|  |  |  |  |
| --- | --- | --- | --- |
| **District Name:** | Anytown | | |
| **Grades:** | K-5 | | |
| **Date Developed:** | August 2020 | SY: | 2020-2021 |
| **Dates Reviewed:** |  | | |

|  |
| --- |
| **PRIORITY GOAL 1: Install systems and processes to support the implementation of a multi-tiered assessment and instructional framework.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ACTION | RESPONSIBLE PERSON(S) | START DATE | COMPLETION DATE | RESOURCES | APPRAISAL/ OUTCOME |
| 1.1 | **Review District Literacy Plan implementation** 3x year and adjust accordingly | Superintendent, Assistant Superintendent, Literacy Leadership Team, Building Principals | December 2020 | June 2021 | District Literacy Plan    Meeting Notes    Google Form/Survey    School Based Notes    Instructional Rounds by Literacy Leadership Team w/literacy focus | Reviewed meeting notes, data, recommendations |
| 1.2 | **Establish School-based Literacy Teams** to review school level data 3-4x per year and share activities implemented with the District Literacy Team.  (Comprised of Building Principals, Reading Specialists, Grade Level Reps, EL teachers, Special Education Teachers, any additional personnel per principal.) | Superintendent, Assistant Superintendent, Building Principals, School-based Literacy Team (TBD) | August 2020 | June 2021 | Data Meeting Agenda  Meeting Notes  School-based Data Report Form examined    Cycle of Inquiry: through building-based, then district-based data team meetings | Assessment of strengths/ weaknesses    Roster/ Meeting Notes of District Literacy Team |
| **PRIORITY GOAL 2: Use core, supplemental, and intervention literacy curricula in a multi-tiered instructional model at each grade level effectively and strategically.** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ACTION | RESPONSIBLE PERSON(S) | START DATE | COMPLETION DATE | RESOURCES | APPRAISAL/ OUTCOME |
| 2.1 | **Develop and communicate written guidelines** for teaching the core literacy program that include: non-negotiable components that align with critical literacy components/priority standards; pacing suggestions; when to use whole and small group instruction. | Superintendent, Assistant Superintendent,  Building Principals, Literacy Leadership Team,  School-based Team (TBD) | January 2021 | June 2021 | High-quality core program scope and sequence highlighting critical components    Grade Level Teacher Surveys    Massachusetts ELA/Literacy  Curriculum Frameworks | Grade Level Guidelines |
| 2.2 | **Design a School-based Master Schedule** that:  \*allocates human resources and time allotment throughout the day for intervention (e.g., staggered intervention block) to ensure all identified students are in intervention  \*allows time at least monthly for all relevant instructional personnel (e.g., reading specialists, general education, special education, EL, speech and language) to collaboratively plan and coordinate reading instruction across classes and tiers. | Superintendent, Assistant Superintendent, Literacy Leadership Team,  School-based team (TBD),  Building Principals,  Master Schedule Committee (TBD) | September 2020 | June 2021 | Master Schedule component checklist    District Master Specialists Schedule    Enrollment numbers including EL and Special Education    Current Building Schedules | Master Building Schedule    Meeting notes that state outcomes from collaborations. |
| **PRIORITY GOAL 3: Collaborate through shared knowledge, skills, language, and collaboration among teachers based on the essential components of literacy and evidence-based instructional practices.** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ACTION | RESPONSIBLE PERSON(S) | START DATE | COMPLETION DATE | RESOURCES | APPRAISAL/ OUTCOME |
| 3.1 | **Schedule and offer regular professional development** for staff to support the Literacy Grant in current evidence-based practices in differentiated instruction and assessment to ensure a common, consistent teacher and administrator knowledge base across the district, including specialized populations - EL and differently-abled. | Superintendent  Assistant Superintendent  ELA Curriculum Coordinator  Instructional Technology Coordinator  Building Principals  Reading Specialists  High-quality core program Consultants | September 2020 | June 2021 | High-quality core program and consultants    Backwards Planning Model    Websites, Blogs    Engage in team building activities    Matching teacher needs to teacher expert providers | Meeting schedule    Activity timeline    Collection of data through surveys    Instructional Rounds Inventory Tool (completed)    Biweekly grade level shout-outs (Google Classrooms, Websites, Blog) teacher recommendations (Hats off to…) |
| 3.2 | **Provide Professional Learning on new program** for evidence-based decision making to all staff in using student assessment data to inform instruction and instructional groups/schedules and opportunities for teachers on creating culturally responsive and culturally sustaining learning environments for their students and their families. | Assistant Superintendent    ELA Curriculum Coordinator  Instructional Technology Coordinator    Building Principals    Reading Specialists    Grade Level Teams    High-quality core Consultant    EL Coordinator | September 2020 | June 2021 | High-quality core program    Surveys  “Lit Leisure” morning voluntary meetings  Focused Agenda    Instructional Rounds Inventory Tool    School-based data sheets    WIDA Walkthrough Tool    Provide in class coaching and support to link information from professional learning to classroom practice | District assessment framework    Progress  Monitoring Guidelines  Activity timeline Meeting Notes  Teacher Surveys    Instructional Rounds Inventory Tool (summation from observations)    WIDA Walkthrough Tool (summation from observations) |

|  |
| --- |
| **PRIORITY GOAL 4: Construct an assessment system and process for using measures of student performance to inform decisions at the district, school, grade, classroom and individual student levels.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ACTION | RESPONSIBLE PERSON(S) | START DATE | COMPLETION DATE | RESOURCES | APPRAISAL/ OUTCOME |
| 4.1 | **Review existing assessments** (PALS, Gates MacGinitie, STAR, ESGI, and CORE Phonics, in order to ensure representation of all critical types of tests.  **Develop an assessment framework** that includes all critical types of tests and literacy domains and that are reliable and valid for their purpose. Align test use to Tiers of Instruction. | Superintendent, Assistant Superintendent, Literacy Leadership Team, Reading Specialists, EL Coordinator, Special Services | September 2020 | June 2021 | Data Summary Sheets for each assessment,  Assessment Survey,  Teacher Input | Assessment Framework and Schedule |
| 4.2 | **Set a calendar and implement a protocol** for conducting grade and/or department level data meetings 3-4x per year to analyze, plan, and refine instruction. | Superintendent, Assistant Superintendent, Building Principals, Literacy Leadership Team, School-based team (TBD) | September 2020 | June 2021 | School/District calendar, accurate teacher/student schedules, timeline, agenda for meetings | Cycle of Inquiry: through building-based, then district-based data team meetings,  Data Meeting Agenda |
| 4.3 | **Establish and execute a communication plan** for consistent, accurate and timely data collection within and across grade levels through use of activity timeline and memos. Train staff on protocols and expectations | Assistant Superintendent,  Building Principals | September 2020 | June 2021 | Faculty input Framework Timelines Assessment Calendar Regularly scheduled data meetings | Meeting Notes,  Agenda,  Attendance Sheets,  District Database |
| **PRIORITY GOAL 5: Employ an asset-based family engagement model to support student academic growth at both school and home.** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ACTION | RESPONSIBLE PERSON(S) | START DATE | COMPLETION DATE | RESOURCES | APPRAISAL/ OUTCOME |
| 5.1 | **Communicate** the Vision, Mission, Goals, and Literacy Plan for student achievement in literacy to all families. | Superintendent, Assistant Superintendent, Building Principals, School-based Team (TBD), Literacy Leadership Team, Classroom Teachers, Reading Specialists, EL/Special Educators | October 2020 | June 2021 | Technology Communication Tools    Scheduling and logistics for Open House/Conferences    Class Dojo/Remind/ Emails from teachers    Weekly phone updates/email from principal    Parent Reports (STAR, ESGI) | Class Dojo, Email correspondence, Conferences, Parent Nights, Parent Academy    Materials and communications translated in dominant languages    Workshops and information sessions (in dominant languages) that inform families of high-quality curriculum, instructional strategies, and ways to support their child at home/school.    Review existing home-school communication systems to ensure that families are receiving information on their child’s literacy achievement to enable a homeschool partnership. |