



Literacy Action Plan:

*Based on the Literacy Framework from Voyager Sopris and District Goals
District SMART Goal: Increasing Reading/ELA Outcomes*

Action steps over a three year span:

Year One:	Year Two:	Year Three:
<p><u>2019-2020 School Year:</u></p> <ul style="list-style-type: none"> - Summer of 2019 20 teachers LETRS trained - Fall of 2019 14 teachers LETRS trained - Spring of 2020 6 teachers LETRS trained - Schedule changes to accommodate a 90 minute ELA block in lower elementary, and 60 minutes in upper elementary - Schedule changes to accommodate an explicit RTI time for each grade level - Professional development 	<p><u>2020-2021 School Year:</u></p> <ul style="list-style-type: none"> - Summer of 2020 all teachers LETRS trained on units 4-8 - Implementation / roll out of a strong, viable, research based curriculum - PD focused around the curriculum CM has purchased - High-quality, research based instructional materials for varied learning levels are accessible and available for teachers - Intervention materials are available for teachers to 	<p><u>2021-2022 School Year:</u></p> <ul style="list-style-type: none"> - Continuation of curriculum roll out as well as professional development - Technology is embedded in current practice and used to support student learning - Teams review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed. - Team has well-defined and attainable literacy goals

<p>offerings in Sunday Systems, Heggerty, as well as structuring a 90 minute ELA block</p> <ul style="list-style-type: none"> - Prioritization on the Next Generation Learning Standards and how to embed them in current practice - Literacy committee developed to discuss purchasing a strong, viable, research based curriculum - Team meetings centered around data as well as the five components of literacy and how to embed them within a 90 minute ELA block - School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback 	<p>support in a small group setting</p> <ul style="list-style-type: none"> - Within team meetings, teams discuss instructional strategies based on an analysis of the data and commit to action steps - Literacy committee continues to meet to discuss progress as well as discrepancies with the curriculum - School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback. - School data is a regular focus of meetings. Progress monitoring results for both school-wide and each grade-level team are a discussion topic at least 3-4 times a year. - Administrators readily know the reading achievement levels of each grade level and use necessary supports, teacher evaluation and 	<p>and expectations</p> <ul style="list-style-type: none"> - Multi-tiered systems of support are in place with fidelity. Plans are developed for any student below Benchmark -
---	---	--

	professional development, to ensure increased achievement in each grade level	
--	--	--