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# District Literacy Action Plan

Everman ISD

Everman, Texas

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Developed by: Everman ISD Literacy Collaborative Team

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Date: November 2017



## Acknowledgements

The EISD Literacy Plan was developed collaboratively by a group of dedicated, experienced educators. The EISD Literacy Collaborative is comprised of classroom teachers, instructional coaches, and campus and district level administrators. These educators united to develop a comprehensive plan of action to address the literacy needs in Everman ISD. The EISD Literacy Collaborative utilized current research, EISD literacy data, and educational knowledge and skills to develop the EISD Literacy Plan. The Literacy Collaborative team also created the theme of EISD: Read, Write, Achieve and the EISD Literacy Vision Statement.

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## Executive Summary

This document describes the components of the district literacy action plan, as prepared by The EISD Literacy Collaborative Team. There are seven components to this plan:

Section 1: Why a District Literacy Plan is Needed in Our District

Section 2: Literacy Vision Statement

Section 3: District Literacy Improvement Goals

Section 4: Action Plan Maps

Section 5: Plan for Assessing and Reporting District Progress

Section 6: District Expectations and Supports for Schools

Section 7: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation

## **Section 1: Why a District Literacy Plan is Needed in Our District**

A district literacy plan is needed in Everman ISD to address the varied literacy needs of our students. Over the past several years, there has been a noticeable decline in reading and writing assessment scores, and there are achievement gaps among the subpopulations of students. It is imperative that Everman ISD develops a comprehensive plan of action to address the literacy needs in our district. It is also critical that the district provides a systematic approach to teaching literacy in Everman ISD. This plan will provide educators with a road map of expectations and guidelines to literacy instruction in Everman ISD.

## **Section 2: Literacy Vision Statement**

**Everman ISD shares a passionate belief that literacy instruction is at the forefront of creating an enriching learning environment that provides students with the necessary tools and strategies to become fluent, skillfully literate 21st Century Learners. Educators in EISD will provide comprehensive and systematic literacy instruction with a focus on research based practices that promote:**

- **Explicit, Engaging, Student-Centered Literacy Instruction**
- **Ongoing Monitoring of Student Progress and Teacher Effectiveness**
- **Consistent, Vertically-Aligned Formative and Informal Assessments**
- **Early Intervention Programs that focus on Phonics and Phonological Awareness**
- **Specific, Purposeful Differentiation that meets the needs of our Diverse Student Population.**
- **Equitable Opportunities to Engage the EISD Community in Meaningful, Authentic Literacy experiences.**

### **Section 3: District Literacy Improvement Goals**

Goal 1: EISD will provide equitable access to quality literacy instruction.

Goal 2: EISD will provide opportunities for authentic and purposeful reading.

Goal 3: EISD will provide opportunities for authentic and purposeful writing.

Goal 4: EISD will develop community partnerships and outreach programs to support student growth and literacy development.

Goal 5: EISD will develop authentic and purposeful systemic literacy evaluation and assessments.

Goal 6: EISD will use multiple sources of data to inform literacy instruction, differentiation, and intervention.

Goal 7: EISD will provide a tiered, differentiated, structured literacy intervention system by utilizing the response to intervention system.

## Section 4: Action Plan Maps

### Goal Action Map

Goal Statement 1) EISD will provide equal access to quality reading and writing instruction

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	District-wide horizontal and vertical Professional Learning Communities focused on Literacy. <ul style="list-style-type: none"> <li>Grade level subject areas</li> <li>Vertical meetings once per semester</li> <li>Horizontal meetings once per cycle.</li> <li>Analyze TEKS/SE and establish targeted learning objectives.</li> <li>Establish mastery level of learning standards for all students.</li> </ul>	Continuous monitoring of qualitative and quantitative student achievement data to improve instruction. <ul style="list-style-type: none"> <li>District guidelines and expectations for campus level data analysis.</li> <li>Vertical and Horizontal sessions to review district literacy data and student samples.</li> </ul>	Equitable Access to current, research-based, high quality instructional and supplemental resources available. <ul style="list-style-type: none"> <li>Individual Classroom Leveled Libraries</li> <li>Interactive Notebook supplies</li> <li>Equal access to professional development with follow-up sessions.</li> <li>Equal access to instructional and supplemental technology.</li> </ul>
1. Timeline	September 2018 and ongoing.	October 2018 and ongoing.	September 2018 and ongoing.
2. Lead Person(s)	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Campus Principals</li> <li>Campus Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Campus Administrative Teams</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Campus Principals</li> <li>Campus Instructional Coaches</li> </ul>



3. Resources Needed	<ul style="list-style-type: none"> <li>•Location for Meetings</li> <li>•Shared Google Team Drives</li> <li>•Access to Eduphoria Aware System</li> <li>•Access to TEKS Resource System</li> <li>•Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Eduphoria Aware System</li> <li>• Written plan with guidelines and expectations for data analysis</li> <li>• Data Analysis Training</li> </ul>	<ul style="list-style-type: none"> <li>• Leveled Libraries</li> <li>• iPad/Chromebooks</li> <li>• Literacy Software Programs</li> <li>• Current Research-Based Literacy Materials</li> <li>• Local and Federal Funds</li> </ul>
4. Plan of Monitor	<ul style="list-style-type: none"> <li>•District Wide PLC Calendar</li> <li>•Eduphoria Workshop Registration and Sign In Sheet</li> <li>•Instructional Planning Documents</li> <li>•Google Form Reflection Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Sign In Sheets and Agendas from Data Analysis Meetings</li> <li>• Action Plans based on Data Analysis Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Informal and Formal Walkthroughs</li> <li>• T-TESS Walkthroughs</li> <li>• Dana Center Walkthroughs</li> <li>• Minutes from PLC Meetings</li> </ul>
5. Measure of Success	<ul style="list-style-type: none"> <li>•Improved alignment of literacy instruction across all grade levels</li> <li>•Increased student literacy achievement on state and local assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Data Analysis Process</li> <li>•Increased student literacy achievement on state and local assessments</li> </ul>	<ul style="list-style-type: none"> <li>•Improved data as shown on T-TESS observation data analysis.</li> <li>•Improved data as shown on informal and Dana Center Walkthrough analysis</li> <li>•Increased student literacy achievement on state and local assessments</li> </ul>
6. Check in/review date	Fall and Spring Semester Check-In	Rotating Six Week Check-In	Monthly throughout 2018-2019 school year

## Goal Action Map

Goal Statement      2) EISD will provide Authentic and Purposeful Reading Opportunities for Students.

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	Students will use critical thinking to set their own purpose for reading.	Instructional staff will: <ul style="list-style-type: none"> <li>Engage students in authentic, real world reading experiences.</li> <li>Provide explicit instruction to set a meaningful purpose to increase comprehension skills</li> </ul>	District Literacy Staff will develop specific vocabulary instructional strategies.
1. Timeline	September 2018 and ongoing	September 2018 and ongoing	November 2018
2. Lead Person(s)	<ul style="list-style-type: none"> <li>Instructional Leadership Teams</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Leadership Teams</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Instructional Leadership Teams</li> <li>Classroom Teachers</li> </ul>
3. Resources Needed	<ul style="list-style-type: none"> <li>PLC Planning</li> <li>Peer Tutoring</li> <li>Flexible Grouping</li> <li>In Class Support</li> <li>Authentic Literature</li> <li>Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>Authentic Literature</li> <li>PD in instructional methods and grouping of students</li> <li>Research Based instructional materials</li> <li>Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>Research Based instructional materials</li> <li>Dictionaries and Thesaurus</li> <li>PD on effective vocabulary strategies</li> </ul>
4. Plan of Monitor	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Informal and Formal Walkthroughs</li> <li>T-TESS Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Informal and Formal Walkthroughs</li> <li>T-TESS Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Informal and Formal Walkthroughs</li> <li>T-TESS Walkthroughs</li> </ul>

	<ul style="list-style-type: none"> <li>• Dana Center Walkthroughs</li> <li>• Minutes from PLC Meetings</li> <li>• Lesson Plans</li> <li>• Student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• Dana Center Walkthroughs</li> <li>• Minutes from PLC Meetings</li> <li>• Lesson Plans</li> <li>• Student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• Dana Center Walkthroughs</li> <li>• Minutes from PLC Meetings</li> <li>• Lesson Plans</li> <li>• Student achievement data</li> </ul>
5. Measure of Success	Increased student literacy achievement on state and local assessments	Increased student literacy achievement on state and local assessments	Increased Student Achievement Data specific to Vocabulary TEKS
6. Check in/review date	Weekly during PLC meetings	Weekly during PLC meetings	Semester Check in

## Goal Action Map

Goal Statement      3) EISD will provide Authentic and Purposeful Writing Opportunities for Students.

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	Students will use authentic, real world experiences to set a purpose for writing.	District vertically aligned writing expectations utilizing grade level specific rubrics and emphasizing modeling of the writing process.	Establish district wide non-negotiable grammar expectations and ensuring that grammar is not taught in isolation but rather in context using mentor texts.
1. Timeline	September 2018 and ongoing	Begin development September 2018 – Completion by December 2018	Begin development September 2018 – Completion by December 2018
2. Lead Person(s)	<ul style="list-style-type: none"> <li>• Instructional Leadership Teams</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Chief of Elementary Education</li> <li>• Chief of Secondary Education</li> <li>• Instructional Leadership Teams</li> <li>• Literacy Collaborative Team</li> </ul>	<ul style="list-style-type: none"> <li>• Chief of Elementary Education</li> <li>• Chief of Secondary Education</li> <li>• Instructional Leadership Teams</li> <li>• Literacy Collaborative Team</li> </ul>
3. Resources Needed	<ul style="list-style-type: none"> <li>• PLC Planning</li> <li>• PD in effective writing instruction and strategies</li> <li>• Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Location for vertical meetings</li> <li>• PD in effective writing instruction and strategies</li> <li>• Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Location for Literacy Collaborative Meeting</li> <li>• Posters with Grammar expectations</li> <li>• Local and Federal Funds</li> </ul>
4. Plan of Monitor	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Informal and Formal Walkthroughs</li> <li>• T-TESS Walkthroughs</li> <li>• Dana Center Walkthroughs</li> <li>• Minutes from PLC Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Informal and Formal Walkthroughs</li> <li>• T-TESS Walkthroughs</li> <li>• Dana Center Walkthroughs</li> <li>• Minutes from PLC Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Informal and Formal Walkthroughs</li> <li>• T-TESS Walkthroughs</li> <li>• Dana Center Walkthroughs</li> <li>• Minutes from PLC Meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student achievement data</li> </ul>
5. Measure of Success	Increased student literacy achievement on state and local assessments	Increased student literacy achievement on state and local assessments	Increased student literacy achievement on state and local assessments
6. Check in/review date	Weekly during PLC meetings	Weekly during PLC meetings	Semester Check in

## Goal Action Map

Goal Statement	4) EISD will Develop Community Partnerships and Outreach Programs to Support Student Literacy Growth Development
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	Action Step 1	Action Step 2	Action Step 3
→ Action Step	<p>Implement an EISD Summer Reading Program</p> <ul style="list-style-type: none"> <li>• Summer Reading Bus to provide community programs at apartments and community centers.</li> <li>• Organize summer reading programs and summer hours in EISD Libraries.</li> </ul>	<p>Establish several Literacy Community Events within the city and district of Everman</p> <ul style="list-style-type: none"> <li>• Library Open House/Field Trips</li> <li>• Community Literacy Carnival hosted by each campus</li> <li>• Back to School Bash partnership with campus libraries</li> <li>• Church partnerships and community classes at campus libraries</li> </ul>	<p>Implement Early Literacy Programs that include community outreach to parents of children in the community ages 0-3.</p>
1. Timeline	<p>Planning – December 2017 Implementation – June-August 2018 2 Events per month during the Summer</p>	<p>September 2018 and ongoing</p>	<p>Planning – December 2017 Implementation – June-August 2018 5 Events (1 per campus) 3 Events in the Fall 2 Events in the Spring</p>
2. Lead Person(s)	<ul style="list-style-type: none"> <li>• Chief of Elementary Education</li> <li>• Director of Early Childhood</li> <li>• Director of Library Services</li> <li>• Lead Librarian</li> <li>• Director of Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Chief of Elementary Education</li> <li>• Chief of Secondary Education</li> <li>• Director of Library Services</li> <li>• Lead Librarian</li> <li>• Director of Policy and Public Relations</li> <li>• Director of Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Chief of Elementary Education</li> <li>• Director of Early Childhood</li> </ul>
3. Resources Needed	•Bus/Van	•Transportation for Field	•Bus/Van

	<ul style="list-style-type: none"> <li>•Staff to implement Summer Programs</li> <li>•Literature for Summer Program</li> <li>•Materials for Activities for Summer Program</li> <li>•Snacks for Summer Program</li> <li>•Local and Federal Funds</li> </ul>	<p>Trips</p> <ul style="list-style-type: none"> <li>•Staff to implement programs</li> <li>•Literature</li> <li>•Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>•Staff to implement Programs</li> <li>•Literature for Program</li> <li>•Materials for Activities for Program</li> <li>•Snacks for Program</li> <li>•Local and Federal Funds</li> </ul>
4. Plan of Monitor	<ul style="list-style-type: none"> <li>•Sign in sheets from summer events</li> <li>•Parent surveys</li> <li>•Student surveys</li> </ul>	<ul style="list-style-type: none"> <li>•Sign in sheets from events</li> <li>•Community surveys</li> <li>•Student surveys</li> </ul>	<ul style="list-style-type: none"> <li>•Sign in sheets from summer events</li> <li>•Parent surveys</li> </ul>
5. Measure of Success	<ul style="list-style-type: none"> <li>•Positive data from surveys</li> </ul>	<ul style="list-style-type: none"> <li>•Positive data from surveys</li> <li>•Increased community and parent involvement numbers</li> </ul>	<ul style="list-style-type: none"> <li>•Positive data from surveys</li> </ul>
6. Check in/review date	June-August 2018	Semester Check in	Semester Check in

## Goal Action Map

Goal Statement      5) EISD will Provide Authentic and Purposeful Systemic Literacy Evaluation and Assessment

	Action Step 1	Action Step 2	Action Step 3
➔ Action Step	<p>Educators will evaluate students using a variety of informal assessments.</p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Projects</li> <li>• Oral/Debate</li> <li>• Technology</li> <li>• Reflective</li> </ul>	<p>Educators will implement a consistent literacy assessment plan for summative measures.</p> <ul style="list-style-type: none"> <li>• Diagnostic</li> <li>• Benchmarks</li> <li>• Released Assessments</li> <li>• Unit Assessments</li> </ul>	<p>EISD will set district assessment guidelines and a district assessment calendar.</p>
1. Timeline	September 2018 and ongoing	September 2018 and ongoing	Planning: June 2018 Implementation: September 2018 and ongoing
2. Lead Person(s)	<ul style="list-style-type: none"> <li>• Instructional Leadership Teams</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Leadership Teams</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Chief of Elementary Education</li> <li>• Chief of Secondary Education</li> <li>• Instructional Leadership Teams</li> </ul>
3. Resources Needed	<ul style="list-style-type: none"> <li>• PLC Planning</li> <li>• PD in effective assessment</li> <li>• Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Planning</li> <li>• Staff and timeframe to develop summative assessments</li> <li>• Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>• Timeframe to develop assessment guidelines and calendar</li> <li>• Local and Federal Funds</li> </ul>
4. Plan of Monitor	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Agenda and Minutes</li> <li>• Classroom Observations and Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• Eduphoria Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Review Campus Assessment Plans</li> </ul>



5. Measure of Success	Increased student literacy achievement on state and local assessments	Increased student literacy achievement on state and local assessments	Improved district wide vertical and horizontal assessment alignment
6. Check in/review date	Fall and Spring Semester Check in	Check in following each formal assessment	Check in following each formal assessment

## Goal Action Map

Goal

Statement

6) EISD will Utilize Multiple Sources of Data to Inform Literacy Instruction, Differentiation, and Intervention

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	All EISD instructional staff will understand and implement the power of small group instruction and reteach by consistently using best practices to challenge all students.	EISD instructional staff will implement consistent systematic intervention based on best practices in PK-12 that explicitly targets the foundations of literacy based on formal and informal assessments (Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension)	EISD will provide comprehensive and intentional professional development to literacy instructional staff and will utilize instructional coaching to establish continuous teacher support.
1. Timeline	September 2018 and ongoing	September 2018 and ongoing	September 2018 and ongoing
2. Lead Person(s)	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Campus Principals</li> <li>Campus Instructional Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Campus Principals</li> <li>Campus Instructional Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Director of Federal Programs &amp; Professional Development</li> <li>Campus Principals</li> <li>Campus Instructional Leadership Teams</li> </ul>
3. Resources Needed	<ul style="list-style-type: none"> <li>PLC Planning</li> <li>PD in effective literacy instructional strategies</li> <li>Research based literacy instructional materials and resources</li> <li>Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>PLC Planning</li> <li>PD in effective literacy intervention</li> <li>Research based literacy intervention materials and resources</li> <li>Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>PD in effective literacy instructional and intervention strategies</li> <li>Instructional Coaches</li> <li>Local and Federal Funds</li> <li>Research based literacy instructional materials and resources</li> </ul>

4. Plan of Monitor	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Classroom Observations and Walkthroughs</li> <li>•Diagnostic Assessments – Beginning, Middle, End of Year</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Campus Intervention Schedules</li> <li>•Progress Monitoring</li> <li>•Reading Inventory</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom Observations and Walkthroughs</li> <li>•Instructional Surveys</li> </ul>
5. Measure of Success	Increased student literacy achievement on state and local assessments	Increased student literacy achievement on state and local assessments	<ul style="list-style-type: none"> <li>•Improved data as shown on T-TESS observation data analysis.</li> <li>•Improved data as shown on informal and Dana Center Walkthrough analysis</li> <li>•Increased student literacy achievement on state and local assessments</li> <li>•Positive data on instructional surveys</li> </ul>
6. Check in/review date	Fall and Spring Semester check in	Fall and Spring Semester check in	Fall and Spring Semester check in

## Goal Action Map

Goal Statement      7) EISD will Implement a Tiered, Differentiated, Structured Intervention Program

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	Literacy support will include daily intensive, individualized instruction in addition to core instruction based upon data and focused on a specific goal with continuous monitoring and evaluation.	EISD staff will use a vertically aligned RTI (Response to Intervention) process to identify and respond to literacy interventions.	EISD will create a district aligned literacy tier system with digital profile sheets that are inclusive of all interventions beginning with the earliest grade level for all tier II/III students.
1. Timeline	September 2018 and ongoing	September 2018 and ongoing	September 2018 and ongoing
2. Lead Person(s)	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Campus Principals</li> <li>Campus Instructional Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Campus Principals</li> <li>Campus Counselors</li> <li>Campus Instructional Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Chief of Elementary Education</li> <li>Chief of Secondary Education</li> <li>Elementary and Secondary Instructional Technology Specialists</li> <li>Campus Principals</li> <li>Campus Instructional Leadership Teams</li> </ul>
3. Resources Needed	<ul style="list-style-type: none"> <li>PLC Planning</li> <li>PD in effective literacy intervention</li> <li>Research based literacy intervention materials and resources</li> <li>Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>PD in effective response to intervention procedures</li> <li>Student literacy data from multiple sources</li> <li>Local and Federal Funds</li> </ul>	<ul style="list-style-type: none"> <li>District wide digital RTI Intervention Sheets</li> <li>Student literacy data from multiple sources</li> <li>Local and Federal Funds</li> </ul>

4. Plan of Monitor	<ul style="list-style-type: none"> <li>•Lesson Plans</li> <li>•Intervention Lesson Plans</li> <li>•Research based literacy intervention materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>•Sign in Sheets &amp; Agenda from RTI Meetings</li> <li>•List of Students being served through RTI Program</li> </ul>	<ul style="list-style-type: none"> <li>•Sign in Sheets &amp; Agenda from RTI Meetings</li> <li>•List of Students being served through RTI Program</li> </ul>
5. Measure of Success	Increased student literacy achievement on state and local assessments	Increased student literacy achievement on state and local assessments	Increased student literacy achievement on state and local assessments
6. Check in/review date	Fall and Spring Semester check in	Fall and Spring Semester check in	Fall and Spring Semester check in

## **Section 5: Plan for Assessing and Reporting District Progress**

In order to achieve the goals outlined in the EISD Literacy Plan, the monitoring of progress will be reviewed as the EISD Literacy Collaborative Team works toward the identified measures of success for each of the goals. The EISD Literacy Collaborative Team will meet on a consistent basis to review the progress on each goal and action step. The district will share the progress on its website as well as at Curriculum & Instruction meetings.

The District Literacy Liaison, central office administration, building administrators, and the EISD Literacy Collaborative Team will be leaders in supporting the literacy plan that has been developed to ensure that EISD students reach proficiency and beyond on all literacy assessments and expectations.

The principal and school literacy teams will lead staff in achieving literacy goals at their sites and will provide updates to the Instructional Chiefs at least twice per year.

## Section 6: District Expectations and Supports for Schools

- EISD will support the implementation of the EISD Literacy Plan. The district will provide time and financial support for district and campus literacy meetings, professional development, and other activities as outlined in the EISD Literacy Plan.
- Each school in EISD will be responsible for adherence to the EISD Literacy Plan by:
  - Communicating consistently that literacy is a district and campus priority, PK-12 and in all content areas daily.
  - Administering assessments as outlined in the EISD Assessment Calendar.
  - Collecting and analyzing data to inform and improve instructional practices.
  - Developing schedules and making effective use of staff to achieve literacy goals.
  - Defining tiered instruction and communicating to staff the guidelines of the RTI program.
  - Implementation and monitoring of core literacy programs, strategies, and interventions.

## **Section 7: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation**

The Everman ISD Literacy Plan was developed by the EISD Literacy Collaborative Team which was created as an extension of the ELA Vertical Team. The focus of the work of Literacy Collaborative Team is to help develop an awareness of the literacy initiative throughout the Everman school district. The Literacy Collaborative Team consists of literacy instructional personnel including teachers, instructional specialists, instructional coaches, campus instructional leaders, and district instructional leaders.

The first meeting of the EISD Literacy Collaborative Team was held on May 16, 2017. The purpose of this meeting was to set the stage for the upcoming work of the committee and to complete background research on specific literacy topics. The focus of the meeting in May was also to review ELA data trends in Everman ISD, as well as to review the Texas Literacy Plan.

The EISD Literacy Collaborative Team met again in November of 2017 to begin work on the district literacy plan, set the vision and purpose, and to review current literacy research. The committee worked collaboratively to develop an outline of the literacy vision, which would later be fully developed into two literacy vision options to be voted on by key stakeholders. The Literacy Team also reviewed current ELA data and the overarching goals of the district literacy plan. The team was divided into groups, and each group was assigned a goal from the plan to begin to develop the specific action steps for the literacy plan.

Following the November meeting, all data was compiled by the Chief of Elementary and placed into the current literacy plan format. During the month of January 2018, the plan was submitted to the EISD Superintendent of Schools for approval, which was granted in February of 2018. The finalized plan will be posted on the EISD website, and reviewed by all stakeholders during the months of April-June of 2018.

Implementation of the EISD Literacy Plan will occur during the 2018-2019 school year. The EISD Literacy Collaborative Team will monitor the progress of the elements of the plan, as well as develop specific curriculum documents based on the goals of the plan for grades PK-12. This work will continue for the next five years, and will include in depth study, planning, and implementation of the updated ELA TEKS.



### District Literacy Team Membership

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## Appendices

EISD Literacy DATA

Literacy Collaborative Photos