

| <h2 style="text-align: center;">Keep Doing</h2> | <h2 style="text-align: center;">Stop Doing</h2> | <h2 style="text-align: center;">Start Doing</h2> |
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| <ul style="list-style-type: none"> • Follow district pathways and pacing guides with fidelity. • Refer to WIDA “Can-Do” Descriptors when working with and evaluating ELL Students • Refer to IEP’s for accommodations and strategies when working with and evaluating ESE Students • Standard Board Configuration | <p>Strategies that pull the beginning reader away from the text to guess instead of using the words on the page.</p> <p>“Stop” excluding our ESE and ELL students from high literacy expectations and conversations.</p> <p>“Stop” rushing through the curriculum to simply get it done without verifying Mastery of skills and knowledge.</p> <p>“Stop” isolating teaching; share and show so that others know about the great things happening in our building across the content.</p> <p>“Stop” complaining that students’ reading levels are low while not providing the tools necessary for them to improve their levels.</p> | <p>Following the instructional framework for:</p> <ul style="list-style-type: none"> • Use student friendly standards and objectives. • Center rotations/Stations • Bell to Bell Instruction • Use student discourse strategies. • Provide specific immediate feedback to students. • Standards aligned instructions and activities. • Display standard student evidence and artifacts. • Explicit / Direct Instruction • Activating and Building Background Knowledge • Cognitive Markers/Text Annotation • Data tracking and monitoring student progress <p>Gradual Release with Structural Literacy Focus:</p> <ul style="list-style-type: none"> • I Do <ul style="list-style-type: none"> • Provides direct instruction. • Establishes goals and purpose. • Models • Think Aloud • We Do Together <ul style="list-style-type: none"> • Interactive Instruction • Works with students • Check, Prompts, Clues • Provides additional Modeling |

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| | <p>“Stop” treating literacy as only an ELA responsibility.</p> <p>“Stop” overloading teachers with disconnected initiatives.</p> <p>“Stop” relying on lecture-heavy instruction without student talk.</p> <p>“Stop” using inconsistent or isolated literacy practices across departments.</p> <p>“Stop” neglecting student voice and choice in reading materials</p> | <ul style="list-style-type: none">● You Do It Together● Provides Feedback● Evaluates (Using rubrics)● Determine Levels of Understanding● Collaborate and consider other perspectives.● Use accountable talk stems during academic discussion (Notice and Note, Turn and Talk, etc.) <ul style="list-style-type: none">● You Do● Use critical thinking skills.● Reflect on their learning.● Articulate what they are doing and learning.● Demonstrate mastery of goals <p>Explicit Vocabulary/ Word Wall – Word wall should include explicit instruction on etymology, roots, prefix and suffix as it related to the content vocabulary. (Explicit instructions means the teacher states clearly what is being taught and models effectively how it is used by a skilled reader).</p> <ul style="list-style-type: none">● Organized Notetaking using graphic organizer (KWL, Cornell Notes, Frayer models, etc.)● Place emphasis on Content and Academic Vocabulary <p>Writing Across the Curriculum – Teachers across the curriculum will utilize a set of teaching and learning</p> |
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| | | strategies designed to encourage students to use writing as a tool for thinking, processing, and knowledge transfer. |
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Implementation Plan

Strategic Action Planning

Student Goals:

- By June 2026, students will increase **ELA Proficiency** from 73% to 75% based on the 2025-2026 FAST PM 3 assessment data.
- By June 2026, students will increase **Learning Gains** from 58% TO 60% based on the 2025-2026 FAST PM 3 assessment data.
- By June 2026, students will increase **Lowest Quartile** from 57% to 59% based on the 2024-2025 FAST PM 3 assessment data.

Teacher Goals: By June 2026, all teachers will implement literacy strategies across all disciplines with fidelity as evidence by lesson plans, classroom walkthroughs, and student work.

Resources to Achieving the Goals:

- SOR Implementation Plan
- PLC Meetings for Teacher Collaboration
- Literacy Coach, Team Leaders, ESE / ELL Support, School Administrators/ District Support Personnel
- Ongoing professional development
- Specific Teacher Feedback

Barriers to Achieving the Goals:

- Teachers feeling overwhelmed
- Teacher Attendance
- Student Attendance

Strategy Rationale (if/ then):

- If teachers consistently embed academic discussion routines, **then** students will develop oral language skills that transfer into deeper reading comprehension and writing fluency.
- If teachers require students to use the writing strategies for every short response, **then** students will produce structured, text-based answers that strengthen comprehension and writing for assessments.
- If teachers cross content areas use graphic organizers and annotation routines for reading tasks, **then** students will develop transferable strategies to organize information, improving comprehension and retention.
- If intervention teachers provide small-group, scaffolded instruction on priority standards, **then** struggling students will receive targeted support that accelerates their growth toward proficiency.

| Action Steps (“Start Doing) | Person Responsible | Action Scheduled | Evidence | Status | Review Dates |
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| Interdisciplinary Metacognition Across the Curriculum – (Pen, Marker, Highlighter in Hand while Reading). | Assistant Principals, Literacy Coach, Department Chair | All teachers will participate in Professional Development | -Student work product with text highlighted and/or annotated -Students asking and answering text-based questions (written and orally) | In Progress | Quarterly Reviews: October, January, March, May |
| Implement effective learning centers that cater to different learning styles, engage students, and help | Assistant Principals, Literacy Coach, | All teachers will participate in Professional Development | -Student work with evidence of standards-based activities using high yield strategies. | In Progress | Quarterly Reviews: October, |

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| meet specific learning objectives. | Department Chair | | | | January, March, May |
| Training on Gradual Release model and implementing literacy strategies across the curriculum. (Using the Science of Reading) | Assistant Principals, Literacy Coach, Department Chair | All teachers will participate in Professional Development. | -Gradual Release steps are noted in teachers' Lesson Plans --Gradual Release steps included on board configuration -Teachers Academic Language as part of daily conversations with students | Some Evident; In Progress | Monthly Reviews |
| Explicit Vocabulary | Assistant Principals, Literacy Coach, Department Chairs | Teachers will participate in ongoing training on the use of researched based vocabulary strategies. | -Student work includes content specific and standard specific vocabulary. -Student work provides evidence of explicit vocabulary being taught | Some Evident; In Progress across Content areas | Monthly Reviews |
| Checking For Understanding | Assistant Principals, Literacy Coach, Department Chair | Teachers will participate in ongoing Professional Development and PLCs. | -Teachers will gauge student understanding in real-time and adjust instruction as needed using research-based strategies. | In Progress across Content areas | Quarterly Reviews: October, January, March, and May |

| Action Steps ("Start Doing) | Person Responsible | Action Scheduled | Evidence | Status | Review Dates |
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| Imbed Tier 2 Academic Vocabulary across all subjects | All Teachers; Literacy Coach (word lists/training) | Weekly word lists in PLCs; monitor quarterly | Word walls, student writing samples, PLC agendas | In Progress / Ongoing | Quarterly data chats |
| Establish consistent literacy routines (annotation, quick writes, collaborative talk) | Teachers (implement); Literacy Coach (model); Admin (monitor) | Rollout by Q2; monthly walkthroughs | Lesson plans, walkthrough checklists, student notebooks | Planned / Partial Implementation | Monthly PLC reviews |
| Provide PD on literacy integration in content areas | Literacy Coach; Dept Chairs; Admin Team | Monthly PLCs + 2 full PD days | Agendas, attendance logs, teacher reflections | Ongoing | End of each PD cycle |
| Create targeted interventions for bubble & lowest quartile students | Literacy Coach; Reading/ELA Teachers; Interventionists | Groups by Week 3 each quarter; monitor bi-weekly | Intervention rosters, FAST/MAP progress monitoring data | Ongoing | Bi-weekly data checks |
| Engage parents & community partners (family literacy nights, newsletters, challenges) | Parent Liaison; Media Specialist; Literacy Coach | Launch by Q2; ongoing each semester | Flyers, newsletters, sign-in sheets, BeanStack participation logs | Not Started / In Progress | Each semester |
| Integrate AI-powered literacy supports (summarizers, vocabulary builders, adaptive practice) | Literacy Coach; Media Specialist; Teachers | Pilot in Q2; refine in PLCs | Student usage logs, teacher lesson samples | Pilot Phase | Mid-year + end-of-year review |

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| Utilize Media Center platforms: SORA, Destiny Follett, BeanStack | Media Specialist; Teachers | Introduce in Q1; quarterly reading challenges | Student checkout logs, BeanStack data reports, Destiny/Follett usage reports | Ongoing | Quarterly reviews |
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