

District Goal	District Objective(s)
Ensuring each student learns at high levels – LITERACY	
School Goal	School Objective(s)
Students in grades K-5 will read at or above benchmark.	<p>K-5 students reading at or above benchmark will increase from 50% to 65%.</p> <p>Year 1:</p> <p>Kindergarten students reading at or above benchmark for composite will increase by 7 or more percentage points (48% to 55%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for K had 28% of students at or above benchmark.</p> <p>1st grade students reading at or above benchmark for composite will increase by 6 or more percentage points (64% to 70%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for 1st had 43% of students at or above benchmark.</p> <p>2nd grade students reading at or above benchmark for composite will increase by 10 or more percentage points (43% to 53%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for 2nd had 51% of students at or above benchmark.</p> <p>3rd grade students reading at or above benchmark for composite will increase by 10 or more percentage points (42% to 52%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for 3rd had 38% of students at or above</p>

		benchmark. DIBELS 8 BOY composite for 4th had 32% of students at or above benchmark. DIBELS 8 BOY composite for 5th had 31% of students at or above benchmark. Year 2: Year 3:	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Plan and deliver daily high-quality core curriculum instruction and interventions aligned to instruction for all students	Title 1 Funds School Funds	a. Ongoing	Teachers Administrations ELA Content Team Members Instructional Coaches
		b. Lesson plans/weekly	
2. Apply best practices for foundational skills instruction based on the science of reading in elementary classrooms	Title 1 Funds School Funds	a. Ongoing	Teachers Administrations ELA Content Team Members Instructional Coaches
		b. Lesson plans/weekly Monthly PD sessions/Sign in sheets	
1. Provide responsive interventions and extension opportunities to students based on individual needs and the foundations of reading		a. Ongoing	Teachers Administrations Instructional Coaches
		b. Lesson plans/weekly PD sessions/Sign in sheets	
1. Provide a literacy achievement update to grade-level teams and individual teachers at the beginning, middle, and end of year		a. Ongoing(After BOY, MOY, EOY DIBELS assessments & progress monitoring)	Teachers Administrations Instructional Coaches
		b. 3-4 week progress monitoring cycle/ BOY(August) MOY(December), EOY(April), sign in sheets	

<p>1. Provide professional learning on the following:</p> <p>a. Understanding the goals of specific literacy assessments</p> <p>b. Effectively administering specific literacy assessments</p> <p>c. Analyzing assessment data for classroom instruction and differentiation</p> <p>d. Engaging in ongoing Science of Reading learning specific to grade level needs</p>	<p>Title 1 Funds School Funds</p>	<p>a. Ongoing</p> <hr/> <p>b. Sign in Sheets</p>	<p>Teachers Administrations ELA Content Team Members Instructional Coaches</p>
<p>1. Expand opportunities for parents and families to be engaged in their child's literacy development by openly communicating with families about the specific literacy assessment their child will be administered, their child's progress, and their child's literacy needs by providing access and support for their child</p>	<p>Title 1 Funds School Funds</p>	<p>a. September-May</p> <hr/> <p>b. Documentation of informational flyers sent home in Wednesday folders Literacy Nights per grade level sign in sheets, Sign In sheets P/T conference meetings</p>	<p>Teachers Administrations Instructional Coaches Family Center Teacher/Liaison ELL Teacher</p>