Literacy ACTION PLAN 2017-2018

School:	**Lewis and Clark**
District Goal(s):	1) **Facilitate open, transparent communication and engage the community.** 2) **Articulate the district vision to all stakeholders in a manner that stresses student learning and achievement expectations while including the needs of our students.** 3) **Monitor data to support growth and promote shared accountability for maximizing student achievement.**
School Goal:	All students will improve reading comprehension.
Strategy:	Increase reading comprehension by identified grade level MAP strand.

Steps to Implement Strategy	**Person(s) Responsible**	**Timeline**		**Resources**	**Plan for Collecting Evidence of Teacher Application (Evidence of Implementation)**	**Plan for Documenting Impact on Student Performance (Evidence of Effectiveness)**
		Start	**Complete**			
● Identify guaranteed and viable curriculum document and the key vocabulary within the prioritization document which support reading comprehension. ● Use the MAP Class Breakdown Report to inform & differentiate instruction and use the MAP Learning Continuum to identify target skills within each RIT band for reading. Collect baseline data in identified strands. ● Use District Proficiency scales that support reading comprehension. ● Create and/or Use District Assessments and CFA's that support reading	All Staff	August 2017	May 2018	Guaranteed and Viable Curriculum Document MAP Learning Continuum MAP Vocabulary for each grade level Marzano's Building Academic Vocabulary Fountas and Pinnell's Continuum Reading Recovery SAT Interventions (Read Naturally, Compass/Odyssey, Stepping Stones, Earobics, LLI, Sound Partners) C4L (upper grades) Webb's Depth of Knowledge	PLC Team ● Write a SMART goal to support the building literacy goal ● Create and/or find assessments ● Use data analysis to identify intervention groups ● Document progress to share with school improvement team (4 times a year) School Improvement Team ● Provide SMART goal feedback ● Collect and share information with grade level team members ● Monitor student achievement progress ● Identify areas of support needed in grade level classrooms Data Walls Student Assessment Portfolios (include MAP Goal Setting Worksheets here) District Assessments	**MAP** **Identified Strategies:** ● Grade level Mean compared to the National Norm ● Number and % of students who met individual project growth and/or are above National Norm ● Number and % of students by the five percentile ranges generated by MAP **MAP Targeted Strands:** **Kindergarten-** Phonemic awareness **First Grade-** Vocabulary -70% below 41st percentile on Spring 2017 MAPS **Second Grade-** Concepts of Print/Phonological Awareness/Word Analysis -72% below 41st percentile on Spring 2017 MAPS **Third Grade-**

comprehension. ● Plan ways in which students will be engaged in the learning process (Dylan Wiliam, Higher Level Questioning, Technology, Consistent Expectations) ● Analyze and use data to create groups for intervention (Plus Time). ● Teachers and Students Monitor progress (data walls, student portfolios, monthly goal updates, etc) ● Celebrate learning ● Focused Elements (Marzano) 1.) Tracking Student Progress (E2) 2.) Reflecting on Student Learning (E13) 3.) Practicing Skills, Strategies and Processes (E19) 4.) Understanding Students' Interests and Background (E36) ● Students will set goals in reading comprehension. ● One book, one school schoolwide reading program				L to J Dylan Wiliam Increasing Student Engagement Razinski Root Word Phonemic Awareness Program (K-2)	Proficiency Scales CFA's Guided Reading (Monthly Reporting) Running Records WIN Time Data Learning Targets Lesson Plans Technology Integration L to J (If teams plan to use L to J in ELA, alignment should be made between skill named) Teachers will keep track of individual student reading. Report to reading teachers for quarterly celebrations.	Build and Use Vocabulary -68% below 41st percentile on Spring 2017 MAPS **Fourth Grade-** Build and Use Vocabulary -48% below the 41st percentile on Spring 2017 MAPS **Fifth Grade-** Build and Use Vocabulary -42% below the 41st percentile on Spring 2017 MAPS **Specials Areas-** Build and Use Vocabulary **CFAs** ● Pre/Post Number and % of students demonstrating proficiency (utilizing proficiency scale) supporting comprehension development.