Space:
- Buildings are clean, safe, and healthy environments
- Space for leveled libraries and independent reading
- Clean, organized, inviting classroom
- Designated areas for whole-class, group, and individual work

Curriculum and Materials:
- Sufficient number of books in leveled libraries
- Curriculum Engine fully developed with K-3 Early Literacy Scope and Sequence
- Curriculum for explicit phonics instruction
- Sufficient leveled readers to lead guided reading
- Big books and range of books for shared reading and read alouds

Scheduling:
- 120 minute literacy block, first thing
- RtII Intervention Block (40 minutes)
- Common planning period for grade level teachers

Parent Engagement:
- Clear and consistent communication with parents about student progress, at least once a semester
- Clarity and consistency in report card grading; Clear communication to parents about what grades mean
- Weekly homework that explicitly instructs parents on how to support children’s literacy

Student Predisposition to Learning:
- All students attend class every day and arrive on time
- All students are ready and able to learn (i.e., well-fed, well-rested, healthy)
- Students’ socio-emotional needs are diagnosed and addressed
- Class time is free of distractions (e.g., announcements)

Curriculum and Materials:
- 100% of classrooms have sufficient curriculum materials, according to materials check-list
- 100% of PA Core Standards for ELA K-3 have associated lesson plans on Curric. Engine
- 80% of teachers satisfied with curriculum and materials as assessed via District Wide Survey
- 100% of schools have sufficient intervention materials, according to materials check-list

Parent Engagement:
- 100% of parents receive clear, consistent, and readily interpretable information about students’ progress
- Parents are viewed as partners in supporting students’ early literacy and empowered to support their child’s growth
- Parents receive repeated, consistent communication from their child’s school and teachers through a variety of modalities
## Structure of Classroom Instruction

- **120 minute literacy block, first thing**
  - Phonics, phonemic awareness, fluency vocabulary, comprehension, taught throughout

### Reading Block
- **20 minutes explicit phonics instruction**
- **25 minutes shared reading/read aloud**
- **40 minutes for guided reading, while other students are @Centers**

### Writers Block
- **40 minutes for writers’ workshop while other students are writing independently**

### Intervention: Block
- **Designated intervention block**
- **2-3 Interventions available for students**
- **Sufficient staffing for intervention needs**
- **Students strategically assigned to intervention based on data**
- **Students receive sufficient intervention dosing**

### Quality of Teacher Instruction
- **Warm, caring, positive relationship with students**
- **Proactive, rather than reactive, classroom management style**
- **Establishment of clear and efficient routines and procedures for all activities**
- **Frequent oral language use and engagement of students in conversation**
- **Frequent explicit explanation of high level vocabulary**
- **Frequent, explicit, modeling of “what a good reader does”**
- **Gradual release of responsibility from teacher to students**

### Interventions
- **100% of schools have sufficient, research-backed intervention materials to provide the level and range of intervention that students need, as assessed via materials checklist**
- **100% of schools have sufficient intervention block time and staffing necessary to provide the scope of intervention necessary for their students population**
- **100% of students are screened for intervention based on AIMSWeb benchmarking, progress monitoring on 100% of students requiring intervention is done**
- **100% of teachers use EWS/other tracking system to monitor students’ intervention dosage**

### Quality of Teacher Instruction
- **Teachers receive support in developing high quality instruction throughout the year**
- **Students receive quality early literacy instruction**
- **Teachers development as instructors is monitored throughout the year**

### Impact Activities
- **100% of 3rd Grade Students Read on Grade Level**

### Outputs
- **All teachers have a clear understanding of metrics of quality instruction (consistent with the TELP)**
- **Teachers receive consistent feedback on the quality of their instruction and where they are in their development**
- **Teachers improve the quality of early literacy instruction their students receive throughout the year**
- **Both ELSs and Principals agree on a plan to improve instructional quality throughout the year**
- **Teachers receive adequate support and coaching to provide students with quality instructions**

### Quality of Teacher Instruction
- **-30% of teachers have developed and 70% are making progress toward providing students with quality instruction, as assessed via ELS TELP observations every two weeks**
- **-30% of teachers have developed and 70% are making progress toward providing students with quality instruction, as assessed via principal walk-through, once a month**
- **-100% of lesson plans reflect PA Core Standards, Curric. Engine Guidelines, and Literacy Block structuring**

- **80% of teachers and 100% of principals report high commitment to providing quality instruction on the District Wide Survey**
- **70% of parents report their students received quality instruction on the District Wide Survey**

### Time and Scheduling
- **Staff:** Teachers, Principals, ELSs, Central Office staff
- **Resources:** Classrooms, books, curricula, assessment materials
- **PD presenters and materials**
- **Technology:** Instructional technology, assessment systems, student progress monitoring/behavioral tracking

### Students
- **Action Plan 3.0**

### Funding
Teacher Training:
- Summer Boot-camp for 700 teachers
- Training in Comprehensive Literacy Framework
- Training on Instruction of Literacy Block components (e.g., phonics; read alouds)
- Training in assessment administration and use to inform instruction
- Teachers are trained in and use Curriculum Engine in developing standards-based lesson plans

Teacher Coaching:
- ELS Coach trained and assigned to teachers’ school
- Embedded coaching in the classroom
- Collect TELP information with observations every two weeks
- Provide coaching according to scope and sequence (e.g., classroom set-up, then shared reading)

Teacher Training:
- 100% principal attendance and 60% early literacy teacher attendance at summer PD as assessed via sign-in sheets
- 100% of early literacy trained in early literacy fundamentals as refresher by ELSs
- 100% of early teachers receiving ongoing coaching and follow-up early literacy PD once a month
- PD teachers receive consistent PD outlined in ELS School Literacy plan
- 80% of teachers report high satisfaction with Summer Literacy Institute and ongoing PD, as reflected in PD eval forms
- 80% of teachers report high satisfaction with PD training on District Wide survey
- 80% of teachers report using assessment and Curric Engine on DWS

Teacher Coaching:
- 100% of ELSs develop school specific Literacy Coaching plan shared with principals
- 100% of ELS Coaching plans are evaluated by curriculum office based on scope, sequencing, and school-fit
- 100% of ELSs provide teachers with coaching throughout the year, consistent with their coaching plan, as assessed via monthly logs of coaching activities
- 70% of teachers (i.e., those scoring as not-developed at the beginning of the year) are assigned progress benchmarks and monthly progress monitored by ELSs and principals
- 80% of teachers report high satisfaction with coaching on the DWS

Teacher Training and Coaching:
- Teachers receive quality professional development and in-the-classroom coaching throughout the year
- Teacher training and coaching follows a proscribed plan
- Teacher training and coaching is aligned with expected progress by ELSs and principal

Assessment:
- AIMSWeb intro training: Spring 2015
- Refresher training @Summer Institute
- AIMSWeb Benchmarking Fall, Winter, Spring
- AIMSWeb progress monitoring
- DRA Fall administration + progress monitoring
- Data driven instruction
- Students assessed via KEI

Assessment:
- 100% of teachers receive AIMSWeb training from Spring PD, Summer Institute, and ELS coaches
- 100% of teachers know administration basics and progress monitoring in AIMSWeb and DRA2
- 100% of teachers can access support materials for AIMSWeb and DRA2 (i.e., stepper sheets) and coherent district policy on assessment guidelines
- 100% of teachers complete benchmarking for all students
- 100% of teachers progress monitoring for all Tier 2 and Tier 3 students
- 30% of teachers are developed and 70% are progressing in developing data-driven instruction based on AIMSWeb

Assessment:
- Teachers are skilled in administering early literacy assessments to students
- Early literacy assessments are reliable and valid
- Teachers use benchmark data not only for performance snapshots but also for progress monitoring
- Teachers use data to drive instructional decision making
- A culture of data use and assessment is developed in schools

100% of 3rd Grade Students Read on Grade Level