



2017-2018 Read by Grade 3 Literacy Action Plan

School: David M. Cox ES	Literacy Leadership Team (list names and grade level/position): Tara Imboden- Principal Erica Sifas- Assistant Principal Linda Beatty- Read by Grade 3 Learning Strategist Rebecca Anderson- First Grade Jennilyn Kirkpatrick- Fourth Grade	Date: 10/1/17
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Directions

- The purpose of these documents is to assist you in writing your Literacy Action Plan. As you read the Essentials and respond to the Reflective Questions on the School Literacy Action Plan Self-Assessment Tool, think about where your school is currently performing and where it needs to be by the end of the 2017-2018 school year with regards to Read by Grade 3 and effective literacy practices.
- After you reflect, complete the "BOY" section for each of the five Literacy Essentials of the School Literacy Action Plan Framework Tool.
- The way you rate your school will determine the next steps in completing your Read by Grade 3 Literacy Action Plan.
- Record your overall level in the appropriate box for each Literacy Essential. You will also record your overall level on page 2 of this document.
- After reviewing all five Literacy Essentials choose **one** Literacy Essential you wish to improve upon this year based on the overall level and individual school needs. This will become your Target Essential for your Literacy Action Plan for the 2017-2018 school year.
- Use page 2 of this Literacy Action Plan to record necessary and required professional activities for your school site to achieve your expected outcomes. This can include RBG3 professional development modules created by CPD, district level professional development, and additional professional developments, meetings, or trainings done at the school.
- Complete and return the School Literacy Action Plan Self-Assessment Tool and Literacy Action Plan to your School Associate Superintendent by November 9, 2017.
- Midway through the school year, re-evaluate your progress using the School Literacy Action Plan Self-Assessment Tool. Record your school's overall scores for each Literacy Essential, and respond to the Mid-Year Review questions.
- At the end of the year, use the School Literacy Action Plan Self-Assessment Tool to evaluate progress for the 2017-2018 school year. Record your school's overall scores for each Literacy Essential, and respond to the End-of-Year Reflection questions.

Required Literacy Professional Development for All K-4 Teachers as Required by S.B. 391 (2015)	
<ul style="list-style-type: none"> • Components of the Nevada State Literacy Plan (2015) • Methods for effectively delivering and receiving constructive feedback • Methods for maintaining collaborative and reflective communication 	<ul style="list-style-type: none"> • Effective Implementation of the NVACS (Nevada Academic Content Standards) in the English Language Arts for K-3 • Using student data to improve instruction concerning literacy • Evidence-based best practices for instruction and intervention concerning literacy • Methods for screening for and intervention concerning dyslexia and other reading disabilities • Effective implementation of the RBG3 Reading Assessments: BRIGANCE Screen III (K) & MAP K-3 Reading Assessments

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Questions can be directed to Heidi Hoshibata via InterAct or phone: 702-855-9770.

	Beginning of Year Overall Level	Middle of Year Overall Level	End of Year Overall Level
Essential #1: Leadership and Sustainability	4		
Essential #2: Data-Driven, Standards-Based Instruction	4		
Essential #3: Literacy Assessment Systems	4		
Essential #4: Professional Learning	4		
Essential #5: Family and Community Engagement	4		

Target Essential: Essential 2- data-driven, standards based instruction
Beginning of Year Overall Level: 4

Current School Need(s): Analyze MAPS, Aims, and CORE Phonics data to form intensive instruction groups. Grade levels will meet every 4 weeks to adjust groups based on weekly formative assessments.

Expected Outcome(s): Groups will be flexible and determined by weekly formative assessments on the skills being delivered during intensive instruction

Action Steps	Audience	Individual(s) Responsible	Projected Timeline	Resources Needed
1. Introductory Data Meeting- review last years SLPP and results of this years MAPS assessment. Throughout the school year, grade levels will conduct weekly meetings to discuss ways to strengthen Tier 1 instruction.	All K-5 teachers	Literacy Leadership Team	September 2017	MAPS, Aims, and formative assessment sheets
2. K-5 Grade level data meetings to discuss groupings for intensive instruction	All K-5 teachers	RBG3 LS , grade level members, administration	September 2017	Last years SLPP data and this years MAPS data.
3. Components of the Nevada State Literacy Plan	All K-5 teachers	Linda Beatty (RBG3)	September 2017	powerpoints for Literacy plans and law summary




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4. Methods for effective delivering and receiving constructive feedback	All K-5 teachers	Linda Beatty Jennilyn Kirkpatrick Rebecca Anderson	January	Modeling how teachers can use self assessments for students to monitor their own learning
5. Methods for maintaining collaborative and reflective communication	All K-5 teachers	Linda Beatty Jennilyn Kirkpatrick Rebecca Anderson	December	Provide a framework for teachers during grade level meetings to gear the meetings that are grounded in the standards.
6. Effective implementation of the NVACS in ELA	All K-5 teachers	Linda Beatty Jennilyn Kirkpatrick Rebecca Anderson	October/November	Use assessments to adjust instruction with Tier 1, 2, and 3 instruction
7. Using student data to improve instruction concerning literacy	All K-5 teachers	Linda Beatty Jennilyn Kirkpatrick	October / February	Use MAPS, Brigance, Aims, CORE Phonics and weekly formative assessments to adjust instruction.
8. Evidence-based best practices for instruction and intervention concerning literacy	All K-5 teachers	Linda Beatty Administration	September and February	Use Comprehension Connections to provide instruction that increases students DOK level.
9. Methods for screening and intervention concerning dyslexia and other reading disabilities	All K-5 teachers	Linda Beatty Anissa Cole	May	Review the dyslexia law and provide review material and checklist to teachers.
10. Effective Implementation of the RBG3 Reading Assessment: Brigance Early Childhood Screen III (K) & NWEA MAP K-3 Reading Assessment	All K-3 teachers	Linda Beatty	On going throughout the year	power point presentations and computer based instruction.



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Mid-Year Review: Is this working? Why or why not? What changes, if any, do we need to make to achieve our goal?				
End-of-Year Reflection: Did we accomplish our expected outcome? Why or why not?				
School: David M. Cox ES	Principal's Signature: 	Date: 10/19/17		