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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 Teachers  Reading Specialist  District Literacy Peer Coach  Administration | 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. |
| Continue to build knowledge and continue implementation of F&P Reading Minilessons as a foundation for a balanced literacy approach. | Classroom Teachers  Reading Specialist  SPED Teachers  ELL Teachers  Title I Teachers  District Literacy Peer Coach  Administration | 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. |
| Continue to build knowledge and continue implementation of F&P Guided Reading as a foundation for a balanced literacy approach. | Classroom Teachers  Reading Specialist  SPED Teachers  ELL Teachers  Title I Teachers  District Literacy Peer Coach  Administration | 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. |
| Continue to build knowledge and continue implementation of FUNdations as a foundation for a balanced literacy approach in phonics. | Classroom Teachers (K-3)  Reading Specialist  SPED Teachers (K-3)  ELL Teachers  Title I Teachers  District Literacy Peer Coach  Administration | 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. |