



K-3 Literacy
2015-16 Priority Goals and Activities
September 2015

SBE Goals	Priority Goals	Priority Activities	Status
1.5	Support the implementation of all components of the North Carolina Read to Achieve program in all K-3 classrooms across the state.	Integrate all components of the Read to Achieve program to promote efforts to achieve the goal of all students reading on or above grade level by the end of third grade	On-track
		Deploy K-3 Regional Consultants to districts/schools for direct and customized support with Read to Achieve, professional development associated with literacy, and collaboration with district-based Master Literacy Trainers	On-track
		Ensure the completion of state deliverables of the NC Comprehensive Reading Plan	On-track
		Facilitate early grade reading proficiency using the mClass Reading 3D formative, diagnostic assessment system in all K-3 classrooms in the state with an emphasis on using data results to inform literacy instruction and providing individualization for student needs	On-track
		Facilitate the elimination of social promotion by providing access, procedures, and consistent achievement levels for alternative means of demonstrating proficiency of third grade standards	On-track
		Facilitate the successful reading development for retained students by providing structural frameworks, instructional practices, and professional development on accelerated and transitional classes, reading camps, schedules for 90 minute literacy blocks, and best practices for interventions and progress monitoring	On-track
		Create newsletters, brochures, and narrated presentations to communicate and inform parents on the requirements and expectations of the Read to Achieve legislation	On-track
		Establish accountability procedures for districts and schools and assist with the collection of data for local website documentation	On-track

2.2 2.5 4.3	Facilitate the continuous development and implementation of the state-adopted K-3 formative, diagnostic assessment system	Support all elementary schools with data analysis, goal setting, and instructional planning using data and results from the state-adopted formative, diagnostic assessment system by providing on-going, targeted and customized professional development and support	On-track
		Collaborate with the Master Literacy Trainers in each district to deliver professional development based on teacher needs and trend data to support a balanced assessment approach	On-track
5.1	Facilitate the alignment of reading goals in school and district continuous improvement plans with the state Reading Comprehension plan.	Communicate and work with cross-divisional teams within DPI to help schools and districts utilize data and the problem-solving model to create school improvement plans that will address the specific literacy needs of schools and districts to accomplish the goal that all students will be reading on or above grade level by the end of third grade	On-track
		Utilize regional Parent Advisory committees to receive input and feedback from each State Board of Education district concerning literacy and reading development	On-track
		Maintain online resources for parents, teachers and administrators with current updates, practices and expectations for the Read to Achieve legislation including specific sites for reading camps, parents, administrators, written response to text and the big ideas in reading	On-track

Please note that the above is not an exhaustive list of K-3 Literacy goals and activities, but simply reflects its **highest priorities**. For more information regarding K-3 Literacy, please see <http://www.ncpublicschools.org/k-3literacy/>.