

## Starks High School Literacy Plan

Pillar	School System Actions	School Actions	
Literacy Goals: Increase student outcomes by creating and monitoring literacy goals	Provide literacy screeners and assessments to schools, <i>including developmental screeners for early childhood sites.</i>	DIBELS:	Students' scoring at grade level will improve by 5%.
	Annually collect and analyze multiple data points of student data from developmental and literacy screeners, progress monitoring, diagnostic assessments, and formative and summative assessments at all grade levels.	ELA LEAP:	Students' scores on the ELA LEAP Assessment in grades 3-5 will improve by 5%.

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Explicit Instruction, Interventions, and Extensions	Provide teachers and students access to high-quality curriculum and resources for core instruction and interventions.	All teachers and students in grades K-2 are provided CKLA Skills Strand for foundational skills instruction. In addition, ELA Guidebook is provided for all teachers in grades K-5.
	Develop a literacy schedule that supports the implementation of explicit and literacy instruction, including foundational skills, high-quality interactions, and individualized interventions and support.	All schedules provide adequate time for high-quality instructional curriculum implementation. Also, all schedules provide sixty minutes of instruction time for individualized interventions and support. Individualized interventions include CKLA Remediation Guide, LIFT Resources, Diverse Learner Supports, and Accelerate Resources.

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Ongoing Professional Development	Facilitate ongoing professional development for leaders and teachers aimed at building knowledge and capacity around the science of reading at all grade levels, how to integrate best practices and evidence-based strategies into all classrooms, including instruction for diverse learners and engaging families, and facilitating positive learning environments, including developmentally appropriate materials in early learning settings.	Leaders and teachers who serve Kindergarten through 3 <sup>rd</sup> grade students have completed or are enrolled in either AIM or LETRS professional development. Teachers in grades 4-5 have been offered the opportunity for the LDOE professional development modules. Teacher collaboration meetings focus new learning on ensuring best practices from the science of reading body of research.
	Offer training and resources for teachers and leaders to effectively implement observation tools, facilitate communities of practice, and provide reflective feedback to improve instructional practices.	School leaders worked with vendors or the Elementary Department to support effective implementation of observation tools, facilitate teacher collaboration meetings, and provide reflective feedback to teachers.

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Family Literacy Engagement	Provide access to resources for families to provide literacy support for their children.	Families were sent a letter to explain their child's assessment results, along with ideas of how to support their children.
	Increase engagement and communication with families.	<p>Beginning of the Year Town Hall meeting to discuss expectations and goals for students throughout the year.</p> <p>Coffee Chats with data- done each 9 weeks to discuss student achievement.</p> <p>Family Reading Night – done in the Fall.</p> <p>Family Literacy Game Night – done in Spring.</p> <p>Leap Rally with expectations and goals.</p>