**School-wide Literacy Plan**

School:

Principal:

Assistant Principal:

Instructional Coach (if applicable):

**Description:**

This template is provided for schools to develop a literacy plan that is focused upon the literacy priorities of the school district. The literacy priorities have been set forth as:

1. Internalize the English/Reading Standards
2. Fortify the Literacy Block/English Class or any class using literacy strategies
3. Integrate Writing Everywhere
4. Ensure Intervention Effectiveness (and maximize use of PALS/DIBELS, if applicable)

These four priorities are to be woven into the school-wide literacy plan:

1. Fortify Every Class with Proven Literacy Strategies, and Integrate Writing Everywhere

### Ensure Effective Literacy Interventions for Struggling Readers and Writers

### Coordinate Existing School Policies, Structures, and Culture to Support Literacy Overall, and this Literacy Plan Specifically

Additional sections (IV and V) are included in order to specify the members of the school’s Instructional Leadership Team (ILT), and to conduct an asset inventory. See specific information below pertaining to each section.

*Your plan should be considered a “living” document that will be revised and updated as the need arises throughout the year (e.g., fall, mid-year and spring at minimum). With this in mind, please upload document into Office 365 or Google Drive and share with key individuals who will have a part in developing and/or reviewing the document.*

**The Plan:** (Entry examples are shown in italics.)

1. **Fortify Every Class with Proven Literacy Strategies, and Integrate Writing Everywhere**

In this section, map out the school plan to develop and implement steps to improve literacy growth in all subjects. As students flex their literacy skills and strategies in every class, student performance improves in such classes. Practices such as note-taking, partner-reading, frequent quizzing on key vocabulary, and related strategies are a few examples that support learning from the text. Include entries related to supporting teachers to accomplish the goals.

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| **Fortify Every Class with Proven Literacy Strategies** | | | | |
| Goal | Action Steps/Timeframe | Resources | Individual(s) Responsible | Evidence of Implementation |
| *Integrate Writing in History & S.S.* | *Students will take notes while before, during and after reading the history & S.S. text.* | *Lined notebook paper or digital template* | *History & S.S. department chair and related teachers* | *Classroom observation* |
| *Integrate Writing in Science* |  |  |  |  |
| *Integrate Writing in Mathematics* |  |  |  |  |
| *Integrate Writing in ELL and SpEd* |  |  |  |  |
| *Engage teachers with Reading & Writing strands of English Standards of Learning for their grade level.* |  |  |  |  |
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1. **Ensure Effective Literacy Interventions for Struggling Readers and Writers**

In this section, provide an overview of the plan to provide and improve upon intervention instruction for struggling readers and writers.

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| Ensure Effective Literacy Interventions for Struggling Readers and Writers | | | | |
| Goal | Action Steps/Timeframe | Resources | Individual(s) Responsible | Evidence of Implementation |
| *Provide reading intervention instruction to 12 6th grade students as indicated by (screening tool or assessment)* |  |  |  |  |
| *Provide writing intervention instruction to 7 8th grade students as indicated by (screening tool or assessment)* |  | *Describe program/strategies to be used* |  |  |
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1. **Coordinate Existing School Policies, Structures, and Culture to Support Literacy Overall, and this Literacy Plan Specifically**

Even the best laid plans can be undermined by school policies and structures that refuse to yield to the priorities and components of the school-wide literacy plan. Identify such policies and structures that may need to be adjusted, abandoned, or better coordinated in order to support literacy overall and this literacy plan specifically. School culture may also need to be addressed. Include information on the expectation and monitoring of lesson plans.

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| Coordinate Existing School Policies, Structures, and Culture to Support Literacy Overall, and this Literacy Plan Specifically | | | | |
| Goal | Action Steps/Timeframe | Resources | Individual(s) Responsible | Evidence of Implementation |
| *Monitor lesson plans for activities and expectations aligned to standards* |  |  |  |  |
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1. **Instructional Leadership Team (ILT)**

Principals cannot lead a literacy improvement effort alone. Please list the key individuals that comprise the school’s ILT.

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| Name | Role | ILT Meeting Dates & Time |
|  |  | ILT meets on \_\_\_\_at \_\_\_\_. |
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1. **Asset Inventory**

English/ literacy and intervention instruction is vulnerable to an onslaught of vendor products. This has been referred to as the “Steck-Vaughn” curriculum. The effects of a haphazard approach to using these products range from a departure from the standards and curriculum, to an over-reliance on a product, rather than on instruction to meet student needs.

An asset inventory lists literacy products (other than the required textbooks) used throughout the school, their purpose, and the classroom(s) utilizing such material. Examples of such literacy products include books or computer programs (including websites that provide downloadable or online resources) intended to address a specific aspect of literacy (e.g., fluency, phonics, vocabulary, intervention, etc.).

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| Item | Purpose | Grade level, classroom(s), and/or individual(s) using the material |
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