



Literacy Plan 2020 Executive Summary

February 2016

DPS has set an ambitious target in the [Denver Plan 2020](#) that **80% of all third graders will be proficient in reading and writing by the end of third grade**. Attaining literacy proficiency by the end of third grade is critical to a student's success and an essential step in their journey to reach DPS's vision of a graduate, which is articulated in DPS's [Academic Strategic Plan](#).

The [Literacy 2020 Plan](#) is designed to help us meet our aggressive goal, but it doesn't stop there. We view literacy attainment as critical to developing thinkers and lifelong learners who will build communities and tackle the vexing problems of our times. In developing readers, writers and communicators, we're not only changing lives – we're changing neighborhoods, communities and society.

While the district has implemented a range of early literacy strategies over time, this literacy plan aims to provide an intentional, comprehensive and coherent approach to early literacy across the district – an approach that can help us close our achievement gaps and dramatically increase reading and writing performance for all of our early childhood through third grade students. Key strategies and components of this evidence-based plan are:

- **Leadership**

- Intentional focus on early literacy as a priority for all educators in the district school/system
- Clear, consistent and focused literacy strategies
- A positive culture of high expectations and no excuses

- **Professional Learning**

- Intensive and sustained research-based training, job-embedded coaching and instructional supports that build teacher expertise in high-quality core literacy instruction, often through large investments of time

- **Curriculum**

- Research-based core curriculum that supports quality instruction and is aligned to state standards

- **Assessments**

- Quality screening, progress monitoring, and diagnostic and summative assessments aligned with the core program and state standards

- **Intervention**

- Intensive, focused supports tailored to each student's needs to promote growth

- **Time**

- Dedicated time for core literacy instruction
- Additional time for interventions
- Additional dedicated time for English language development for English learners
- Dedicated time for teachers to collaborate, review data, plan and observe one another

Coherency is what will bring these components together: leveraging and connecting related work across the district including early childhood, language acquisition and family/community partnership endeavors.

This work will be rolled-out in several phases with leadership, professional learning and curriculum being fundamental pieces of the process. Leaders will be critical in implementation of this plan and setting expectations; professional learning will help ensure educators are equipped to deliver high-quality, rigorous instruction; and curriculum will support quality instruction aligned to standards.

We will share the plan with school leaders in the winter/spring with the launch of the plan occurring in the summer through professional learning for all school leaders, ECE through third grade teachers, gifted and talented teachers and others.

We believe this plan sets us on the path to achieve breakthrough results, but it will require focus, determination and the energy of every member of the DPS community. **Are you ready to join us in building young readers, writers and communicators? *We need you.***