ARIZONA DEPARTMENT OF EDUCATION

Arizona Professional Learning Series for Creating Systems Change to Increase Literacy Achievement for All Students

Leadership Guide

AZPLS   **Rooted in Systems Change**

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AZPLS Leadership Overview

The systems change process developed in the Arizona Professional Learning Series (AZPLS) supports high levels of sustainable implementation for inclusionary practices over time. The systems embedded from the start provide direction for the Building Leadership Team, Collaborative Teams, and District Leadership Team to reflect and refine their implementation practices. As you lead the Arizona Professional Learning Series, you may see a connection between the recommended practices in AZPLS and many things your school is already doing. These connections will enable you to confirm that these practices are informed by research, helping you to support teachers and students and to lead your school to tremendous success.

You may also find some recommended practices your school still needs to implement. The AZPLS gives you the specific tools and resources you and your teachers need to get started and to build on your success. As you progress, do not expect teachers to overhaul their practice from A to Z immediately. Instead, you will look at your data and evidence collaboratively to consider the needs of students. Then, you will focus on improving inclusionary practice to move learning forward, aiming for depth rather than breadth. The goal is to build on your efforts already underway and to support your inclusionary practices as a school leader for implementation and sustainability.

As you lead the AZPLS, knowing and understanding these two definitions of inclusive leadership from *CCSSO: Why Inclusive Leadership Matters* is essential.

What Is Inclusion?

Inclusive education is a schoolwide culture and practice of valuing each student as a learner across general education classrooms rather than a particular program or place. Inclusion provides equitable access and opportunity in the general education curriculum to students with disabilities. It ensures that each student receives the educational resources and rigor they need at the right educational moment. In inclusive schools, educators' roles are valued and restructured for shared accountability and responsibility—learners who need differentiated support and additional intervention receive it. School leaders use schedules, teacher teams, and data to ensure each student's academic progress and success.

What Is Inclusive Principal Leadership?

Inclusive principals create strong school cultures and distribute leadership across staff to serve all learners well and to ensure that all students feel safe, supported, and valued in school. In promoting equity for "all," inclusive principals must respond effectively to the potential and needs of each student. Inclusive principals ensure high expectations and appropriate support so that each student— across race, gender, ethnicity, language, disability, sexual orientation, family background, and family income—can excel in school.

Part 1: Leading for Impact

Leading

As a school leader, you play a critical role in fostering an environment for inclusion and high expectations. No matter where you are in the journey toward this vision, there are steps you can take, now and in the future, to ensure that all students can reach their potential—in other words, leading with impact! Once you have started this work, one of the most important things you can do as a school leader is championing systemic schoolwide changes that enable all classrooms and students to thrive. The practices we will look at in the AZPLS will be most effective if implemented in a school that understands and systematically supports inclusion and equity.

Theory of Action

A schoolwide focus on learning means that you lead a shared vision and a common language for what it means to educate all students effectively. More importantly, it means identifying the most important learning for your students' future success. And then, how do you define that success? Our theory of action for student success is that if a school leader, lead the systems of the AZPLS, which will help teachers be more effective and impactful in their practices, then all students learn at higher levels!

Creating a Clear Focus

The goal is to empower you as a school leader, to deepen your understanding, and to build and support your team to meet the needs of all of your students. To accomplish the goal, you must develop a clear, schoolwide focus, build collective will, and then build collective capacity. As a school leader, you set direction with a clear focus and then develop the shared will to achieve. Once there is a collective commitment to achieving the goal, it is your role to provide the support and resources for teachers to be successful. This leadership mantra of clear focus, collective will, and collective capacity is the road to schoolwide success.

Leading a schoolwide focus on student learning promotes a collective commitment to student learning. Leading with a clear focus is about developing shared beliefs around what we want for students. Doing so provides a critical foundation for approaching what we do and need to do. Specifically, it means that everyone knows and understands the focus and where the school is regarding that focus so everyone has clarity on the direction and next steps. This collective will and collective capacity are grounded in these common beliefs:

- Every student deserves to be held to (and can meet) high expectations.
- All students belong.
- Everyone in the school shares a collective responsibility to ensure students succeed.
- School leaders play the essential role of upholding these common beliefs across the school to build schoolwide success.

Clear Focus

Collective Will

Collective Capacity

Leaders Build
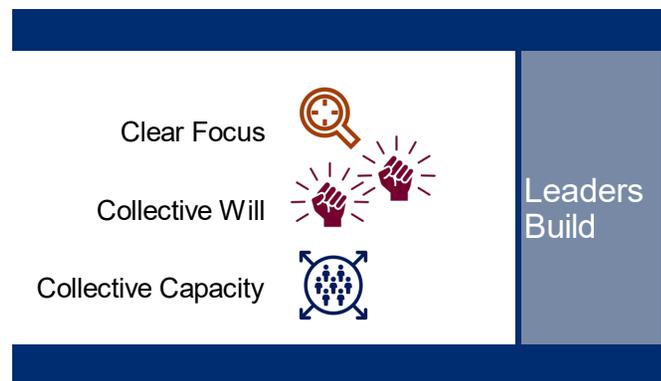
Leading Inclusionary Schools

The Cycle of Inquiry: Where are we headed? Where are we now? How will we close the gap? The cycle of inquiry supports framing the work throughout the AZPLS and promotes leadership in thinking through the following steps. The three guiding questions will design planning forward. Where are we headed? The big-picture vision is an inclusive school where every student succeeds. If we know that an inclusive school is essential for every student's success, then start at this high-level goal. Defining an inclusive school is critical to determine whether we have reached this goal/target/vision. Then, we can look at schoolwide practices to see where we are. Only after we know where we are in terms of an inclusive school can we determine our approach to becoming a more inclusive school in which every student succeeds. This first inquiry cycle sets the foundation for your continued inquiry on moving your school forward. Leadership and teams will use the cycle of inquiry throughout the AZPLS as they continue to develop change and to plan teaching and learning to meet the needs of all students. Schools will succeed with a clear focus, continuous planning, and a commitment to honest inquiry into what works and what needs to be the focus to support teachers, families, and students.

First Cycle of Inquiry: Leading Inclusive Schools

1. Where are we headed? Inclusive school where every student succeeds.

2. Where are we now? Inventory of schoolwide practices that support every student's success.

3. How will we close the gap? Mapping the way and leveraging the Arizona Professional Learning Series (AZPLS).

As you envision what an inclusive school looks like, feels like, and sounds like, start to reflect on and develop a set of practices/criteria for schoolwide success as an inclusive school. By doing so, you establish the criteria of success to determine the level of implementation in your school and add more detail to describe the evidence you are using to determine the level of implementation. Use the Inclusive School Survey I to develop your criteria for success. The following document, the Inclusive Schools Survey I, gives examples of practices commonly considered important for inclusive schools. Once you have completed your list, compare it to the Inclusive School Survey II document and note any changes, additions, or revisions you might make for your school.

For a deeper understanding of schoolwide inclusive perceptions, the AZPLS data tools provide leadership with ongoing data collection and analysis with all stakeholders in mind, gathering the insights of the teachers, the students, and the families' perceptions of inclusive practices.

Throughout this guide, there will be opportunities for leadership reflection. Reflection is an integral part of the change process when implementing systems change. "Reflective thinking is active, persistent, and carefully considering a belief or supposed form of knowledge, the grounds that support that knowledge, and the further conclusions to which that knowledge leads. During learning situations, learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap." Dewey, 1993, in Reflective Thinking-RT. Use the Leadership Reflection Tool to identify one high-impact practice for inclusive schools you would like to explore with your current practice. Continue to use the Leader Reflection Tool throughout your journey of implementation.

Inclusive School Survey I

Directions: Develop a list of practices that must be in place in an inclusive school. Consider what inclusive schools look, feel, and sound like to design the indicators. Rate your school on your current level of implementation.

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	Essential Elements for Inclusive Schools					
Item	**Indicators**	**Not Started**	**Beginning**	**Progressing**	**Implementing**	**Evidence for Rating**
1.	School leader has developed a shared vision of an inclusive and equitable school that all teachers define and understand.	0	1	2	3	
2.		0	1	2	3	
3.		0	1	2	3	
4.		0	1	2	3	
5.		0	1	2	3	
6.		0	1	2	3	
7.						
Notes:						

0 Not Started. 1 Beginning: People in the school are familiar with this practice and see it as a goal to achieve. It occurs to a limited extent or by only a few people. 2 Progressing: The school is moving toward implementing this practice. It is partially or inconsistently in place. 3 Implementing: This practice is well-developed and part of the school culture. It is implemented fully and consistently and seen as essential for stakeholders.

Inclusive School Survey II

Directions: Rate your school on your current level of implementation of each practice.

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Essential Elements for Inclusive Schools

Item	Indicators	Not Started	Beginning	Progressing	Implementing	Evidence for Rating
1.	School leader creates a learning environment where all students across backgrounds can excel in school.	0	1	2	3	
2.	School leader supports teachers in reaching consensus and recognizing the need for change.	0	1	2	3	
3.	School leader provides the tools and knowledge teachers need to teach all students successfully.	0	1	2	3	
4.	School leader has established strategic structures for shared leadership and collaboration.	0	1	2	3	
5.	Teachers strongly believe in their ability to teach all students successfully, including those who struggle, and engage in professional learning to develop needed skills.	0	1	2	3	
6.	Teachers believe that inclusion benefits all students and take responsibility for all students.	0	1	2	3	
7.	Teachers believe that they can improve as teaching professionals and can work collaboratively to address student needs.	0	1	2	3	

Notes:

0 Not Started. 1 Beginning: People in the school are familiar with this practice and see it as a goal to achieve. It occurs to a limited extent or by only a few people. 2 Progressing: The school is moving toward implementing this practice. It is partially or inconsistently in place. 3 Implementing: This practice is well-developed and part of the school culture. It is implemented fully and consistently and seen as essential for stakeholders.

Leader Reflection 1

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Directions: Use this activity to identify one high-impact practice for inclusive schools that you would like to explore with your current practice.

Where are you headed? (Target)	If a school leader does this-
Where are you headed? (Success Criteria)	What does this practice look like when implemented successfully?
Where are you now? (Evidence)	What strategies are you currently using? What data/evidence did you review/study?
Where are you now? (Analysis)	What is your impact? What are your strengths? Areas of growth?
How do you close the gap? (Actions)	What are the next steps to move forward? What strategies do you want to consider using that you are currently not using? What will you do differently?
How do you close the gap? (Resources)	What research and resources will support you with your focus? Who are the people who support the practice?
Professional learning and coaching needs	Resources to support your learning
NOTES:	

Part 2: Where We Are Headed with Inclusive Literacy and Where We Are Now

Leading Literacy

Increasing literacy achievement by helping students to develop high-level literacy skills is rooted in research. The AZPLS aims to increase the literacy achievement of every student in an inclusive setting. The first step in leading literacy is to develop a clear focus on where the school is headed and then define what success looks like when the school gets there.

When we talk about schoolwide literacy skills, we know, first and foremost, that all students should have reading and writing skills. All teachers can teach students to understand their discipline/content and the specialized skills required to read and write in that discipline/content. Researchers have supported this view: "While it is clear that content area teachers cannot be expected to teach struggling readers basic reading skills, they can help students develop the knowledge, reading, strategies, and thinking skills to understand and learn from increasingly complex texts in their content areas" (Rissman, Miller, & Torgesen (2009). If we look deeper at schoolwide literacy skills, we note that for students to be literacy-skilled, they need to engage in discipline/content-dependent literacy practices. In other words, when reading, they need to know how to comprehend, analyze, and critique complex text across all content/disciplines, including:

- Read to infer/interpret/draw conclusions.

- Support arguments with evidence.

- Resolve conflicting views encountered in source documents.

- Solve complex problems with no obvious answer.

(Dave Conley, College Knowledge 2005)

Where Are We Headed?

To create a schoolwide literacy focus, think about what you want for all students. What skills do students need to take with them year to year and after graduation? Having this clarity develops "Where are we headed?", ensuring all students can read better, write better, speak better, and listen better. These skills help students master all content areas. When we look at comprehension skills like analysis and critique, they help students to deepen their knowledge to transfer what they have learned to new situations. These skills are the key to students becoming lifelong learners and having the literacy skills for success across all content/disciplines. We want to enable

students to own their futures. In other words, If the goal, is inclusive schoolwide literacy, we must have a clear vision of success. What does it look like for students to be literacy-skilled? It means that all students can:

- Read complex texts and write about complex texts.

- Write about complex texts and focus on argument, informative/explanatory, and narrative.

- Engage in speaking and listening, where they focus on presenting information, stating a claim, explaining their reasoning, and supporting their ideas with evidence.

When you build a clear focus for schoolwide literacy, you also need to develop clarity around what success looks like if all students are literacy-skilled. The skills defined in Arizona's English Language Arts Anchor Standards (AzELAS) for Reading, Writing, Speaking, Listening, and Language reflect students' high-level literacy skills to improve literacy achievement and success. If we are going to increase literacy achievement for all students, then we must elevate the students' literacy skills defined in the AzELAS across all content areas. As a leader, the focus is schoolwide, and across all content areas, students are successful at reading to know, writing to show, and sharing to grow.

The goal is for all students to read successfully in all classes to increase literacy achievement, which requires a clear focus on inclusive schoolwide literacy. The criteria for success are for all students to meet the highly developed literacy skills defined by the AzELAS of Reading, Writing, Speaking, Listening, and Language. To reach this goal, every teacher must make the connection that literacy skills are part of all content areas, and every teacher must work together with all students to support the development of these skills. To begin this work, leadership must build collective will around a clear focus and a vision of success.

Take a moment to reflect using the Leadership Reflection and identify one high-impact practice for building collective will that you would like to explore with your current practice. Continue to use the Leader Reflection throughout your journey of implementation.

Arizona English Language Arts Anchor Standards

Leader Reflection 2

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Directions: Use this activity to identify one high-impact practice for building collective will you would like to explore with your current practice.

Where are you headed? (Target)	If a school leader does this-
Where are you headed? (Success Criteria)	What does this practice look like when implemented successfully?
Where are you now? (Evidence)	What strategies are you currently using? What data/evidence did you review/study?
Where are you now? (Analysis)	What is your impact? What are your strengths? Areas of growth?
How do you close the gap? (Actions)	What are the next steps to move forward? What strategies do you want to consider using that you are currently not using? What will you do differently?
How do you close the gap? (Resources)	What research and resources will support you with your focus? Who are the people who support the practice?
Professional learning and coaching needs	Resources to support your learning

Notes:

Where Are We Now?

The goal is to increase literacy achievement in an inclusive setting for every student, and therefore, our focus is literacy skills for every student; then, we need to **know** how close our students are to having these literacy skills. In other words, are our students learning at high levels? Are our students able to read complex text? Are they able to write complex texts? Are they able to speak and listen to complex texts? What do we think we **know**? How can we **know** if our students can do this? What evidence or data can we look at so we can **know**?

The **KLEWS** (Know, Learn, Evidence, Wonderings, and Summary) document can support leaders in identifying schoolwide literacy skills. It is suggested that you have a team of school leaders collaborate with you on this analysis. The team could include district leaders and grade-level leaders. As you complete this data analysis, whoever has a good understanding of students' literacy abilities in your district or on your campus uses the Arizona English Language Arts Standards Overview (AzELAS Overview). This document gives more depth to the standards than the one-page Anchor Standards document. First, use the AzELAS Overview document to reflect and record (K) What do we already know? In other words, what is the level of success for each of the four areas of the standards at each grade level (Reading, Writing, Speaking and Listening, and Language)? After you complete column K, what do you think you already know? Review any evidence/data providing additional insights regarding the level of success across the Standards. Record these findings in column L: What are we learning? (from evidence). Then, list the evidence in column E. You will continue to add to this data using schoolwide and grade-level data to better gauge students' success in literacy skills.

Once leadership identifies schoolwide literacy skills, the leadership team goes through an inquiry of evidence and analysis of success. First, identify some of your wonderings that you have about the data. Note questions that you have or additional data that you want to examine further to develop a more accurate picture of where your students are in terms of their literacy skills. After you have completed the W column, summarize some of your key findings in the S column. Highlight successes by standards and grade levels.

Everyone's willingness to work together is the key to successful improvement and accelerated student results. The leadership team begins by using data and evidence to enrich the thinking around the current reality. It starts with building a data-driven problem-solving community where professionals collect and analyze data and evidence to understand the impact. How well are our students succeeding? How can we know? School leaders set direction and then work with teachers to engage in inquiry to determine impact.

K.L.E.W.S

Purpose: Determine where are we now (evidence of schoolwide literacy skills successes)
Step 1: As a team, use Session 3 Handout 2 to reflect on the ELA Standards Overview for each grade level as criteria for success for all students. What do we think we already know? What are we learning? What evidence did we review?
Step 2: As a team, continue your reflection inquiry of evidence and analysis of success by identifying some of your wonderings that you have about the data. Note questions that you have or additional data that you want to examine further to develop a more accurate picture your students' literacy skills. After you have completed the W column, summarize some of your key findings in the S column. Highlight successes by standards and/or grade levels.

K What do we think we already know?	L What are we learning?	E What evidence did we review?	W What wonderings do you have?	S Summary of our analysis.

Take a moment to reflect using the Leaders Reflection and identify one high-impact practice you would like to explore to better understand your impact as a school leader on building schoolwide literacy skills for all students. Continue to use the Leader Reflection throughout your journey of implementation.

Leadership Reflection 3

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Directions: Use this activity to identify one high-impact practice you would like to explore to better understand your impact as a school leader on building schoolwide literacy skills for all students.

Where are you headed? (Target)	If a school leader does this-
Where are you headed? (Success Criteria)	What does this practice look like when implemented successfully?
Where are you now? (Evidence)	What strategies are you currently using? What data/evidence did you review/study?
Where are you now? (Analysis)	What is your impact? What are your strengths? Areas of growth?
How do you close the gap? (Actions)	What are the next steps to move forward? What strategies do you want to consider using that you are currently not using? What will you do differently?
How do you close the gap? (Resources)	What research and resources will support you with your focus? Who are the people who support the practice?
Professional learning and coaching needs	Resources to support your learning
Notes:	

Part 3: How We Will Close the Gap

Leading Adult Actions

There are critical practices of the adults in schools where students succeed in inclusive settings and develop the literacy skills defined in the AzELAS. As a leader, what do those practices look like if they are successful and impactful? The goal, or where we are headed, is to create an inclusive learning environment and to increase student literacy achievement. For example: After examining where we are now, you discovered that not all students are learning at high levels with the AzELAS literacy skills yet. In other words, not all students are able to read, write speak about, or listen to complex text. We know from looking at the data that we have yet to arrive, but we know that we can change that. As adults, we can take critical practices to impact student success. How do we close the gap? What are those schoolwide adult actions? What would those actions look like if we were successful at them? What evidence or data can we look at to know if these schoolwide practices are in place? These questions can by used to support continuous reflection in developing systems change.

How do we close the gap? Use the Priority Adult Actions – Vision of Success Worksheet to generate a list of adult actions that reflect the top five high-leverage actions that will lead to tremendous student success. After developing your list of the essential schoolwide adult actions for school success, identify two to three indicators or criteria for success to help determine whether you are implementing the action in a way that results in having the desired impact on student success. As you implement the AZPLS, you will continue asking this question: How do we close the gap? What actions must we take as adults so that more students succeed at higher levels? School leaders continue to check for the impact of these actions and build collective responsibility for that impact.

High Leverage/ High-Impact Adult Actions	Indicator of Success	Indicator of Success	Indicator of Success
Collaboration	General Education and Special Education Teachers working together		

Take a moment to reflect using the Leadership Reflection. Identify one schoolwide adult action you want to lead and develop to elevate impact on student success in your school. Continue to use the Leader Reflection throughout your journey of implementation.

Leadership Reflection 4

Directions: Use this activity to identify one schoolwide adult action you want to lead and develop to elevate impact on student success in your school.

Where are you headed? (Target)	If a school leader does this-
Where are you headed? (Success Criteria)	What does this practice look like when implemented successfully?
Where are you now? (Evidence)	What strategies are you currently using? What data/evidence did you review/study?
Where are you now? (Analysis)	What is your impact? What are your strengths? Areas of growth?
How do you close the gap? (Actions)	What are the next steps to move forward? What strategies do you want to consider using that you are currently not using? What will you do differently?
How do you close the gap? (Resources)	What research and resources will support you with your focus? Who are the people who support the practice?
Professional learning and coaching needs	Resources to support your learning
Notes:	

Leading AZPLS

Throughout this guide, as a leader, you had the opportunity to reflect on how we, as adults, close the gap for our students. You brainstormed several ideas about schoolwide high-leverage practices that we, as adults, need to take so that our students progress in an inclusive setting with the AzELAS and develop the literacy skills necessary to increase achievement. As a leader, you also had the opportunity to identify indicators of success for those high-leverage practices.

The AZPLS is a roadmap for leadership to support systems change and sustainable implementation of evidence-based literacy practices in closing the literacy achievement gap for students with specific learning disabilities. It will help school leaders to develop a focus and vision for success for the schoolwide adult actions to elevate student success. The AZPLS provides leaders with the tools and materials to facilitate collaborative teams, ongoing professional learning, an action-planning process, job-embedded coaching, data collection, analysis, and continued inclusive leadership support. Teachers will learn how to collaboratively plan teaching and learning using the AzELAS with the frame of the dimensions of formative assessment around high-leveraged literacy strategies. Then, they will collectively discuss how to support all students in an inclusive setting with their new knowledge and understanding of universal design for learning and differentiation. Parents play a significant role in the success of all students as well. The AZPLS recognizes parents as their children's first teachers. It has created learning modules for parents to learn the same skills and strategies as the teachers, thus enhancing the academic home-to-school connection to support student success.

The AZPLS provides leaders with two interconnected websites to support sustainable implementation over time. The first website is the Arizona Professional Learning Series Website.

This website houses Getting Started Guides for leaders to support the implementation and sustainability of the systems that must be implemented. This adult action supports student achievement: Teams, Action Planning, Data, Coaching, Leadership, and Sustainability for ongoing professional learning and development. This website also houses all of the materials and resources for successfully facilitating professional learning for teachers and parents. Each module landing page provides leaders with a PowerPoint Presentation, facilitator's Guide, Participant Packet, Handouts, Posters, Activities, Action Plan, and References to deepen essential learning.

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INCREASE ACHIEVEMENT FOR ALL STUDENTS

Arizona Professional Learning Series (AZPLS)

Onsite professional learning leading to systems change and increased literacy achievement for *all* students. The progressive modules provide a step-by-step process for collaborative and inclusionary practices in all content areas.

- Getting Started
- Introduction
- Collaboration
- Formative Assessment
- Literacy Strategies
- Literacy Strategies
- Differentiation

The Arizona Professional Learning Series supports all schools seeking to improve student achievement and for schools identified for the State Systemic Improvement Plan (SSIP).

The second website is [the Arizona Professional Learning Series Data Portal](). This website supports your district and school(s) with data collection and analysis for sustainable systems change toward increasing student literacy outcomes. Data analysis with the AZPLS Data Inquiry Cycle determines the level of implementation of all AZPLS systems (Professional Learning, Action Planning, Coaching, Teams, Leadership, and Data). These systems naturally work together to guide districts and schools toward sustainable implementation, meeting the needs of all teachers to support the needs of all students.

The Data Portal Website is interconnected to the AZPLS Website and provides guides to support data collection and implementation, along with the action plan template for each professional learning module. The data/entry and reporting tools support leaders and school teams to reflect on the adult actions that impact student achievement. School leaders and teams must also look at student achievement. Are the adult actions being implemented impacting student achievement? The AZPLS Data Portal provides supporting data documents for creating a comprehensive data review. How are students progressing with benchmark data? Where are students serviced (Least Restrictive Environment)? What is the student population for Specific Learning Disability? What does your school's Reading Data Inventory consist of? How are students with and without disabilities performing on the State Assessment? Additional tools to support analysis and decision-making are provided to leaders and teams for ongoing inquiry and reflection of data and decision-making.

AZPLS Systems

While leading the AZPLS, it is essential to know that the voices of teachers, parents, and students play a vital role in the systems change. Through the data collection tools, professional learning, and action planning process, they have a voice in supporting the school's direction in supporting student achievement. The AZPLS Systems support the adult actions that impact student achievement. For additional system information, view the Getting Started Guides to support implementation.

Professional Learning: The professional learning series aims to increase student literacy achievement through training and support for systems change. This growth occurs from strategic implementation, intentional collaboration, and invested school community. Teachers learn how to collaboratively plan teaching and learning to meet the diverse needs of all learners, giving them access to the AzELAS through the dimensions of formative assessment using high-leverage literacy strategies and the lens of Universal Design for learning and differentiation.

Teams: The District Leadership Team, Building Leadership Team, and Collaborative Grade Level Teams interact to implement and support the strategies supporting systems change for increasing student achievement. This team structure supports practice informing policy and policy supporting practice.

Data: An extensive data collection and analysis plan drives implementation and demonstrates progress. Each data tool is created specifically for the Arizona Professional Learning Series to ensure fidelity through systems change. The data tools capture perceptions of implementation and align with the adult actions needed for student achievement. The data portal provides additional tools and resources for leaders and teams to review the data of adult actions and compare it to student outcomes.

Coaching: The coach follows a guided coaching plan to assist in meeting the whole school, grade-level, and individual needs to move the system's change process forward. The coach supports teams and teachers with job-embedded ongoing professional learning. Within every action planning meeting, a coach service delivery plan is developed to align coaching to the school's focus area. The coaching systems support all teachers and teams.

Leadership: The professional learning series reinforces shared leadership, supporting everyone working collaboratively toward the same outcomes of creating an inclusive learning environment where all students can thrive academically to enhance their literacy achievement.

Action Planning: An action plan is critical to the organization and support of implementation. Creating an action plan for each module begins during the module training. There is a specific format that gives the staff opportunities to provide input on their ideas and needs. Everyone has a voice in the systems change. The action planning system is a system of ongoing inquiry where teams collectively plan continuous support for teacher and student success.

Before you begin this next exercise, you may want to go back to your reflection on the Priority Adult Actions – Vision of Success. Are there changes you would make now that you know more about the systems of the AZPLS? Now that you have learned more about the adult action needed to support student achievement, are your focuses aligned? What additional thoughts or revisions might you consider? Then, take a moment to reflect and discuss your current focus and criteria for success for the following systems with your team. What evidence do you have to determine success? Use the graphic organizer Where Are We Now as a starting point to determine where you are now. As you continue with the AZPLS, keep returning to it to establish the need for a more specific, accurate, and precise focus, success criteria, evidence, and data. By doing so, you outline how you lead for impact and determine the needs for systems change.

Where Are We Now?

With the focus on Teams, Data Inquiry, and Leadership, what research and resources are you currently using? What data/evidence do you review/study? What are your strengths and growth opportunities? Use the data and reflection to plan your schoolwide Action Plan focus areas, Targeted Professional learning, and aligned Coaching supports.

TEAMS	PROFESSIONAL LEARNING	DATA INQUIRY
Research/ Resources: **Data:** **Strengths/Growth:**		**Research/ Resources:** **Data:** **Strengths/Growth:**
ACTION PLANNING	COACHING	LEADERSHIP **Research/ Resources:** **Data:** **Strengths/Growth:**

Leading for Impact

In summary, use the frame below to reflect and clarify your leadership focus to determine where you are now. As you continue with the AZPLS, reflect on the leadership session reflection handouts (Leadership Reflection) to ground you in your focus as a leader for impact. How will you define your focus and build the collective will to then build collective capacity around the systems of the AZPLS?

Leadership Reflection 1: Identify **one high-impact practice for inclusive schools** that you would like to explore with your current practice.

Leadership Reflection 2: Identify **one high-impact practice for building collective will** that you would like to explore with your current practice.

Leadership Reflection 3: Identify **one high-impact practice** that you would like to explore to better understand your impact on building **schoolwide literacy skills** for all students as a school leader.

Leadership Reflection 4: Identify **one schoolwide adult action that you want to lead and develop to elevate impact on student success** in your school.

You have reflected on current practices for inclusive schools and building collective will related to your current practices. You have identified your impact as a leader on building inclusive schoolwide literacy skills for all students and adult action to elevate the impact of success. After reviewing the systems of the AZPLS to close the gap, continue to reflect and think about your leadership practices throughout implementation. Staying grounded in your leadership, focus on areas you want to develop to support the implementation of the AZPLS to elevate impact through schoolwide adult actions. As a school leader, lead with a clear focus and build collective will and collective capacity toward increased schoolwide literacy skills for all students. Empower toward impact.
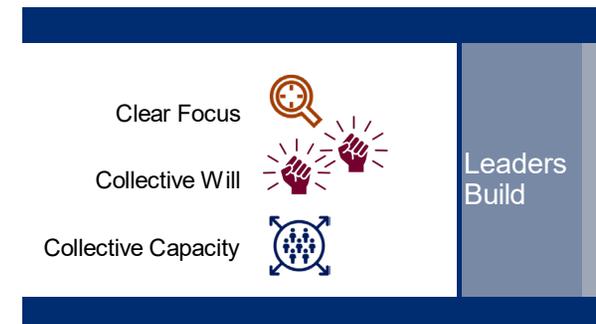
Arizona English Language Arts Anchor Standards

Reading Standards for Literature and Informational Text

Key Ideas and Details

R.1	Read carefully to determine what the text says explicitly and to make logical inferences from it.
R.2	Determine central ideas or themes of a text and analyze their development.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.6	Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards

Text Types and Purposes

W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Speaking and Listening Standards

Comprehension and Collaboration

SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ARIZONA DEPARTMENT OF EDUCATION

ARIZONA ENGLISH LANGUAGE ARTS STANDARDS OVERVIEW
K-8

INTRODUCTION

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn in each grade level for grades K-8. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they must be applied with increased focus to progressively more challenging texts and tasks.

KINDERGARTEN OVERVIEW

READING STANDARDS FOR LITERATURE
• Understand key ideas, characters, and setting in a story or poem
• Ask and answer questions about stories and poems, such as who, what, when, where, why and how
• Retell key details from a story or poem
• Ask and answer questions about unknown words in a text
Reading Standards for Informational Text
• Ask and answer questions about the world around them
• Retell key details from an informational text
• Distinguish the key features in an informational text

READING STANDARDS: FOUNDATIONAL SKILLS
• Understand the organization and basic features of print
• Recognize and orally manipulate sounds
• Blend sounds to read written words with accuracy and fluency
• Read and recognize sight words and different kinds of syllable types
• Use phonics to write words and express thoughts and ideas in writing
• Use foundational skills to access a variety of texts

WRITING STANDARDS
• Use a combination of drawing, dictating, and writing to craft texts with different purposes
• Explore digital tools for effective communication
• Generate ideas for writing from reading stories, poetry, and informational texts
• Make connections across content areas into the world around them

WRITING FOUNDATIONS STANDARDS
• Write upper and lowercase manuscript letters to communicate ideas
• Separate simple words into their syllables
• Write frequently used words

SPEAKING AND LISTENING STANDARDS
• Listen actively
• Speak in complete sentences for effective communication
• Share ideas with peers
• Ask and answer questions to clarify understanding Language Standards
• Use common nouns and verbs
• Pluralize words by adding "s" or "es"
• Recognize and name end punctuation
• Sort common words into categories
• Use words and phrases learned from conversation and readings

FIRST GRADE OVERVIEW

READING STANDARDS FOR LITERATURE
- Read purposefully and actively
- Ask and answer key questions about a text, such as who, what, when, where, why and how
- Retell stories, focusing on the main idea
- Use key details to describe the characters, setting and major events in a story
- Identify who is narrating the story

READING STANDARDS FOR INFORMATIONAL TEXT
- Ask and answer questions about the world around them
- Retell key details of an informational text, focusing on the main idea
- Use the illustrations in a text to help explain its main idea
- Identify and us text features such as headings, tables, glossaries and icons
- Identify reasons an author gives to support an idea

READING STANDARDS FOUNDATIONAL SKILLS
- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words, word endings, and different kinds of syllable types
- Read with purpose and understanding

WRITING STANDARDS
- Write opinion and explanatory pieces, supplying reasons to support ideas
- Write stories with sequenced events and details that indicate what happened in the story
- Participate in shared research projects
- Recall information from experience or learning to answer a question
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poems, and informational texts
- Make connections across content areas into the world around them

WRITING FOUNDATIONS STANDARDS
- Write all manuscript letters to communicate ideas
- Use correct spelling for words allowing others to understand written work
- Correctly spell frequently used words
- Apply phonetic knowledge when writing

SPEAKING AND LISTENING STANDARDS
- Listen actively
- Participate in discussions with peers and adults
- Ask and answer questions about texts and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts and feelings in a variety of ways

LANGUAGE STANDARDS
- Use a variety of nouns, verbs, and adjectives to express ideas
- Produce and build on complete sentences
- Capitalize dates and names of people

SECOND GRADE OVERVIEW

READING STANDARDS FOR LITERATURE

- Independently and proficiently read and understand a variety of literature from multiple cultures
- Identify key characteristics of literature
- Describe the overall structure of a story or poem
- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a story or poem
- Determine the central idea of a story or poem
- Compare and contrast versions of the same story by different authors or cultures

READING STANDARDS FOR INFORMATIONAL TEXT

- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a text
- Identify main idea of a multi-paragraph text, including what an author wants to explain, describe, or answer
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare and contrast important points between two texts of the same topic

READING STANDARDS FOUNDATIONAL SKILLS

- Read words with common prefixes and suffixes
- Read irregularly spelled words
- Read with purpose and understanding

WRITING STANDARDS

- Write opinion and explanatory pieces that include reasons to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, details that describe actions and thoughts, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Participate in shared research projects
- Gather information from provided sources to answer a question

WRITING FOUNDATIONS STANDARDS

- Properly identify the sounds in words
- Spell irregular and pattern-based words
- Use proper manuscript letter formation when writing

SPEAKING AND LISTENING STANDARDS

- Engage in a range of discussions with different partners, listening actively and speaking clearly
- Ask and answer questions about information from readings and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts, and feelings in a variety of ways

LANGUAGE STANDARDS

- Use correct grammar when writing or speaking
- Use understanding of root words, prefixes, and suffixes to determine the meaning of unfamiliar words
- Use glossaries and dictionaries to determine the meaning of unknown words

THIRD GRADE OVERVIEW

READING LITERATURE STANDARDS
- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level literature
- Demonstrate understanding of how parts of a text, such as chapters, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Distinguish their point of view from that of the narrator or characters
- Compare and contrast themes, settings, and plots of stories

READING INFORMATIONAL STANDARDS
- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Demonstrate understanding of how parts of a text, such as specific paragraphs, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text
- Compare and contrast the most important points from two texts on the same topic

READING FOUNDATIONAL SKILLS

- Read words with common prefixes and suffixes, focusing on Latin suffixes
- Read irregularly spelled words

- Read text with purpose and understanding, self-monitoring understanding

WRITING STANDARDS
- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

WRITING FOUNDATIONAL SKILLS
- Read, write and transcribe using manuscript and cursive writing
- Spell regular two and three syllable words and single syllable words with less common spellings
- Use resources such as dictionaries and thesauri to check spellings

SPEAKING AND LISTENING STANDARDS
- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics
- Speak in complete sentences when appropriate to task and audience

LANGUAGE STANDARDS
- Demonstrate proper usage of pronouns, adjectives, adverbs, and other parts of speech
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

FOURTH GRADE OVERVIEW

READING STANDARDS FOR LITERATURE

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Use key details to determine a theme of a text
- Use details from texts in order to make inferences, to make comparisons, and to connect ideas
- Refer to the text when asking or answering a question
- Explore the differences between poems, plays, and stories
- Determine the meaning of key words and phrases in a text
- Compare how similar ideas and themes are presented in texts from different cultures

READING STANDARDS FOR INFORMATIONAL TEXT

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Determine how the structure and presentation helps to organize the ideas and details in the text
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare, contrast, and integrate information from multiple texts or sources
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text

READING STANDARDS FOUNDATIONAL SKILLS

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

WRITING STANDARDS

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects that address different parts of a topic
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

WRITING FOUNDATIONS STANDARDS

- Read and write cursive and manuscript

SPEAKING AND LISTENING STANDARDS

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials
- Paraphrase information from a wide range of sources
- Orally report on a topic or text

LANGUAGE STANDARDS

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

FIFTH GRADE OVERVIEW

READING STANDARDS FOR LITERATURE
- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Determine themes in literary texts
- Analyze elements of literature, including an author's use of figurative language
- Quote accurately by referring to the text
- Compare and contrast different texts
- Analyze the way a text is structured

READING STANDARDS FOR INFORMATIONAL TEXT
- Read and analyze grade appropriate informational text from a variety of content areas such as history/social studies, science and technical texts
- Determine meaning from reading informational texts
- Quote text accurately by referring to the text
- Summarize informational text accurately
- Integrate information gained from a variety of texts to determine different points of view

READING STANDARDS FOUNDATIONAL SKILLS
- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

WRITING STANDARDS
- Write opinion and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

WRITING FOUNDATIONAL STANDARDS
- Read and write cursive and manuscript

SPEAKING AND LISTENING STANDARDS
- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials, drawing on that preparation during the discussion
- Paraphrase information from a wide range of sources
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

LANGUAGE STANDARDS
- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Demonstrate the meaning of idioms and figurative language

SIXTH GRADE OVERVIEW

READING STANDARDS FOR LITERATURE
- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Write summaries of text distinct from personal opinions and judgments
- Analyze elements of literature, including an author's use of figurative language and how a specific part of a text contributes to its structure
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze characters, setting, plot, and theme in literary work

READING STANDARDS FOR INFORMATIONAL
- Read and analyze grade appropriate informational and nonfiction texts
- Cite textual evidence to support analysis and inferences
- Write summaries of text distinct from personal opinions and judgments
- Integrate information gained from a variety of texts to determine different points of view
- Analyze how details build the central idea and purpose of a text
- Determine ideas that are and are not supported by evidence
- Make accurate inferences based on cited evidence found in a text

WRITING STANDARDS
- Write argumentative and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Maintain a formal style in argumentative and explanatory writing
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

SPEAKING AND LISTENING STANDARDS
- Engage in collaborative discussions by using effective and appropriate speaking and listening skills and following specific discussion guidelines
- Prepare and participate in discussions by reading/researching the texts under discussion
- Orally present claims and findings, sequencing ideas and evidence logically with appropriate descriptions, facts, and details
- Interpret information presented orally in diverse media formats, and decipher claims that are supported by evidence from claims that are not
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

LANGUAGE STANDARDS
- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Apply their knowledge of figurative language and word relationships to determine nuances in word meaning for sixth-grade vocabulary

SEVENTH GRADE OVERVIEW

READING STANDARDS FOR LITERATURE

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze the interaction of literary elements, such as setting, characters, plot, theme, etc. to consider the impact one element might have on another
- Determine the central idea or theme of a text as well as write an objective summary
- Analyze intentional author choice by comparing and contrasting characters, points of view, structures, mediums and citing evidence to support analysis
- Compare and contrast a written form of text to an audio, visual, or staged version of the text
- Determining and analyze the impact of specific word choices on meaning and tone

READING STANDARDS FOR INFORMATIONAL

- Analyze the interaction between/among individuals, events, and ideas presented in a variety of informational texts
- Cite appropriate textual evidence to support inference drawn from informational texts, as well as writing effective objective summaries of the text
- Analyze claims by evaluating the supporting reasoning and evidence presented in a text

- Analyze and evaluate how different authors present the same subject/topic through varying mediums

WRITING STANDARDS

- Develop and produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, and narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple credible print and digital resources
- Begin to acknowledge opposing viewpoints in writing
- Routinely plan, draft, revise and edit writing tasks

SPEAKING AND LISTENING STANDARDS

- Collaboratively discuss and analyze a variety of subjects
- Develop and practice respectful communication skills in order to clarify, extend, and challenge presented information
- Present arguments and information, incorporating multimedia and other visual/audio elements as appropriate to meet the needs of the audience and purpose

LANGUAGE STANDARDS

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Choose among simple, compound, complex, and compound-complex sentence structures to signal differing relationships among ideas
- Apply various strategies to determine the meaning of unknown words, phrases, and figurative language

EIGHTH GRADE OVERVIEW

READING STANDARDS FOR LITERATURE

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze the central ideas or themes of a text, including analyzing the roles of dialogue or incidents in developing the depth of the plot
- Analyze the intentional choices authors make by comparing modern works of literature to traditional pieces and citing their evidence to support their analysis
- Develop vocabulary by determining and analyzing the impact of specific word choice on meaning and tone

READING STANDARDS FOR INFORMATIONAL

- Analyze individuals, events, and ideas in informational text
- Use evidence from the text to support the inferences they draw from the text, and write an effective summary of a variety of texts
- Analyze the claims made in a text by evaluating the supporting reasoning and evidence an author uses, and recognize conflicting and irrelevant evidence
- Evaluate the use of varying perspectives and mediums on the portrayal of subjects/topics by different authors.

WRITING STANDARDS

- Produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, or narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple credible print and digital sources
- Acknowledge and address opposing viewpoints in response to their claims
- Routinely plan, draft, revise, and edit a wide variety of writing tasks

SPEAKING AND LISTENING STANDARDS

- Collaboratively discuss and analyze a variety of subjects using diverse media and formats while considering the motives behind the presentation of information
- Develop respectful communication skills in order to clarify, extend and challenge information presented in a variety of contexts
- Adapt and present information using technology, multimedia, and visual formats effectively for a variety of audiences and purposes

LANGUAGE STANDARDS

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Utilize various strategies to determine the meaning of unknown words and phrases, as well as figurative language

K.L.E.W.S

Purpose: To determine where you are now. (evidence of schoolwide literacy skills successes)

Step 1: As a team, reflect on the ELA Standards Overview for each grade level as criteria for success for all students. Ask the following questions: What do we think we already know? What are we learning? What evidence did we review?

Step 2: As a team, continue your reflection inquiry of evidence and analysis of success by identifying some of your wonderings that you have about the data. Note questions that you have or additional data that you want to examine further to develop a more accurate picture your students' literacy skills. After you have completed the W column, summarize some of your key findings in the S column. Highlight successes by standards and/or grade levels.

K What do we think we already know?	L What are we learning?	E What evidence did we review?	W What wonderings do you have?	S Summary of our analysis.

PRIORITY ADULT ACTIONS— VISION OF SUCCESS

WORKSHEET

Purpose: To determine how you start to plan to close the gap. This activity helps generate a list of adult actions that reflect the top five high-leverage actions that will lead to greater student success. After developing your list of the most important schoolwide adult actions for school success, identify two to three indicators or criteria for success to help determine whether you are implementing the action in a way that results in having the desired impact on student success. As you begin to implement the AZPLS, you will continue to ask this question: How do we close the gap? What actions do we need to take as adults so that more students succeed at higher levels? School leaders continue to check for the impact of these actions and build collective responsibility for that impact.

High Leverage/ High-Impact Adult Actions	Indicator of Success	Indicator of Success	Indicator of Success