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| **Strategies and Action Steps** | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| Continue with implementation of the Units of Study for Teaching Writing in a Writers Workshop Structure for explicit writing instruction and assessment | Classroom TeachersReading SpecialistDistrict Literacy Peer CoachAdministration | Ongoing 2020-2021 School Year | * Classroom teachers teaching writing utilizing Writers Workshop at least 30 minutes/4 times per week
* Administer pre and post on demand assessments-Use Unit Rubric to collaboratively score post assessments
* Students building independent writing stamina
* Students going through the stages of the writing process.
* Students producing more than one piece throughout units.
* Student selected topics
* Students see themselves as writers.
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| Continue to build knowledge and continue implementation of F&P Reading Minilessons as a foundation for a balanced literacy approach.  | Classroom TeachersReading SpecialistSPED TeachersELL TeachersTitle I TeachersDistrict Literacy Peer CoachAdministration | Ongoing 2020-2021 School Year | * Students are in a Readers Workshop for 60 minutes 5 days/week utilizing F&P Reading Minilessons as a resource.
* Teachers are using BAS instructional levels for guided reading and independent levels for independent reading, book discussion groups, and conferencing.
* Students are making at least one year’s growth in reading based on BAS and iready.
* Students are building their independent reading stamina.
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| Continue to build knowledge and continue implementation of F&P Guided Reading as a foundation for a balanced literacy approach.  | Classroom TeachersReading SpecialistSPED TeachersELL TeachersTitle I Teachers District Literacy Peer CoachAdministration | Ongoing 2020-2021 School Year | * Students are in a Readers Workshop for 60 minutes 5 days/week utilizing F&P Guided Reading as a resource.
* Teachers are using BAS instructional levels for guided reading and independent levels for independent reading, book discussion groups, and conferencing.
* Students are making at least one year’s growth in reading based on BAS and iready.
* Students are building their independent reading stamina.
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| Continue to build knowledge and continue implementation of FUNdations as a foundation for a balanced literacy approach in phonics.  | Classroom Teachers (K-3)Reading SpecialistSPED Teachers (K-3)ELL TeachersTitle I Teachers District Literacy Peer CoachAdministration | Ongoing 2020-2021 School Year | * Students in grades K-3 are in a 20-30 minute phonics block 5 days per week utilizing the FUNDations program.
* Teachers are using BAS instructional levels for guided reading and independent levels for independent reading, book discussion groups, and conferencing.
* Students are making at least one year’s growth in reading based on BAS and iready.
* Students are building their independent reading stamina.
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