1</b>	Proficiency in reading grade level texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District Curriculum Team
<b>Grade 2</b>	Proficiency in reading grade level texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District Curriculum Team
<b>Grade 3</b>	Analyzing texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District Curriculum Team
<b>Grade 4</b>	Analyzing texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District Curriculum Team

## **COMPONENT 5: INSTRUCTIONAL PLAN**

**If you selected less than 90 minutes of uninterrupted instructional time for the 2016-17 school year, please indicate the actions your school is taking to move toward a 90 minute block. N/A**

**What action is your school taking to maximize and protect uninterrupted instructional time at all grade-levels?**

Expectations for the use of instructional time are communicated and supported through district and school plans. The master schedule is aligned to the Duncan Elementary Literacy Plan. Core instruction is uninterrupted and interventions occur in addition to this time.

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

Additional supports include: small group instruction, 1 to 1 conferencing, and individual personalized computer software. Accommodations include: additional time, student choice, differentiated end products, use of technology, leveled texts, and varied delivery models.

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

At the elementary level, Tier II and/or Tier III interventions are provided outside of the core content areas by classroom teachers, interventionists, ESOL teachers, speech and language pathologists, and special education teachers.

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

<b>Kindergarten</b>	District Five Understanding by Design (UbD) ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, Open Court Phonics, virtual libraries
<b>Grade 1</b>	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, Open Court Phonics, virtual libraries
<b>Grade 2</b>	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources , leveled texts, classroom libraries, virtual libraries
<b>Grade 3</b>	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, virtual libraries
<b>Grade 4</b>	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, virtual libraries

**What support is your school providing to increase the number of books in classrooms and in the library media center?**

After determining current resources in classroom libraries and media centers, the school will prioritize highest areas of need and allocate funding to support purchasing additional books.

## **COMPONENT 6: PARENT AND FAMILY INVOLVEMENT**

**What is your school's mission regarding parent and family involvement in their student's educational program? How is this mission fulfilled?**

We believe family is an integral part of literacy development. Parents and educators support literacy at school and home through collaboration and consistent communication regarding student progress.

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

The Read to Succeed third grade retention policy will be communicated with all parents and families of students K-3 through teacher conferences, district distributed letters, and the district website.

**Does the school require regular and frequent communication with parents and families specifically related to literacy? If yes, what communication methods are used.**

Yes, parent and teacher collaboration and communication occur through various avenues such as conferences, newsletters, Literacy Nights, progress reports, and sharing resources to expand acquisition of literacy skills. Parent communication is offered in multiple languages as needed.

## **COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS**

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

School and district representatives share ideas, collaborate on projects, and communicate goals and expectations to various community entities. Representatives include: district office instructional directors, literacy coaches, parent facilitators, media specialists, school administrators, guidance counselors, and classroom teachers.

### **List community partnerships that currently exist with your school. What services and/or supports are provided?**

<b>Organizations</b>	<b>Services and Support</b>
Leadership Byrnes (Student Leaders from Byrnes High School)	Lunch/Reading-Writing buddies
SJWD (Startex-Jackson-Wellford-Duncan Water District)	Reading Buddies/Mentors
Greenville Drive (Minor League Baseball Team)	reading incentive program
Middle Tyger Community Center	This is My Child, ESOL classes, prenatal support, Tutoring, GED classes, Teen Mom program, District Five ministries
SEW Eurodrive (Local Manufacturing Company)	Reading Buddies/Mentors
Spartanburg County Public Library - Middle Tyger Branch	summer reading program, promotes literacy through parent nights, presents book talks, membership drives (events held at library and/or school campuses)
Spartanburg Writing Project/USC Upstate	summer writing camps for 3rd-12th grade students, conference and courses offered to teachers
United Way of the Piedmont	Imagination Library, provide books, Gifts in Kind



**What plans does the school have to increase community partnerships?**

Duncan Elementary School is committed to continuing the existing partnerships and will reach out to various agencies to create new partnerships. School and district representatives to include: District Office Instructional Directors, Literacy coaches, Parent Facilitators, Media Specialists, School administrators, Guidance Counselors, and classroom teachers.

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

**Duncan Elementary School**  
**Appendix B**

**COMPONENT 1: LEADERSHIP**

**Does your school have a School Literacy Leadership Team? If so, how often does the team meet?**

Yes, Duncan Elementary has a School Literacy Leadership Team. We meet quarterly and/or as needed. See schedule for 2015-16.

**Duncan Elementary School Literacy Team**

DATE	EVENT	NOTES
May 16, 2016	DES School Literacy Team Meeting	<ul style="list-style-type: none"> <li>Review District Five Literacy Plan</li> <li>Discuss Appendix A (school plan)</li> <li>Discuss Appendix B (school plan)</li> <li>Formulate narratives and complete/begin component evidence</li> <li>Identify components that need some research</li> </ul>
May 26, 2016	DES School Literacy Team Meeting	<ul style="list-style-type: none"> <li>Review Appendix A and Appendix B (school plan) for updates and changes.</li> <li>Discuss and review Performance Goals</li> <li>Make adjustments to Performance Goals as needed</li> <li>Finalize plan</li> </ul>

**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 enrolled in 4K	Number of students to whom assessment was administered
<b>PALS</b>	TBD	TBD

**Kindergarten: Please provide the assessment data requested for the students enrolled in Kindergarten. If data is unavailable for the last 45 days period, please enter TBD.**

	Number of students enrolled in 5K	Number of students to whom assessment was administered	% scoring "ready" first 45 days	% scoring "ready" last 45 days
<b>DRA2 Plus</b>	TBD	TBD	TBD	TBD

**COMPONENT 3: SCHOOL LEVEL PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017 (This information may be uploaded.)**

**Professional Learning Opportunities for Administrators**

<i><b>Topic</b></i>	<i><b>Date</b></i>	<i><b>Please provide the type (state personnel, district personnel, vendor or consultant, other) and name of provider.</b></i>

**Professional Learning Opportunities for Classroom Teachers**

R2S Foundations In Reading Course	2016-2017	District Reading Coach
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**Professional Learning Opportunities for those providing Interventions**

R2S Foundations In Reading Course	2016-2017	District Reading Coach
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**Professional Learning Opportunities for Special Educators, ELL, Speech Language Pathologists, Library Media Specialists and others who support special populations**

R2S Foundations In Reading Course	2016-2017	District Reading Coach
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**Professional Learning Opportunities for Paraprofessionals**

None	2016-2017	
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<b>COMPONENT 4: ASSESSMENT PLAN</b>
<b>Please indicate the Screening and Progress Monitoring tools your school uses for Prekindergarten through grade four and how the data collected from these tools are used to inform instruction.</b>
<b><i>Prekindergarten</i></b>
Screening Assessment Tool(s) - PALS
Use of Data Collected - To form small groups of students with similar needs, to plan instruction, measure outcomes
Progress Monitoring Tool(s) - Teacher observation/anecdotal records
Use of Data Collected - To determine progress, adjust instruction, allow for flexible grouping, and set new goals
<b><i>Kindergarten</i></b>
Screening Assessment Tool(s) - DRA2+
Use of Data Collected - To form small groups of students with similar needs, to plan instruction, measure outcomes
Progress Monitoring Tool(s) - Running records, teacher observation/anecdotal records
Use of Data Collected - To determine progress, adjust instruction, allow for flexible grouping, and set new goals
<b><i>Grade 1</i></b>
Screening Assessment Tool(s) - F and P Benchmark Assessment System (BAS), (NWEA MAP as another point of data)
Use of Data Collected - To form small groups of students with similar needs, to plan instruction, measure outcomes
Progress Monitoring Tool(s) - Running records, teacher observation/anecdotal records
Use of Data Collected - To determine progress, adjust instruction, allow for flexible grouping, and set new goals
<b><i>Grade 2</i></b>
Screening Assessment Tool(s) - F and P Benchmark Assessment System (BAS), (NWEA MAP as another point of data)
Use of Data Collected - To form small groups of students with similar needs, to plan instruction, measure outcomes
Progress Monitoring Tool(s) - Running records, teacher observation/anecdotal records
Use of Data Collected - To determine progress, adjust instruction, allow for flexible grouping, and set new goals
<b><i>Grade 3</i></b>
Screening Assessment Tool(s) - F and P Benchmark Assessment System (BAS), (NWEA MAP as another point of data)
Use of Data Collected - To form small groups of students with similar needs, to plan instruction, measure outcomes
Progress Monitoring Tool(s) - Running records, teacher observation/anecdotal records
Use of Data Collected - To determine progress, adjust instruction, allow for flexible grouping, and set new goals
<b><i>Grade 4</i></b>
Screening Assessment Tool(s) - F and P Benchmark Assessment System (BAS), (NWEA MAP as another point of data)
Use of Data Collected - To form small groups of students with similar needs, to plan instruction, measure outcomes

Progress Monitoring Tool(s) - Running records, teacher observation/anecdotal records
Use of Data Collected - To determine progress, adjust instruction, allow for flexible grouping, and set new goals

<b>COMPONENT 5: INSTRUCTIONAL PLAN</b>			
<b>Please indicate the number of daily uninterrupted instructional minutes the school requires as part of the Core Instructional Literacy Block (Tier I) for each grade level.</b>			
<b>Grade Level</b>	<b>2014-15 (Historical)</b>	<b>2015-16 (Current)</b>	<b>2016-17 (Projected)</b>
<b>Prekindergarten</b>	60 Minutes	60 Minutes	90 Minutes
<b>Kindergarten</b>	60 Minutes	60 Minutes	90 Minutes
<b>Grade 1</b>	60 Minutes	60 Minutes	90 Minutes
<b>Grade 2</b>	60 Minutes	60 Minutes	90 Minutes
<b>Grade 3</b>	60 Minutes	60 Minutes	90 Minutes
<b>Grade 4</b>	60 Minutes	60 Minutes	90 Minutes

<b>Please select the State Adopted Instructional Materials program your school uses as part of your Core Instruction (Tier I).</b>	
<b>Kindergarten</b>	<b>South Carolina Journeys, Houghton Mifflin Harcourt</b>
<b>Grade 1</b>	<b>South Carolina Journeys, Houghton Mifflin Harcourt</b>
<b>Grade 2</b>	<b>South Carolina Journeys, Houghton Mifflin Harcourt</b>
<b>Grade 3</b>	<b>South Carolina Journeys, Houghton Mifflin Harcourt</b>
<b>Grade 4</b>	<b>South Carolina Journeys, Houghton Mifflin Harcourt</b>

***What is the average number of books (texts), print and digital, representative of a wide range of reading levels, genres and interests, your school expects to see as part of classroom libraries? What is the average number of books (texts), print and digital, the school expects to see as part of the library media centers?***

	<b>Classroom Libraries</b>	<b>Library Media Centers</b>	<b>Average Age of Collection</b>
<b>Prekindergarten</b>		<b>43</b>	<b>2000</b>
<b>Kindergarten</b>		<b>190</b>	
<b>Grade 1</b>		<b>1304</b>	
<b>Grade 2</b>		<b>2523</b>	
<b>Grade 3</b>		<b>1630</b>	
<b>Grade 4</b>		<b>1442</b>	

***What support is your school providing to increase the number of books in classrooms and in the library media center?***

After determining current resources in classroom libraries and media center, the school will prioritize highest areas of need and allocate funding to support purchasing additional books.

## INTERVENTION

	<b><i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i></b>	<b><i>Additional number of minutes provided</i></b>	<b><i>Frequency of intervention (daily, weekly, other)</i></b>
Prekindergarten	Tier II-DIAL 3, PALS	30-40	Daily/Varies based on need
	Tier III-DIAL 3, PALS	30-40	Daily/Varies based on need
Kindergarten	Tier II-DRA2+ F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
	Tier III-DRA2+ F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
Grade 1	Tier II-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
	Tier III-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
Grade 2	Tier II-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
	Tier III-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
Grade 3	Tier II-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
	Tier III-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
Grade 4	Tier II-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need
	Tier III-F and P Benchmark Assessment System (BAS), LLI, NWEA MAP	30-40	Daily/Varies based on need

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.)**

	Program Name	Instructor's name, role, qualifications and specialized training
<b>Kindergarten</b>	F and P - Leveled Literacy Intervention (LLI)	All instructors providing LLI have received specialized training through an approved Heinemann Consultant, Masters in Literacy, and/or are working toward Reading Teacher Endorsement
<b>Grade 1</b>	LLI	All instructors providing LLI have received specialized training through an approved Heinemann Consultant, Masters in Literacy, and/or are working toward Reading Teacher Endorsement
<b>Grade 2</b>	LLI	All instructors providing LLI have received specialized training through an approved Heinemann Consultant, Masters in Literacy, and/or are working toward Reading Teacher Endorsement
<b>Grade 3</b>	LLI	All instructors providing LLI have received specialized training through an approved Heinemann Consultant, Masters in Literacy, and/or are working toward Reading Teacher Endorsement
<b>Grade 4</b>	LLI	All instructors providing LLI have received specialized training through an approved Heinemann Consultant, Masters in Literacy, and/or are working toward Reading Teacher Endorsement

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.)**

	Program Name	Instructor's name, role, qualifications and specialized training
<b>Kindergarten</b>	N/A	N/A
<b>Grade 1</b>	N/A	N/A
<b>Grade 2</b>	N/A	N/A
<b>Grade 3</b>	N/A	N/A
<b>Grade 4</b>	N/A	N/A

#### **COMPONENT 6: PARENT AND FAMILY INVOLVEMENT**

*No quantitative data requested.*

#### **COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS**

*No quantitative data requested.*

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

## Performance Goals

<b>Performance Goal Area</b>	Component 1: Leadership					
<b>Performance Goal</b> (Desired Result of Student Learning)	N/A					
<b>Interim Performance Goal</b>	100% of School Leadership Teams will Implement District and School-level Literacy Plans.					
<b>Data Sources</b>	Implementation checklist survey					
<b>OVERALL MEASURES</b>						
<b>Measure</b>	<b>Average Baseline</b>	<b>2016-17</b>				
Survey Results	100%					

<b>STRATEGY No. 1: Ensure that all School Leadership Teams implement and monitor the district and school literacy plans.</b>					
<b>ACTION STEP</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	<b>TIMELINE</b> Start/End Dates	<b>RESPONSIBILITY</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
District and School Literacy Plans communicated to all stakeholders	Aug. – Sept. 2016	School Leadership Team	0	N/A	Google Form Completion Sample letter to parents Meeting Agenda
School-level data and performance goal review meetings	2016-17 School Year	School Leadership Team	0	N/A	Google Form Completion Meeting Agendas
Include statement in 2017-18 School Report Card Narrative	June 2017	Principal and SIC Chair	0	N/A	Google Form Completion School Report Card



Performance Goal Area	Component 2: Student Outcomes					
Performance Goal (Desired Result of Student Learning)	N/A					
Interim Performance Goal	Increase the number of students scoring proficient (as defined by the state) in grades K4-4 by a minimum of 2%.					
Data Sources	PALS, DRA2+, F&P (BAS), ACT Aspire					
OVERALL MEASURES						
Measure	Average Baseline	2016-17				
K4 – PALS	TBD	TBD				
K5 – DRA2+	TBD	TBD				
Grade 1 – F&P	52.5	53.5				
Grade 2 – F&P	33.8	34.4				
Grade 3 – ACT Aspire/SC READY		SC Ready				
Grade 4 – ACT Aspire		SC Ready				

**STRATEGY No. 1: Use data to prescribe specific learning steps to meet the needs of each individual child resulting in increased performance.**

<b>ACTION STEP</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	<b>TIMELINE</b> Start/End Dates	<b>RESPONSIBILITY</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement 90 min structured reading blocks at each school.	2016-17	Principals and teachers	0	N/A	Master schedule
Implement 30 minutes of targeted intervention time to students identified under Tier 2 RTI.	2016-17	Teachers and/or Interventionist		Read To Succeed Funding	Master schedule, school based data

STRATEGY No. 2: Implement multi-tiered systems of support during the 90-minute core instructional block and 30-minute intervention time.					
ACTION STEP (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide professional learning opportunities to increase inclusive teaching practices	2016-17	Consultant	0	N/A	Sign-in sheets
Monitor inclusive teaching practices in the classroom	2016-17	Teachers	0	N/A	Instructional observations, lesson plans

Performance Goal Area	Component 3: Professional Learning Opportunities						
Performance Goal (Desired Result of Student Learning)	N/A						
Interim Performance Goal	100% of certified staff will participate in district professional learning opportunities to support instruction in K4-4th grade.						
Data Sources							
OVERALL MEASURES							
Measure	Average Baseline		2017-18				
Registration/sign-in sheets	N/A		100%				
Professional Development Survey/Feedback	N/A		100%				

**STRATEGY No. 1: Determine professional development needs of certified staff members.**

<b>ACTION STEP</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	<b>TIMELINE</b> Start/End Dates	<b>RESPONSIBILITY</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Participate in district-wide PLO needs assessment	Mar – Apr 2016	Director of PD	0	N/A	Survey Results used to determine PD for D5 Explore (District PD Plan)  Teachers enroll in D5 Explore

**STRATEGY No. 2: Collect feedback from certified staff to guide professional learning**

<b>ACTION STEP</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	<b>TIMELINE</b> Start/End Dates	<b>RESPONSIBILITY</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Staff will submit reflections throughout the courses	2016-17	Teachers, PLO Facilitators will review	0	N/A	Discussion threads on Schoology, Survey Results

Performance Goal Area	Component 4: Assessment Plan					
Performance Goal (Desired Result of Student Learning)	N/A					
Interim Performance Goal	<ul style="list-style-type: none"><li>Implementation of Universal Screener (Fall-Winter-Spring) and Progress Monitoring in grades PreK – 4 to better measure student growth throughout the year</li></ul>					
Data Sources	PALS, DRA2+, F&P (BAS)					
OVERALL MEASURES						
Measure	Average Baseline	2016-17				
PreK: PALS Administered FALL-WINTER-SPRING	66%	100%				
K5: DRA2+ Administered FALL-WINTER-SPRING	66%	100%				
1-4: F&P (BAS) Administered FALL-WINTER-SPRING	66%	100%				

<b>STRATEGY No. 1: Provide assessment tools to gather data in a timely fashion to allow personnel to shape instruction accordingly.</b>					
<b>ACTION STEP</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	<b>TIMELINE</b> Start/End Dates	<b>RESPONSIBILITY</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Development of District Five Assessment Calendar	Spring 2016	Director of Instructional Services and Director of Assessment	0	0	Publication of calendar
Student Data recorded in Enrich	2016-17 School Year	Teachers	0	0	Enrich data files Teacher Lesson Plans SLO Data
(Proposed) Implementation of iReady software to assess reading twice each year	2016-17 School Year	Teachers, Director of Instructional Services, Department Chair, Assistant Principals	\$140,000	Local funds	iReady software results

Performance Goal Area	Component 5: Instructional Plan					
Performance Goal (Desired Result of Student Learning)	N/A					
Interim Performance Goal	100% of school master schedules will reflect 90 minutes (minimum) of core reading instruction for all students, and an additional 30 minutes (minimum) of intervention outside of the core instruction for students in Tier-II.					
Data Sources	Master schedules					
OVERALL MEASURES						
Measure	Average Baseline		2016-17			
Master schedule reflects uninterrupted 90 minutes of core reading instruction	0%		100%			
Master schedule reflects 30 minutes (minimum) of intervention for Tier-II outside of the core reading instructional time	100%		100%			
STRATEGY No. 1: Create and implement a master schedule that provides uninterrupted core literacy instruction and additional intervention time.						
ACTION STEP (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	TIMELINE Start/End Dates	RESPONSIBILITY	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	

All students in grades K5-4 will receive 90 minutes of uninterrupted core instruction in reading	2016-17 School Year	Grade Level Teachers	0	0	Teacher Lesson Plans Master schedules
All students in grades K5-4 will receive a minimum of 30 minutes of uninterrupted core instruction in writing.	2016-17 School Year	Grade Level Teachers	0	0	Teacher Lesson Plans Master schedules
All students in grades K5-4 identified as needing Tier II intervention will receive 30 minutes of additional reading support	2016-17 School Year	Grade Level Teachers, Reading Interventionists			RTI Documentation

Performance Goal Area	Component 6: Parent and Family Involvement					
Performance Goal (Desired Result of Student Learning)	N/A					
Interim Performance Goal	100% of schools will promote literacy through existing parent-school gatherings.					
Data Sources	Event schedules, promotional materials					
OVERALL MEASURES						
Measure	Average Baseline	2017-18				
Percentage of schools including literacy promotion	0	100%				

<b>STRATEGY No. 1: Inform parents of expectations of Read to Succeed legislation and the implementation strategies being applied in each school.</b>					
<b>ACTION STEP</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	<b>TIMELINE</b> Start/End Dates	<b>RESPONSIBILITY</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Faculty/staff will plan activities that incorporate literacy promotion.	2016-17	School personnel, SIC, Literacy Team, PTO, Reading Coaches	0	N/A	School calendars, meeting agendas
Update school website to include R2S information	2016-17	School webmasters, Literacy Team	0	N/A	Website

Performance Goal Area	Component 7: School/Community Partnerships					
Performance Goal (Desired Result of Student Learning)	N/A					
Interim Performance Goal	Maintain a minimum of 8 community partnerships.					
Data Sources	SIC records, sign-in/sign-out records, or counselor records					
OVERALL MEASURES						
Measure	Average Baseline	2017-18				
Participation of community partners in schools.	100%	100%				

<b>STRATEGY No. 1: Nurture existing partnerships to continue to communicate goals of Read 2 Succeed.</b>					
<b>ACTION STEP</b> (List the processes to fully implement the strategy. Include professional development, scientifically-based research, innovation initiatives, etc.)	<b>TIMELINE</b> Start/End Dates	<b>RESPONSIBILITY</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Invite/encourage community partners to participate in school events related to literacy.	2016-17	School leadership, Literacy Team, Media Specialists	0	N/A	Community event flyers and records, school calendars