

KANSAS CITY, KANSAS PUBLIC SCHOOLS – 2013 through 2016 DISTRICT LITERACY PLAN



Literacy is not an option. It is a civil right. Our students deserve to have access to a quality life. Key to a quality life is proficiency in language, numeracy, and in the arts. As a District, there is no more important responsibility that we must embrace, than to ensure that every student develops as a literate person.

To meet the charge that “literacy is not an option,” all schools, along with district’s centralized departments and all schools, through the use of data and study, will implement a comprehensive and coordinated plan. The plan is designed so that every student is supported, encouraged, and expected to read, write, think, speak, and listen in all disciplines (contents and contexts, i.e. scientific literacy that the student can apply in a variety of contexts with the discipline of science). The plan will guide professional learning, and place literacy as our primary focus strategy to advance student achievement, and ultimately the attainment of the district’s singular goal, college and career readiness for every student.

This 2013-2016 KCKPS Literacy Plan contains the following components:

- Review of actions taken prior and in service of developing a comprehensive literacy plan (Literacy Audit, work of District Literacy Advisory Council)
- What the research base says about student achievement and district literacy planning.
- Overarching goals for 2013-2014, 2013-2015, and 2013-2016.
- Specific actions, timelines, persons responsible, specifics of plan, resources, and data collection for each goal.

2013-2016 LITERACY PLAN ESTABLISHED THE FOLLOWING AREAS FOR LITERACY DEVELOPMENT ACROSS THE DISTRICT

The Literacy Council utilized the texts *Taking Action on Adolescent Literacy* and *Taking the Lead on Adolescent Literacy* to outline a planning process for district and school planning for the following areas of literacy development. Each area of literacy development has a researched rubric for successful implementation (see *Taking Action on Adolescent Literacy*).

1. **COMMUNICATE TO ALL STAKEHOLDERS – LITERACY IS A PRIORITY ACROSS THE SCHOOL DISTRICT PREK – 12th GRADE**
2. **DEVELOP LITERACY LEADERSHIP CAPACITY**
3. **STUDENT MOTIVATION, ENGAGEMENT, and ACHIEVEMENT**
4. **PROFESSIONAL DEVELOPMENT (DEVELOP HIGHLY EFFECTIVE TEACHERS/SUPPORT TEACHERS TO IMPROVE INSTRUCTION)**
5. **LITERACY INSTRUCTION ACROSS COMPREHENSIVE LITERACY DAY (ELEMENTARY) and ACROSS CONTENT AREAS (SECONDARY)**
6. **LITERACY INTERVENTIONS FOR STRUGGLING READERS/WRITERS**

GOALS ESTABLISHED BY DISTRICT LITERACY COUNCIL (one goal per area listed above)

2013-2014 GOALS (in place by May 2014 with evidence)

Goal 1: The district actively promotes and supports school-based literacy improvement efforts.

Goal 2: The district provides continual professional development to **ALL LEADERS** (administrators, literacy team leaders, teacher leaders) who actively engage in and monitor the implementation of the District and School Literacy Plans for the purpose of increasing student achievement.

Goal 6: Appropriate and adequate literacy interventions exist to support struggling readers and writers to attain and maintain grade level achievement within the context of a school-wide literacy improvement effort.

2013-2015 GOALS (started in 2013, data collected regularly, by 2015 in place with evidence)

Goal 3: All students actively engaged in reading, writing, speaking, and reasoning in all content areas to improve learning outcomes and performance.

2013-2016 GOALS (started in 2013, data collected regularly each year, by 2016 goals 4 and 5 will be in place with evidence)

Goal 4: The district provides continual and differentiated professional learning for **ALL TEACHERS** to actively engage in the implementation of the district/building literacy plan and use data to determine impact of professional learning on student achievement.

Goal 5: Teachers consistently integrate high quality reading, writing, language and vocabulary instruction to improve all students' literacy development and content learning.

The mission of Kansas City, Kansas Public Schools (KCKPS) is to ensure a deep commitment to providing ALL students with a comprehensive and enriching literacy foundation to prepare them to successfully participate in a global society. Rigorous and relevant instruction in listening, speaking, reading, writing, and thinking is the focus for literacy learning in all content areas and in all classrooms.

KCKPS supports consistent, high quality, long-term and in-depth professional learning in best practices that support literacy. The district will allocate resources to ensure equitable access to effective literacy education for all students. All KCKPS employees are committed to and responsible for implementation of this literacy plan. This plan will be continually evaluated, reviewed, and revised to ensure literacy achievement.

BACKGROUND/REVIEW OF RESEARCH BASE AND PREVIOUS ACTIONS

THE RESEARCH BASE SAYS: KEY ACTIONS FOR DISTRICT LITERACY INITIATIVES

- 1. Develop a district council focused on literacy.**
- 2. Audit current literacy strengths and needs.**
- 3. Learn together - literacy implementation, leadership, and instruction best practices.**
- 4. Develop a 3-5 year plan.**
- 5. Consistently monitor progress.**

2012-2013 Literacy Council

- Set a charge (see A below) and met monthly to systematically learn, discuss, and develop a district plan for literacy achievement for KCK Public Schools*
- Read, analyzed and discussed the following texts, some as whole group, some in small groups. Applied learning to development of District Literacy Design for 2013-2015.*
- Planning Subgroup attended Leadership and Literacy Council in September and met regularly to study district literacy planning process and work out details of larger District Literacy Council's work. Studied and applied findings of literacy audit to frame the District Literacy Plan.*

A. 2011 CHARGE OF THE DISTRICT LITERACY ADVISORY COUNCIL

Literacy is not an option. It is a civil right. Our students deserve to have access to a quality life. Key to a quality life is proficiency in language, numeracy, and in the arts." As a District, there is no more important responsibility that we must embrace to ensure every student develops as a literate person.

To meet the charge of “literacy is not an option,” the literacy council, through the use of data and study, will develop a comprehensive, and coordinated plan, which outlines research-based literacy approaches so that every student is able to read, write, think, speak, and listen in all disciplines. The plan will also guide professional learning, training, and provide valuable information about resource acquisition.

B. FINDINGS/RESULTS OF EXTERNAL DISTRICT LITERACY AUDIT

External Literacy Audit Key Findings

After considerable thought and discussion, co-interpretation participants determined a set of prioritized key findings—either critical or positive. These key findings are detailed in this section. Please note that where key findings at the elementary, middle, and high school levels were substantially the same in content, those key findings have been collapsed into a single key finding that addresses all levels.

Critical Key Findings

Overall: Elementary, Middle, and High Schools

Critical Key Finding 1: Few components of gradual release were observed in the elementary, middle, and high schools.

The gradual release of responsibility model of instruction was not observed in the majority of classrooms. For example, in the elementary schools, many teachers did not demonstrate the actions of a reader and a writer for the students. Students often did not receive scaffolding; instead, they received a short explanation and then were given time to work on their own. In the middle and high schools, the majority of instruction was done with the whole group. Additionally, in the high schools, the absence of the gradual release model was particularly notable during writing instruction.

Critical Key Finding 2: Differentiated instruction and materials were rarely observed.

Although differentiation is a major part of the KCKPS Five-Step Process, many classrooms did not provide assignments or small-group opportunities based on level, ability, or skill. Within the elementary schools, students often worked on the same packets of worksheets, despite individual understanding or need. In the middle and high schools, the majority of instruction was “whole-group,” with little time for peer discussions or small-group work. In some high school classes, students worked on the same reading assignments with no consideration of individual reading levels.

Critical Key Finding 3: Quality reading and writing instruction was limited across all grade levels.

Writing instruction was limited and inconsistent. In the elementary schools, students engaged in little extended writing. In addition, of the 11 elements of writing instruction found to be effective for helping students write well (Graham & Perin, 2007), only three were observed in the middle school classrooms and none in the majority of high school classrooms. According to the interviews, many people are uncertain about what the district’s focus on writing means. Independent reading also was limited; independent reading was noted in fewer than 25 percent of the elementary school classrooms. Students also spent more time with literary texts than required by a proper information-literary text balance. Also, a systematic vocabulary program was not apparent across all grade levels. Although some word study did occur in the primary grades, many of the observed teachers did not use word walls consistently across classrooms or offer strategies for decoding words.

Critical Key Finding 4: Questioning techniques in the majority of observed classrooms did not align to Kansas Common Core Standards, require higher-level thinking skills, engage all students, or include time for either discussion or processing the question.

The Kansas Common Core Standards require that students learn to answer text-dependent questions; however, this type of question was not apparent in the majority of all observed classrooms. When asking the questions, few teachers called on nonvolunteer students. Also, teachers did not provide wait time for students to process the questions. Questions often followed the Initiate-Response-Evaluate (I-R-E) model; that is, the teacher asked a question, a student answered, and the teacher replied—whether or not the answer was correct. Extended discussions with three or more students lasting longer than 30 seconds were limited.

Critical Key Finding 5: Classrooms across the elementary and middle school grade levels demonstrated an overreliance on worksheets as a resource and instructional tool.

Worksheets were common in both elementary and middle school classrooms. Often, instead of explicit instruction or time with the teacher, students worked on or reviewed worksheets. Most of the worksheets did not require extended writing and were not differentiated.

Critical Key Finding 6: Checkpoint assessments are not well-aligned with other assessments that students must take.

Teachers in elementary and middle school classrooms used checkpoint assessments as an instructional tool and, in the middle schools, as justification for classwork. These assessments, however, do not align well in their format, measured qualities, or reported data with the Northwest Evaluation Association’s Measures of Academic Progress (NWEA-MAP) assessments or the future Smarter Balanced assessments.

Positive Key Findings

Overall: Elementary, Middle, and High Schools

Positive Key Finding 1: The majority of classrooms across the district are implementing the standards-based guaranteed and viable curriculum (GVC), in accordance with the district’s goals.

The GVC was observed across all grade levels. The implementation was uniform both within and across schools. Teachers used district-provided pacing guides.

Elementary Schools Only

Positive Key Finding 1: The majority of classrooms met or exceed the minimum recommended time (90 minutes) for literacy instruction.

According to both teachers’ schedules and interview data, teachers often spend up to three hours a day on literacy instruction. Literacy time also is extended through homework assignments, which even kindergarten students receive.

Positive Key Finding 2: There is evidence that teachers have access to and use assessments to inform instruction.

Teachers test their students through the NWEA-MAP reading assessments, the Fountas & Pinnell Benchmark Assessment System, and the KCKPS checkpoint assessments. Schools and teachers were observed paying attention to all of the data. In one school, bar graphs of the MAP scores lined a hallway; in another, they were posted by the principal’s office. In another school, a first-grade teacher posted the growth in MAP scores in her classroom.

According to both teachers’ schedules and interview data, teachers often spend as many as three hours a day on literacy instruction. Literacy time also is extended through homework assignments, which even kindergarten students receive.

AIR Recommendations

In order to achieve its vision of being one of the top 10 school districts in the nation, KCKPS must carefully consider the need for effective literacy instruction as well as plan to meet the demands of the Kansas College and Career Ready Standards. Implementation of the Kansas College and Career Ready Standards in the district will require a “deepening” and a “retraining” of the entire teaching staff. The district needs to reflect on

the gaps that exist between what the district is already doing and what the Kansas College and Career Ready Standards require, paying particular attention to the biggest and most fundamental mandates of these standards.

In order to help ensure that KCKPS is providing highly effective literacy instruction at all levels, AIR has developed 13 specific recommendations. The following 10 recommendations apply to all schools, 3 specifically apply to elementary schools:

- 1. Develop and implement a plan to ensure challenging, engaging, and intentional instruction in every classroom through effective implementation of the gradual release of responsibility model of instruction.**
- 2. Increase the level of rigor of classroom instruction.**
- 3. Increase the amount of time that teachers differentiate instruction.**
- 4. Ensure student engagement in literacy instruction.**
- 5. Provide intentional and systematic vocabulary instruction at all levels to improve literacy outcomes.**
- 6. Develop and implement with fidelity a school-wide plan to increase the effectiveness of independent reading.**
- 7. Increase opportunities for student discussion in the classroom.**
- 8. Increase the amount and quality of writing instruction and the opportunities for students to write throughout the school day.**
- 9. Investigate ways to increase opportunities for developing student competency in new literacies.**
- 10. Develop and implement a multiyear professional development plan that follows a job-embedded and sustained professional learning process and focuses on effective literacy curriculum and instruction.**

The following three recommendations are specific to elementary instruction:

- 1. Implement with fidelity the components of the balanced literacy block.**
- 2. Develop and implement with fidelity a district-wide word-study curriculum.**
- 3. Ensure that the time students spend working independently is productive.**

For each recommendation, additional information is provided in the narrative on specific actions that the district may consider during its action-planning process, as well as research resources for further reading. Please note that the order in which these recommendations are presented does not reflect a ranking or prioritization of the recommendations.

DISTRICT GOALS OUTLINED:

COMMUNICATE TO ALL STAKEHOLDERS – LITERACY IS A PRIORITY ACROSS THE SCHOOL DISTRICT - PREK – 12

Goal 1: The district actively promotes and supports school-based literacy improvement efforts.

ACTION STEP	TIMELINE	LEAD PERSON(S)	RESOURCES SUGGESTED	SPECIFICS OF IMPLEMENTATION	DATA COLLECTION & EVIDENCE OF SUCCESS
1. District establishes and communicates clear achievement and instructional targets, articulated in the District Continuous Improvement Plan (DCIP), focused on literacy.	Timeline: July 2013→ Forward	Board of Education Superintendent Assistant Supts District Coaches of Impl.	*District Continuous Improvement Plan (DCIP) *District Literacy Plan *District Professional Learning Plan *Literacy Audit *Board Policies *District Leadership	Stakeholders provide input to develop and update the DCIP within cycle of review Board Approves Amended DCIP and Literacy Plan Superintendent Recommends to the Board necessary resources – fiscal and human capital – to implement the DCIP and Literacy Plan.	Annual Results of Needs Assessment. “Powerwalk” data reflects effective and improving literacy instruction which correlates with student achievement data.
2. Conduct Needs Assessment of Literacy Practices and Publish Results	Annually August through September	Principals School Leadership Teams	*District Leadership <i>That Works</i> , Marzano and Waters, 2009 *Literacy Action	Communication Tools are leveraged to share plan and engage stakeholders.	Year-End-Report of Progress on the DCIP (Analysis of district MAP, ACT Strand/State Literacy Assessment, and Diagnostic reading assessments (F&P Benchmark))
3. Publish the District Professional Learning Action Plan addressing Literacy.	Annually, September	Department Directors	Rubric 4: Literacy- Rick School Environment, Policies, and Culture, “Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success,” – Grades 4 – 12	Schools develop literacy teams and school action plans that clearly communicate site-based non-negotiable expectations in all classrooms inclusive of DCIP indicators and expectations	Data from Post-assessment/ Quarterly Debriefings
4. District Monitors Progress and Communicates results quarterly to internal and external stakeholders.	Quarterly			Conduct District and School-based Needs Assessment using Literacy Action Rubrics.	

<p>5. Building principal actively engages in, and empowers Literacy Leadership Team to establish a culture that values and supports meaningful literacy instruction across the school day and across content areas in ALL classrooms.</p>	<p>August →Forward</p>	<p>Assistant Supts District Coaches of Impl. Principals Literacy Leadership Teams</p>	<p>*District Values and Expectations *<i>School That Work</i> by Allington and Cunningham 2012 *<i>FOCUS</i> by Schmoker (2011) *<i>Culture of Literacy Report</i>, NASSP *Literacy Action Rubric 2: Literacy Across the Content Areas, "Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success," – Grades 4 – 12</p>	<p>Leadership prioritizes time and resources to support implementation. Leadership is consistently in classrooms to support and monitor implementation. Formal and informal conversations and work posted throughout the building (classroom literacy walkthroughs and environmental walks).</p>	<p>"Powerwalk" data reflects effective and improving literacy instruction which correlates with student achievement data. Year-End-Report of Progress on the DCIP (Analysis of district MAP, ACT Strand/State Literacy Assessment, and Diagnostic reading assessments (F&P Benchmark)) Data from Post-assessment/Quarterly Debriefings School-based literacy plans documented.</p>
<p>6. All classrooms have class libraries sufficient for the grade level and content. District and Schools Assess classroom libraries and purchase books to ensure literacy rich classrooms across all content areas. Daily monitored independent reading with conferring is conducted by teachers.</p>	<p>August → Forward</p>	<p>*Superintendent *Assistant Supts. *Chief Financial Officer *Principals *Teacher Leaders *Teachers *School Leadership Teams *Department Directors</p>	<p>District Guaranteed Viable Curriculum includes list of recommended text/literature by grade level and content. District allocates resources to support development of classroom libraries across all content areas.</p>	<p>Elementary - 1/3 of books leveled for easy access for students while 2/3 of books are organized by genre. School schedule protected time to read and confer with students daily in all content areas. Student choice (matching books to readers) is emphasized in book selection. Powerwalk data indicates whether students are reading independently with teachers coaching/conferring. Evidence of Conferring, Journaling, Reading Logs, Book talks, Socratic Seminars, and other literacy best practices.</p>	<p>"Powerwalk" data reflects effective and improving literacy instruction which correlates with student achievement data. Pre- Post- and Year-End-Report of Progress on the DCIP. Data from Post-assessment/Quarterly Debriefings. Principal/Teacher Survey regarding access to and use of classroom libraries.</p>

7. District engages parents and community members as partners in literacy improvement efforts.	August → Forward	*Board of Education *Superintendent *Supt’s Council *Leadership Teams *Department Directors	Approved community partners 100 Best Communities Committee District Grant Writer	District level and school level: develop a plan to engage parents and community with literacy initiatives – including summer reading progress. Promote READ TODAY, LEAD TOMORROW slogan	List of community resources and programs supporting literacy. Artifacts/Evidence of Community-wide Involvement
8. District Literacy Council meets quarterly, to study, review data, make recommendations, and monitor implementation of the Literacy Plan	Timeline: Quarterly	Superintendent	“Powerwalk” Data Post Assessment/Quarterly Debriefings Data	Council reviews/ approves Plan, empowers district and schools, focus on literacy, review data that supports implementation, and monitors progress	Data/status check on the level of implementation by District and by each school. Year-End-Report of Progress on the DCIP (Analysis of district MAP, ACT Strand/State Literacy Assessment, and Diagnostic reading assessments (F&P Benchmark))

DEVELOP LITERACY LEADERSHIP CAPACITY

Goal 2: The district provides continual professional development to **ALL LEADERS** (administrators, literacy team leaders, teacher leaders) who actively engage in the implementation of and monitor the District and School Literacy Plan for the purpose of increasing student achievement.

ACTION STEP	TIMELINE (with target date)	LEAD PERSON(S)	RESOURCES SUGGESTED	SPECIFICS OF IMPLEMENTATION	DATA COLLECTION & EVIDENCE OF SUCCESS
<p>1. The district provides leadership professional learning for ADMINISTRATORS (Pre-K-12th grade) to develop a common understanding of literacy as a civil right; research based literacy approaches so that every student is able to read, write, think, speak, and listen in all disciplines.</p>	<p>ongoing</p>	<p>Superintendent Assistant Supts. District Coach of Implementation District Coach of Professional Learning Lead Teacher Leaders Curriculum Team Literacy Council</p>	<p><i>*Schools that Work: Where All Children Read and Write</i>, Allington and Cunningham 2007 <i>*Classrooms that Work: Where ALL Students Can Read and Write</i>, Cunningham and Allington, 2007 <i>*Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders</i>, Irvin, Meltzer, Dukes, 2007 <i>*The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers</i>, Scholastic, 2007 <i>*Creating a Culture of Literacy: A Guide for Middle and High School Principals</i>, National Association for Secondary School Principals, 2005</p>	<p>District develops Professional Development Plan for Principals based on Literacy Audit and/or current Needs Assessment</p> <p>Schools Review Literacy Audit and conduct School-based Literacy Needs Assessment,</p> <p>School use results of internal assessment to using results develop Literacy Plan including Professional Development Plan and schedule (Wednesday Early Release).</p>	<p>Professional learning plan for administrators with calendar and session agendas and evaluations.</p> <p>“Powerwalk” data reflects effective and improving literacy instruction which correlates with student achievement data.</p> <p>Data from Post-assessment/ Quarterly Debriefings .</p> <p>End of year literacy survey for administrators – includes “what I did differently this year”, “what I learned in administrator professional learning”, and “what learning will help me impact student achievement next year”.</p>

<p>2. The district provides leadership professional development for TEACHER LEADERS, (Pre-K-12th grade) to develop a common understanding of literacy as a civil right; research based literacy approaches so that every student is able to read, write, think, speak, and listen in all disciplines</p>	<p>ongoing</p>	<p>Assistant Supts. District Coach of Implementation District Coach of Professional Development Lead Teacher Leaders Curriculum Team</p>	<p>DCIP Literacy Audit <i>Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success</i>, – Grades 4 – 12, Irvin, Meltzer, Dean, Mickler, 2010 <i>Coaching Matters</i> by Killion, et al</p>	<p>Review Literacy Audit Professional Development Plan and schedule, including District and Content Professional Learning offered including Wednesday early release.</p>	<p>Professional learning plan for teacher leaders with calendar and session evaluations. “Powerwalk” data reflects effective and improving literacy instruction which correlates with student achievement data. Data from Post-assessment/ Quarterly Debriefings . End of year literacy survey for teacher leaders – includes “what I learned and accomplished this year”, “what I learned in teacher leader professional learning”, and “what learning will help me impact student achievement next year”.</p>
<p>3. The district provides Leaders ((Pre-K-12th grade) ongoing professional development to establish and empower a LITERACY LEADERSHIP TEAM to LEARN, FOCUS, PLAN and MONITOR Literacy Initiative in each school - aligning goals with DCIP, Literacy Audit, 5-step process and tailor to own</p>	<p>Establish team at beginning of 2013-2014 School Year. Monitor the plan Sept. 2013 through May</p>	<p>Superintendent Assistant Supt.s District Coach of Implementation District Coach of Professional Learning Curriculum Team</p>	<p>DCIP Literacy Audit <i>District Leadership that Works</i>, Marzano and Waters, 2009 <i>Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success</i>, – Grades 4 – 12, Irvin, Meltzer, Dean, Mickler, 2010 Adolescent Literacy Walk-</p>	<p>Monthly whole group and small group sessions provided by district. Monitor plan for implementation by</p> <ul style="list-style-type: none"> • conducting literacy walkthroughs and observations of classrooms for evidence of learning from Wednesday Early Release Professional Development and District and Content 	<p>Professional learning plan for Literacy Leadership Teams with calendar and session evaluations. “Powerwalk” data reflects effective and improving literacy instruction which correlates with student achievement data. Data from Post-assessment/ Quarterly Debriefings. End of year literacy survey</p>

building's specific needs.	2014		Through for Principal: A guide for Instructional Leaders, Center on Instruction, 2009 Leadership and Literacy Institute – Regie Routman	Professional Learning, and <ul style="list-style-type: none"> collecting anecdotal and assessment data related to Literacy Plan goals. 	for administrators – includes “what I did differently this year”, “what I learned in administrator professional learning”, and “what learning will help me impact student achievement next year”. Document results of school-based needs assessment.
5. Leaders are accountable to provide HIGH QUALITY PROFESSIONAL LEARNING using principles of adult learning to increase teacher effectiveness, student literacy goals, and student achievement.	2013-2014 First Semester Second Semester 2014-2015 First Semester Second Semester	Principal Assistant Principals Teacher Leaders Literacy Leadership Team	DCIP Literacy Audit “Creating a Culture of Literacy: A Guide for Middle and High School Principals,” National Association of Secondary School Principals, 2005- Principles of Adult Learning	Wednesday professional development sessions are ongoing, focused, connected to classroom work and determined by literacy learning needs. Professional learning sessions are conducted using the principles of adult learning.	Wednesday afternoon participant surveys are regularly collected and compared to student achievement and observation/walk through data. Plans for district and site professional learning are developed and monitored.
7. Leaders conduct CLASSROOM OBSERVATIONS focusing on authentic literacy using whole-part-whole instruction within the Gradual Release of Responsibility Model.	August 2013 → Forward	Assistant Superintendent Principal Assistant Principals Teacher Leaders Literacy Leadership Team	Powerwalk Tool “Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success,” – Grades 4 – 12, Irvin, Meltzer, Dean, Mickler, 2010 Literacy Walkthroughs/ Environmental Walks	Conduct Powerwalks monthly (minimum by administrators is 30 classroom observations per month – each administrator) Establish schedule for walk-throughs by School Based Literacy Leadership Teams, peer observation, and cycle of feedback to faculty	Classroom observations/walkthroughs are correlated with Powerwalk Data and student achievement data.

STUDENT MOTIVATION, ENGAGEMENT, and ACHIEVEMENT

Goal 3: All students actively engaged in reading, writing, speaking, and reasoning in all content areas to improve learning outcomes and performance.

ACTION STEP	TIMELINE (with target date)	LEAD PERSON (S)	RESOURCES SUGGESTED	SPECIFICS OF IMPLEMENTATION	DATA COLLECTION & EVIDENCE OF SUCCESS
1. Determine level of student engagement, select materials and tasks that are at the correct level of difficulty and have a meaningful purpose /outcome for the student (aligned to college and career readiness standards).	Assess within first 30 days of school year – and regularly throughout the school year with documentation of progress.	School Literacy Team	*“Reading Engagement Self-Assessment,” (McPeake & Guthrie) *“Taking Action on Adolescent Literacy” Action Steps for Schoolwide Success,” – Grades 4 – 12, Irvin, Meltzer, Dean, Mickler, 2010 “The Literacy Action Rubric 1: Student Motivation, Engagement and Achievement and Chapter 2 – “Stage 2 – Assess” *Marzano Teacher Evaluation Model, 2011	1. Develop a common understanding/ calibration of what will be collected. 2. Identify student or cohort of students by levels of academic achievement to observe and record reading/writing/speaking/listening progress. 3. Determine a schedule for observation.	Student achievement data preK-12 analyzed for individual student growth. School plans reflect goals and actions for student motivation, engagement, and achievement.
2. Based on Needs Analysis, Select actions to initiate student ownership, engagement and motivation, such as.... <ul style="list-style-type: none"> • Guide students to establish personal goals • Use active/ interactive learning strategies • Use questioning strategies that make all students think and answer. • Provide students with choices. • Use processing activities • Use discussion protocols and strategies 	Re-administer assessment annually in May	School Literacy Team	<i>Book Love</i> by Penny Little <i>Reading Ladders</i> by Teri Lesesne <i>Making the Match</i> by Teri Lesesne <i>Write Like This</i> by Kelly Gallagher <i>Reading Reasons</i> by Kelly Gallagher <i>The Book Whisperer</i> by Donalyn Miller The Optimal Learning Model (R. Routman)	<u>Schools insert specifics here:</u>	

PROFESSIONAL DEVELOPMENT (DEVELOP HIGHLY EFFECTIVE TEACHERS/SUPPORT TEACHERS TO IMPROVE INSTRUCTION)

Goal 4: The district provides continual and differentiated professional learning for ALL TEACHERS to actively engage in the implementation of the district/building literacy plan and use data to determine impact of professional learning on student achievement.

ACTION STEP	TIMELINE (with target)	LEAD PERSON(S)	RESOURCES NEEDED	SPECIFICS OF IMPLEMENTATION	DATA COLLECTION & EVIDENCE OF SUCCESS
1. District and schools provide quality professional learning to improve classroom instruction in literacy practices to include authentic and engaging instruction in reading, writing, speaking (oracy), and reasoning. This includes extended periods for students to access and engage in text, following up with discussion and writing.	August 2013 → Forward	*Assistant Superintendent *District Coach of Impl. *Principals *District Coach of Professional Learning *Lead Teacher Leaders *Curriculum Team	“Learning to Listen, Learning to Teach,” Jane Vella, 2002 “Taking Charge of Professional Development,” Seadeni, ASCD, 2009 Teacher Evaluation Model, Marzano, 2011	Whole Faculty Study Groups Collaborative planning and PLC work Study of student work in relationship to teacher professional learning session. Clinics targeting specific literacy components. Wednesday Early Release	Student growth measures in literacy outcomes (DCIP data). Evaluation of District Professional Learning Plan. Results of in-service evaluations, teacher survey, and Post-Assessment debriefings. Evaluation of yearly school- and district- literacy plans.
2. District provides professional learning of specific literacy components using the Theory of Action - 5-Step Process including authentic and job-embedded PLCs, and study of student work.	September 2013 through May 2014	*Assistant Superintendent *District Coach of Impl. *Principals *District Coach of Professional Learning *Lead Teacher Leaders *Curriculum Team *School Literacy	DCIP District Literacy Plan School Literacy Plan KCK Curriculum Guides (GVC) Powerwalk data Quarterly review	Develop a cycle of PD, Peer observation. Principal/ Assistant Principal conduct regular walkthroughs to support and monitor implementation Professional Development Calendar for Wednesday Early Release has emphasis on literacy development	Results of needs assessment Evidence of Professional Learning Implementation using school based walkthrough data. Powerwalk walkthrough data. Results of Post-assessment debriefings. Professional learning plan, calendar and session

		Leadership Team *Teacher Leaders	of Student Work/writing response (Post Summative Assessment)	Objectives posted aligned to Pacing Guides with researched, effective instructional practices chosen.	evaluations.
3. District to provide professional learning to support implementation in Elementary Classrooms of <ul style="list-style-type: none"> • Running Records • Interactive Read Alouds • Monitored Independent Reading • Small Group/Guided Reading • Writing About Reading 	August 2013-August 2014 and continuing forward	Assistant Superintendent District Coach of Impl. Lead Teacher Leaders Curriculum Team Principals Teacher Leader Teachers School Literacy Leadership Team	<i>Continuum of Literacy Learning Grades K – 8 - A Guide to Teaching</i> , Pinnell and Fountas, 2011 <i>Schools that Work: Where All Children Read and Write</i> , Allington and Cunningham 2007 <i>Classrooms that Work: They Can All Read and Write</i> , Cunningham and Allington, 2007	Publish District Professional Development Calendar including District/Content P.D. and Clinics Jump Start Job Embedded Professional Learning including all elementary Teacher Leaders and at least 2 teachers from each site School Literacy Plan articulates current status of implementation of components and establishes a cycle of professional learning, peer observation, and administrative support and monitoring Powerwalks conducted monthly with specific feedback to faculty on status of implementation.	Professional Learning plan, calendar, and session evaluations compared with professional learning goals and classroom walkthroughs. Progress Monitoring data to include <ul style="list-style-type: none"> • Running Records • MAP Fall, Winter, Spring • Summative Assessment Writing Response • Student Writing Journals • Student Work Samples Powerwalk” data reflects effective and improving literacy instruction which correlates with student achievement data.
4. Implement Literacy Lab Classroom Cohort (K-6) teacher development course of study and collaborative teaching as a strategy to develop literacy leaders and labs of literacy best practices	August 2013-August 2014	Superintendent Curriculum Department District Coach of Professional Learning District	“Reading/Writing Connections,” Routman Developmental Studies Center literacy resources	4 hours coursework/month 4 hours co-teaching/month Regular observation and informal coaching.	Classroom observations, teacher reflection logs, teacher and student surveys, student achievement data and work samples.

for district professional learning.		Consultant	HEINEMANN Resources		
<p>5. District to provide professional learning to support implementation in Secondary Classrooms of</p> <ul style="list-style-type: none"> • Summarization • Collaborative Writing • Inquiry Activities • Study of Models • Writing for Content Learning 		<p>Assistant Superintendent</p> <p>District Coach of Implementation</p> <p>Lead Teacher Leaders</p> <p>Curriculum Team</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teacher Leader</p> <p>Teachers</p> <p>School Literacy Leadership Team</p>	<p>DCIP</p> <p>Literacy Audit</p> <p>“Writing Next,” Alliance for Excellent Education, 2007</p> <p>“Writing to Read,” Carnegie Corporation of New Yourk, Graham and Hebert, 2010</p> <p>“Words Worth Teaching: Closing the Vocabulary Gap,” Biemiller, 2010</p>	<p>Publish District Professional Development Calendar including District/Content P.D. and Clinics</p> <p>School Literacy Plan articulates current status of implementation of components, establishes a cycle of professional learning, peer observation, and administrative support. Plan is monitored by Literacy Leadership team.</p> <p>Powerwalks conducted monthly with specific feedback to faculty on status of implementation</p>	<p>Professional Learning Evaluations compared to Professional Learning goals and classroom obseravtions/walkthroughs.</p> <p>Progress Monitoring data to include</p> <ul style="list-style-type: none"> • MAP Fall, Winter, Spring (6-7) • Summative Assessment Writing Response • Student Work Samples <p>Powerwalk” data reflects effective and improving literacy instruction which correlates with student achievement data.</p>

LITERACY INSTRUCTION ACROSS COMPREHENSIVE LITERACY DAY (ELEMENTARY) and ACROSS CONTENT AREAS (SECONDARY)

Goal 5: Teachers consistently integrate high quality reading, writing, language and vocabulary instruction to improve all students' literacy development and content learning.

ACTION STEP	TIMELINE (with target date)	LEAD PERSON(S)	RESOURCES SUGGESTED	SPECIFICS OF IMPLEMENTATION	DATA COLLECTION & EVIDENCE OF SUCCESS
<p>1. The School Literacy Leadership team will create a culture of literacy by implementing a common set of literacy components, aligned to the DCIP, to improve classroom instruction across all content areas. The components emphasize authentic, engaging reading, oracy, and writing instruction that incorporates the Optimal Learning Model (gradual release of responsibility), student interest, and a variety of reading/writing genres.</p>	<p>July 2013 → Forward</p>	<p>Principal School Literacy Leadership Team Teachers Assistant Superintendent Curriculum Team</p>	<p>DCIP Literacy Audit KCK Internal Literacy Audit for Elementary KCK Internal Literacy audit for secondary.</p>	<p>Each Schools conducts Needs Assessment of literacy practices in all classrooms and content areas. Regular review of Powerwalk data with goals set for implementation of specific literacy strategies. ELEMENTARY DISTRICT FOCUS:</p> <ul style="list-style-type: none"> • Interactive Read Alouds • Monitored Independent Reading • Small Group/ Guided Reading • Writing about Reading <p>Secondary DISTRICT FOCUS:</p> <ul style="list-style-type: none"> • Summarization • Collaborative Writing • Inquiry Activities • Study of Models • Writing for Content Learning 	<p>Each school collects data on own literacy plan. District collects Post-assessment debriefings, walkthrough data, and student achievement data. The two above data sources are correlated.</p>

<p>2. Collect evidence that literacy is a priority in instruction.</p>	<p>August → Forward</p>	<p>Assistant Superintendent District Coach of Impl. Principal School Literacy Leadership Team Teachers</p>	<p>Classroom Libraries School Libraries Literary and Technical Text Various genres of high interest reading materials System for supporting students to independently select “just right reading materials” Students writing across the content areas. Writing is explicitly taught, modeled, practiced, and released to independence across the comprehensive language and literacy day (pre-K through 12th grade)</p>	<p>Establish expectation and monitor for implementation ELEMENTARY DISTRICT FOCUS:</p> <ul style="list-style-type: none"> • Anchor charts • Rubrics • Exemplars of student work • Response Reading Journals • Interactive Word Wall • Accountable Talk • Literacy Centers • Students independently reading with conferring <p>SECONDARY DISTRICT FOCUS.</p> <ul style="list-style-type: none"> • Students engaged in meaningful /authentic reading • Students engaged in meaningful / authentic writing • Students engaged in meaningful/authentic reasoning • Students engaged in meaningful /authentic speaking (oration) • Students engaged in meaningful discussions 	<p>Progress Monitoring Data to include</p> <ul style="list-style-type: none"> • Running Records • MAP Fall, Winter, Spring • Summative Assessments • Classroom observations and walkthrough tool data.
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<p>3. Collect evidence in Elementary Classrooms of</p> <ul style="list-style-type: none"> • Running Records • Interactive Read Alouds • Monitored Independent Reading • Small Group/Guided Reading • Writing About Reading 	<p>August 2013- August 2014 and continuing forward</p>	<p>Assistant Superintendent District Coach of Implementation Lead Teacher Leaders Principal Assistant Principal Teacher Leader Teachers School Literacy Leadership Team</p>	<p><i>Continuum of Literacy Learning</i> "Grades K – 8 - A Guide to Teaching, Pinnell and Fountas, 2011</p> <p><i>Schools that Work: Where All Children Read and Write</i>, Allington and Cunningham 2007</p> <p><i>Classrooms that Work: They Can All Read and Write</i>, Cunningham and Allington, 2007</p>	<p>School Literacy Plan articulates current status of implementation of components and establishes growth targets aligned to the DCIP</p> <p>Powerwalks conducted monthly with specific feedback to faculty on status of implementation</p> <p>Literacy Leadership Team review of data with targets established at least bi weekly</p> <p>Quarterly Post Assessment Debriefings for progress monitoring</p>	<p>Progress Monitoring Data to include</p> <ul style="list-style-type: none"> • Running Records • MAP Fall, Winter, Spring • Summative Assessments • Classroom observations and Power walkthrough tool data.
<p>4. Collect evidence in Secondary Classrooms of</p> <ul style="list-style-type: none"> • Summarization • Collaborative Writing • Inquiry Activities • Study of Models • Writing for Content Learning 	<p>August 2013- August 2014 and continuing forward</p>	<p>Assistant Superintendent District Coach of Implementation Lead Teacher Leaders</p>	<p>DCIP</p> <p>Literacy Audit</p> <p>"Writing Next," Alliance for Excellent Education, 2007</p> <p>"Writing to Read," Carnegie Corporation of New York, Graham and</p>	<p>School Literacy Plan articulates current status of implementation of components and establishes growth targets aligned to the DCIP</p> <p>Powerwalks conducted monthly with specific feedback to faculty on status of implementation</p> <p>Literacy Leadership Team review of data with targets established at least bi weekly</p>	<p>Progress Monitoring Data to include</p> <ul style="list-style-type: none"> • MAP Fall, Winter, Spring (6-7) • Summative Assessments • Practice Test – EXPLORE, PLAN, ACT • Classroom observations and

		Principal Assistant Principal Teacher Leader Teachers School Literacy Leadership Team	Hebert, 2010 “Words Worth Teaching: Closing the Vocabulary Gap,” Biemiller, 2010	Quarterly Post Assessment Debriefings for progress monitoring	Power walkthrough tool data.
5. PLCs utilize book study, peer observations, and professional learning dialogue to reflect upon own literacy practices -and learn from others. This PLC work in each school and at central office promotes taking our work and learning public and sharing our process and results.	August → Forward	Assistant Superintendents District Coach of Implementation Principals School Literacy Leadership Team Teacher Leader(s) Teachers	<i>Learning by Doing</i> by Dufour, et al Critical Friends Protocols A variety of literacy theory and practice books depending on the goal, such as... <i>When Kids Can't Read</i> by Kylee Beers <i>Improving Adolescent Literacy</i> by Fisher and Fry <i>Phonics They Use</i> by Patricia Cunningham	Schools monitor results of PLC time in correlation to student learning. Document focus and content of PLC work. Document results of peer coaching, book studies, and teacher dialogue as it impacts student achievement.	Leader, teacher and student culture of literacy survey pre- and post-data. “Powerwalk” data reflects effective and improving literacy instruction which correlates with student achievement data. Data from Post-assessment/ Quarterly Debriefings Annual School Literacy Leadership Team Sharing Fair/Conference.

LITERACY INTERVENTIONS

Goal 6: Appropriate and adequate literacy interventions exist to support struggling readers and writers to attain and maintain grade level achievement within the context of a school-wide literacy improvement effort.

ACTION STEP	TIMELINE (with target date)	LEAD PERSON(S)	RESOURCES SUGGESTED	SPECIFICS OF IMPLEMENTATION	DATA COLLECTION & EVIDENCE OF SUCCESS
1. Identify struggling readers, writers, speakers. . 2. Identify an intensive reading /writing period in schedule. . 3. Assign qualified teachers for the intensive reading and literacy support. . 4. Diagnose specific needs of struggling readers/writers/speakers . 5. Place students into an intensive reading support and monitor progress. . 6. Use data to monitor effectiveness of reading interventions.	August → Forward	Principal Teacher Leaders Teachers School Literacy Leadership Team	<i>Continuum of Literacy Learning PreK-8</i> by Fountas and Pinnell <i>When Readers Struggle</i> by Fountas and Pinnell <i>Teaching Struggling Readers</i> by Carol Lyons <i>Apprenticeship in Literacy</i> by Dorn and Jones <i>When Kids Can't Read</i> by Kylee Beers <i>I Read it but I Don't Get it</i> by Cris Tovani <i>Reading Reasons</i> by Kelly Gallagher <i>Lessons that Change Writers</i> by Nancie Atwell	<u>ELEMENTARY</u> students are engaged in extensive reading and writing <ul style="list-style-type: none"> Engage students in authentic reading activities – real books, magazines, articles Provide at least 40 minutes per day independent reading across all contents Eliminate worksheets and oral unrehearsed round-robin reading Focus on small group targeted instruction Explicit language and writing instruction using shared reading and shared/interactive writing <u>SECONDARY</u> students with a MAP Lexile between 860 and 980, not classified as special education or English Language Learners, shall be enrolled in Strategic Reading 1A and/or 1B and receive intensive intervention with a reading intervention teacher <ul style="list-style-type: none"> Engage students in 	1. Schools identify struggling readers/writers/speakers. 2. Schools monitor interventions applied for struggling literacy learners. 3. Schools monitor progress for each struggling readers using diagnostic assessments, MAP, and literacy grades 4. Schools report on struggling reader/writer/speaker plans and data at each Post-assessment debriefing. 5. Results of Post – Assessment debriefing data compiled for a large snapshot of

				<p>authentic reading activities – real books, magazines, articles</p> <ul style="list-style-type: none"> • Provide at least 40 minutes per day independent reading across all contents • Eliminate worksheets and oral unrehearsed round-robin reading • <p>Progress monitored at least every 4.5 weeks with the intent of moving out of intervention program(s).</p>	<p>district strengths/needs to inform actions and revision of this plan.</p>
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BIBLIOGRAPHY OF ESSENTIAL READINGS	
ELEMENTARY	SECONDARY
<ul style="list-style-type: none"> • Every Child, Every Day by Allington and Gabriel (<i>Ed. Leadership</i>, March 2012) • <i>External District Literacy Audit: Kansas City (Kansas) Public Schools: Final Report</i> (American Institutes for Research, June 2012) • Mapping a Pathway to Schoolwide Highly Effective Teaching by Regie Routman (<i>Kappan</i>, Feb. 2012) • <i>Taking Action on Adolescent Literacy</i> by Irvin, et al (ch. 5) • <i>Taking the Lead on Adolescent Literacy</i> by Irvin, Metzler, Dean and Mickler (2010) – this text includes the Literacy Action Rubrics • What At-risk Readers Need by Allington (<i>Ed. Leadership</i>, March 2011) • What Really Matters When Working with Struggling Readers by Dick Allington (<i>The Reading Teacher</i>, April 2013) • <i>Schools That Work: Where All Children Read and Write</i> by Allington and Cunningham (2012 Edition) • <i>FOCUS: Elevating the Essentials to Radically Improve Student Learning</i> by Mike Schmoker (2011) 	<ul style="list-style-type: none"> • <i>The Right to Literacy in Secondary Schools</i> - compiled by Suzanne Plaut (ch. 4) • <i>Writing Next: Effective Strategies to improve writing of adolescents in middle and high school</i> by Graham and Perin – Carnegie Foundation Report (2007) • <i>Reading next—A vision for action and research in middle and high school literacy: A Carnegie Report</i> by Biancarosa, C., & Snow, C. E. (2006). • <i>External District Literacy Audit: Kansas City (Kansas) Public Schools: Final Report</i> (American Institutes for Research, June 2012) • <i>Taking Action on Adolescent Literacy</i> by Irvin, et al (ch. 5) • <i>Taking the Lead on Adolescent Literacy</i> by Irvin, Metzler, Dean and Mickler (2010) – this text includes the Literacy Action Rubrics • <i>Improving Adolescent Literacy: Content Area Strategies at Work</i> by Fisher and Frey (2012 edition) • <i>Creating a Culture of Literacy: A guide for middle and high school principals</i> by National Association of Secondary Schools (2005) • <i>FOCUS: Elevating the Essentials to Radically Improve Student Learning</i> by Mike Schmoker (2011)