

Working Toward a Literacy Rich Community



Athol-Royalston Regional School District

3-Year Literacy Plan

2018-2021

District Literacy Plan

Date: August 1, 2018

Name of District: Athol-Royalston Regional School District

Members of Literacy Planning Team:

- William Caldwell (AHS History Teacher)
- Kathryn Clark (Special Education Director)
- Holly Cole (ACES Reading Specialist)
- Michael Deasy (ARMS Title I Literacy, previously Special Education)
- Danielle Dinardo (ACES 3rd Grade ELA Teacher)
- Cindy Drouin (RCS 1st Grade Teacher)
- Darcy Fernandes (Superintendent)
- Beth Gospodarek (District ELL)
- Caitlin LaRoche (ACES 4th Grade ELA Teacher)
- Vicki Maillet (ACES Kindergarten Teacher)
- Tracey Martineau (SSOS Literacy Specialist)
- Mary Jane Rickson (6-12 Curriculum Director)
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- Molly Superchi (Prek-5 Curriculum Director)
- Josh Talbot (AHS English Teacher)
- Kelley Targett (ARMS 6th Grade ELA Teacher)
- Tom Telicki (ARMS Principal)
- Vivian Vargeletis (ACES Literacy Coach/Title I)
- Julie Stanley (ACES Assistant Principal)

ARRSD Strategic Plan Literacy Objective & Initiatives:

Design classrooms where student literacy skills are consistently the focus of daily instruction.

- *Implement Wonders reading program in grades Pre-K-5*
- *Implement 3-5 year literacy plan*
- *Review district math supports for numeracy, design tiered supports across the district and implement programming*
- *Assess each year current supports for literacy using data and allocate additional district funds in gap areas*

ARRSD Strategic Plan Literacy Outcome:

- ARRSD will close the district gap between the state to 10% or less by August of 2022

ARRSD Strategic Plan Literacy Early Evidence of Change:

- Increase literacy implementation on walkthrough Guide by 30% from September 2018 end May 2019.
- 70% of students are scoring proficient on MAP benchmark test by spring of 2019.
- NWEA ELA Map RIT score will show progress for all students from 1st test to 3rd test.
- MCAS growth will be in average area or higher at all grade levels.
- ELA common assessments will show 70% of students at proficient by spring tests.

MAKING THE CASE

Over the course of the last year, the Athol-Royalston School District has done an intensive analysis of the District Strategic Plan. The analysis began by reviewing each of the Strategic Objectives in the plan. Particular attention was paid to the *Teaching and Learning Goals* in the plan. An analysis of both hard and soft data was conducted. This analysis included MCAS and benchmark testing data over the last five years; multiple site visits to all schools; surveys and feedback from teachers, staff, students and parents; and focus-group feedback. The review resulted in the following findings:

- ELA MCAS CPI for grades 3-8 has decreased from 76.9 in 2012 to 74.1 in 2016.
- In 2017, the district scores in ELA were in the low range at 487.2 in comparison to the state data.
- High school 2017 ELA MCAS CPI saw a major decline. The ELA CPI score for 2017 was 91.8, the lowest score the school has seen in the last 6 years.
- The high school SGP for 2017 was 36, which is below the average of 40.

The following chart depicts the number of students who scored proficient or higher in ELA across like districts using the DART.

District	Grade 3-8 % of Students who scored at <i>meets or higher</i> 2017	Grade 10 % of students who scored at proficient or higher
State	49%	91%
Athol-Royalston	26%	78%
ACES	16%	
RCS	43%	
ARMS	28%	
Adams-Cheshire	37%	84%
Easthampton	33%	90%
Gardner	27%	88%
Greenfield	39%	81%
North Adams	20%	87%
Palmer	41%	91%
Spencer	40%	91%
Wareham	37%	87%
Winchendon	33%	80%
Webster	18%	81%

This analysis shows that Athol-Royalston School District scores in ELA are the third lowest in the cohort in grades 3-8, and the lowest in the cohort in grade 10. The percent of ACES students who were at *meets or higher* in grades 3-8 in 2017 is the lowest in the cohort.

CURRENT STATUS OF LITERACY IN THE DISTRICT

Literacy Leadership, Tiered Model of Instruction

Summary of current status:

After a deep analysis of the literacy programs in the district the following conclusions have been made:

- Secondary literacy instruction is in need of revision. The literacy team found that the curriculum maps at the secondary level emphasize literary constructs such as *allusion, diction, epigraph, euphemism, foreshadowing, imagery, metaphor/simile, and personification*, but do not have a clear focus on the instruction of basic literacy skills. It was further found that many of the staff at the secondary level are unclear about what constitutes instruction for literacy skills (including its many components such as reading, writing, speaking & listening, and language) as required in the state literacy standards.
- At the elementary level, it was found that teachers have an understanding of literacy development; however, resources have not been available for teachers to use and the curriculum maps have not been clear enough to ensure good grade-level alignment among all classrooms, or vertical articulation across multiple grade levels. In addition, Title I support has been strong in one building with clear structures, but this is not the case in the school designated at level 4. There is a lack of leadership around developing a support plan for students with reading deficits. This includes no structure and processes for: data decisions, benchmark testing, common assessments, core programming, and tier 2 and tier 3 supports.
- Numeracy support across the district was not found, with the exception of the high school, grade 4 at ACES and grade 5 at ARMS. The supports in place at these levels were found not to be effective due to structural or staffing issues. Tiered support for math is not in place.

Goals and Action Steps Related to Literacy Leadership:

GOAL 1: *Design schools and classrooms where student literacy skills are consistently the focus of daily instruction.*

Action Step 1: Address the goals and action steps for each topic in the literacy plan, beginning with priority items.

Action Step 2: Assign a point person (Title I Coordinator) to coordinate execution of the literacy plan across the district.

Action Step 3: Continue to have the Literacy Planning Team meet throughout the coming school year (see details in *Implementation and Sustainability* section).

GOAL 2: Increase participation of administrators (i.e., building and district administrators, department heads, elementary teacher leaders and coaches) in achieving Goal 1.

Action Step 1: Make it mandatory for administrators to attend literacy PD provided to teachers.

Action Step 2: Provide "literacy leadership" training that focuses on administrators' role in implementing the MTSS literacy plan.

Assessment and Use of Data

Summary of current status:

Over the past few years, the district has used multiple literacy assessments at the elementary and middle school levels (K-8). At this time, preschool uses no formal literacy assessment screening tools, and the high school has used very few literacy assessments. There currently is a lack of alignment with assessments from school to school (elementary to middle, middle to high). The district does not use a consistent set of norm-referenced literacy screening tools, nor does it have district-wide protocols for the use of screening data. In addition, the district does not have a history or culture of using assessment data to validate current instructional practices or drive decisions to change instruction. A lack of professional development in this area contributes to lack of teacher expertise. Progress monitoring assessments are used at the elementary and middle school levels with unclear entry and exit criteria at the district level for intervention services.

Summary of strengths and weaknesses:

Strengths:

- Access to multiple literacy assessments K-8
- General assessment battery for determining comprehension and fluency ability of K-8 students
 - Classroom-based literacy assessments provide data on actual reading ability K-8
- Pre-K is currently reviewing literacy screeners
- Pilots have begun using DIBELS (for decoding and fluency), Gates MacGinitie (for vocabulary and comprehension), and *Wonders* core reading program assessments. The NWEA MAP has been adopted for grades 1-8
- K-8 teachers are able to diagnose the strengths and difficulties of struggling readers

Weaknesses:

- Uncertainty of whether the NWEA MAP will be sufficient as a screener (grades 1-8)
- Lack of literacy assessments at the high school
- Current assessment data is not connected to, or used, to support strong fidelity of instruction implementation
- Variability of assessments building-to-building
- High school has no specific diagnostic reading assessments (only special education uses diagnostic assessments for literacy)
- No district-wide literacy assessment plan
- No clear entry or exit criteria for interventions and tiered instructional supports based on data
- District needs to identify a benchmark screener for ELA and math for grades 9-12

Goals and Action Steps:

GOAL 1: *Identify (and put into an assessment plan) the screening, diagnostic, progress monitoring and summative literacy assessments that will adequately assess all ARRSD Pre-K to Grade 10 students.*

Action Step 1: (Pre-K to Grade 8) Adopt MAP to assess vocabulary and comprehension; (Pre-K-Grade 3) identify tools to assess phonemic awareness and phonics that MAP does not address (consider DIBELS, PASS, PAST).

Action Step 2: (Pre-K to Grade 8) Develop and describe in a written document a formal literacy assessment plan that lists assessments and purposes, and describes the administration schedule.

Action Step 3: (Grades 9-12) Identify a more informative assessment to use as a comprehension/vocabulary screener for all students. For struggling students, identify a set of diagnostic assessments and plan for administration that starts with checking fluency and then phonics.

Action Step 4: (later/low priority) Determine how to integrate and analyze elementary data from Wonders with literacy screener.

GOAL 2: *Develop a model and process for analyzing and systematizing literacy assessment data to define student strengths and areas of need, drive instructional decision, and determine entry/exit criteria among Tiers of instruction.*

Action Step 1: Create a common system to access and share data district-wide.

Action Step 2: (Pre-K to Grade 12) Identify and describe what, how, and who will review data to be used to drive instructional decisions.

Action Step 3: (Grades 6-10) Determine a more effective model for using team time for data analysis.

Action Step 4: Provide training to teachers to learn how to analyze and systematize literacy assessment data.

GOAL 3: *Develop a writing assessment model to calibrate and score students' writing, including selecting rubrics and feedback tools.*

Action Step 1: Research and identify rubric/checklist tools to be used for grade ranges. Consider connecting to Keys to Literacy tools that were shared with Grades 6-12 teachers during 2017-2018 writing training.

Action Step 2: Develop a set of student exemplars and a process for examining student writing to drive instructional decisions (include who, how, when).

Action Step 3: Provide training to staff for how to use items in action steps 1 and 2.

SEE DETAILED GOAL/ACTION PLANS IN APPENDIX 1.

Core Literacy Instruction (Tier I)

Summary of current status:

Findings indicate that consistency is lacking across ARRSD regarding core literacy instruction. Grades PreK-8 are using varied instructional programs which include *Wonders, Readers and Writers Workshop, Foundations,* etc. At the high school, existing literacy curriculum is focused on literary text, with an emphasis on teaching literary analysis and not necessarily on reading and writing skills. Currently there is no Title One literacy support available at the high school. Related to content literacy, the state has established clear content literacy standards; however, the district has not set the expectations for using them. Newly piloted programs such as *Wonders* and *Keys to Literacy* writing instruction strategies are being received positively across the district.

Summary of strengths and weaknesses:

Strengths:

- Student data is available through common assessments and quarterly exams.
- The *Wonders* program provides a consistent approach to teaching reading and writing in piloted grades
- The *Wonders* program provides broad spectrum of materials
- Common formative assessments have been developed to drive instruction
- Title I structure has recently been drafted for K-8 for all tiers I, II and III literacy supports.
- Grades 6-8 ELA curriculum mapping groups have been formed to review current status of secondary curriculum maps to ensure both literary and literacy skills instruction are included

Weaknesses:

- Student outcomes for the district have not been clearly defined
- At the high School, there is not sufficient use of nonfiction texts in the English curriculum
- At the middle and high school, there is a lack of nonfiction reading materials and literacy skill instruction in all subjects
- There is a lack of data analysis to determine effectiveness of literacy programs and instruction as it relates to student achievement with literacy skills
- Lack of consistency in literacy instruction across disciplines, and there are no expectations for literacy across the content curriculum
- In preschool programs, there is no emphasis on literacy skills instruction
- There is a lack of professional development to improve the understanding and implementation of instruction that addresses all literacy components across all subject areas
- In general, there has been a lack of literacy instruction materials across the district

Goals and Action Steps:

GOAL #1: *Revise ELA curriculum maps (Grades 6-12) with material support that addresses all literacy components (vocabulary, comprehension, writing, speaking & listening) in connection to state frameworks.*

Action Step 1: Review and revise ELA curriculum maps grades 6-12 to align with frameworks.

Action Step 2: Identify and develop an ELA curriculum which integrates literature study and literacy skills instruction.

Action Step 3: Based on the revision of the curriculum maps, integrate material supports for all five components of reading and writing skill components.

GOAL #2: *Develop a process to determine the effectiveness of Wonders on student learning.*

Action Step 1: Gather, analyze and triangulate data in grades PreK-5.

Action Step 2: Using *Wonders* with fidelity, determine if the phonological awareness and phonics lessons using *Wonders* is sufficient, and if not, what can be used to supplement that instruction. Determine if additional PD or a supplemental program is need and determine how *Foundations* fits in as an intervention.

Action Step 3: Develop process to determine effectiveness of *Wonders* writing program.

GOAL #3: *Develop consistent curriculum model of literacy in content areas.*

Action Step 1: Provide professional development on Literacy and the role of a non-English/language arts instructor.

Action Step 2: Incorporate literacy skills in all content areas.

SEE DETAILED GOAL/ACTION PLANS IN APPENDIX 2.

Intervention Literacy Instruction (Tiers II and III)

Summary of current status:

Following the vision of new leadership, the majority of educators in the district are committed to addressing literacy and improving student achievement. Across all grade levels, there seems to be a lack of understanding about how to provide literacy instruction in all content areas that meets the needs of ALL students. In the elementary schools, there is an overabundance of assessments (screening, benchmark, diagnostic, formative and summative), but these assessments are not used consistently across the schools, and the assessment data is not always used to inform instruction and remediation. In the middle and high schools, there is a lack of research-based assessments, as well as a lack of awareness about differentiation and scaffolding in general education classrooms. A systematic treatment protocol used consistently needs to be in established. Currently, interventions in all schools are mostly "one size fits all" instruction, are not individualized to student needs. As a result, many students are not receiving sufficient intervention instruction. Decisions about which students have access to interventions are often based on availability of qualified staff which contributes to this problem. Until the current time, there was not a systematic process for matching staff to student instruction, but recently attempts to make that happen have begun.

Summary of strengths and weaknesses:

Strengths:

- Now piloting K-2 DIBELS Next and Gates-MacGinitie as screeners
- Piloted *Wonders* in SY 17/18, with full implementation slated for SY 18/19 in Prek-Grade 5
- Availability of extra reading classes in grades 5 and 6, and ELA extension class in grades 7 and 8
- A certified teacher instructs the grades 7 & 8 extension class (see weaknesses below related to curriculum)
- Keys to Literacy writing instruction PD was introduced SY 17/18 at the middle and high school and will continue in SY 18/19
- There is a reading specialist at the elementary level
- Title One structure has recently been drafted for K-8 for all tiers I, II and III literacy supports.
- The high school is revising schedule to ensure more support is given to students in algebra and geometry through a redesign of both courses.

Weakness:

- A lack of systematic structures for gathering, using, and analyzing data to drive intervention instruction
- The decision about which students receive intervention is often determined by the access to qualified staff, not student needs
- A lack of consistent curriculum in the extra reading block in grades 5 & 6
- Inefficient structures for special education teachers and inclusion teachers to meet
- More time is needed to deliver supplemental instruction with fidelity
- Title I supports have been cut, resulting in fewer para educators

Goals and Action Steps:

GOAL #1: *(PreK to Grade 12) To review and define the role of interventionist staff (especially special education), including their role in providing intervention instruction both as Tier II inclusion/ co-teaching and Tier III pull out. Strategic use of staff to maximize intervention blocks/opportunities.*

Action Step 1: Identify Title I staff and special education staff assigned to grade levels and develop an intervention schedule per grade level.

Action Step 2: Define Tier II inclusion Title I role and “double dose” distinguishing between Tier III pull out special education roles.

Action Step 3: Schedule intervention for Title I and special education staff for Tier II and Tier III students in Pre-K to Grade 5.

GOAL #2: (PreK to Grade 12) To identify and implement supplemental and Tier III intervention supports that address all components of literacy (e.g., five components of reading, components of writing, speaking and listening).

Action Step 1: Review data collected about interventions that are currently being used and identify gaps.

Action Step 2: Research options for interventions that address gaps.

Action Step 3: Provide PD for teachers so they will use interventions with fidelity.

SEE DETAILED GOAL/ACTION PLANS IN APPENDIX 3.

Literacy Professional Development

Summary of current status:

Historically speaking, literacy PD provided by the district has been fragmented and not focused. The PD was provided at grade-specific spans rather than across the district, and usually focused on specific grades. The result was that teachers were not sure of the goals for literacy training or of the role they needed to play in using the PD. There was also a lack of teacher choice and voice in the PD provided and decisions about PD were reactive rather than proactive. Some of the PD was research-based, some was not. There has not been a consistent literacy PD plan in place that includes long-term implementation support, and structures are not in place to help teachers use the information provided during training. This includes a lack of guidance for requirements of use a range of literacy expertise among administrators, including some administrators with minimal background knowledge, may have contributed to the inability for schools to successfully implement literacy PD or for teachers to utilize the instructional information effectively. Over the past several years, elementary PD was provided related to a *Readers and Writers Workshop* instructional practices, but this did not include all of the resources and materials that teachers needed in order to implement the training.

Summary of strengths and weaknesses:

Strengths:

- Teachers are feeling that the new adoption of *Wonders* is giving them more background knowledge and materials for teaching reading in elementary grades.

- Keys to Literacy has been contracted to provide comprehension and vocabulary PD in grades Pre-K through 12.

Weaknesses:

- See above.

Goals and Action Steps:

GOAL #1: *(from Assessment Goal #2, Action Step 4, Pre-K to Grade 12) Provide training to teachers to learn how to analyze and systematize literacy assessment data.*

GOAL #2: *Provide foundational training re: literacy (i.e., all components of reading, writing, speak/listening tied to state standards) and the MTS framework (i.e., tiers of instruction, role of assessment, etc.) to all PreK-5 and 6-12 staff.*

GOAL #3: Provide grade-specific PD for instructional practices related to various reading and writing skills.

Action Step 1: Build on writing PD provided in SY 17-18 by Keys to Literacy for grades 6-12.

Action Step 2: Provide PD for content literacy (comprehension K-12 and vocabulary 6-12).

Action Step 3: Provide PD for foundational literacy instruction PreK-grade 2.

Expectations for Schools

District-Wide Roll Out:

- On August 27, 2018, the District Literacy Plan will be rolled out by the District Literacy Team and Keys to Literacy

Revision:

- Review administrators will conduct walkthroughs looking for the following:
 - walkthrough feedback
 - teacher surveys
 - student data
 - student work
 - Team Leader/Department Chair summaries (oral/written)

Individual Responsibilities:

- Refer to and be mindful of “who” parts of action steps

GRADES PreK-5

- Make literacy a priority across all meetings and initiatives (e.g., ILT, common planning meetings and other meeting agendas)
- District administrator walkthroughs looking for:
 - evidence of implementation with fidelity of the core reading program, *Wonders*
 - evidence of implementation of instructional practices, strategies and structures from professional development
 - evidence of differentiation and tiered instruction
 - expectations of administrators “Look Fors” in the classroom (using form provided by state)
- Specific expectations will be set for teachers in multiple phases of program implementation
- Roles for support and implementation of the District Literacy Plan will be determined for grade level leaders, Title I staff, reading specialists, special educators, ELL teachers and coordinators
- Update all staff regularly regarding the execution of the District Literacy Plan

GRADES 6-12

- Make literacy a priority across all meetings and initiatives (e.g., ILT, department and other meeting agendas)
- Progress Monitoring Chain: teachers share with department heads; department heads share with each other and principal; principal shares with staff; Superintendent shares via district agenda
- Principals, Assistant Principals, Curriculum Director and department chairs will make up the middle/high literacy leadership team
- Determine/define Title I Coordinator’s role related to middle and high school execution of plan
- During monthly department chair meetings at the high school, conduct quick progress reviews of the District Literacy Plan
- Update all staff regularly regarding the execution of the District Literacy Plan
- Expectations for various administrators/leaders:
 - Department Chairs will build in use of literacy instruction and goals from the literacy plan as a meeting agenda item for all meetings and will expect teachers to share evidence about how they are addressing literacy instruction
 - Principals/Assistant Principals:
 - Will expect use of literacy instruction practices learned in PD as part walkthroughs and the teacher evaluation system.
 - Will look for use of comprehension and writing instruction from KTL PD, using KTL provided walk through checklists
 - Will use the state Instructional Practice Guide walkthrough related to literacy

- Professional practice goals (SMART goals) should focus on areas related to literacy instructional practices addressed in PD
- Curriculum Coordinator's role for Grades 6-12: facilitate of meetings related to literacy; curriculum coaching tied to the literacy plan

Implementation and Sustainability Plan

The Literacy Planning Team recognizes that this District Literacy Plan should not be a "static" document. Over time, and with ongoing attention to details in the plan, the team believes that it will be a "living" document that changes over time. The goals and action steps identified in this initial District Literacy Plan will be a catalyst and the foundation for improving student achievement with literacy skills over years to come.

The final task of the team was to develop the following plans for implementation and sustainability of the plan.

How will we share the plan with the community?

- On the August 27th, 2018 PD day for PreK-12 staff: a review of the process and the resulting plan will be shared. Staff across all grade levels will be broken into four groups. Literacy team members in sets of 3 or 4 will facilitate the meetings during which the plan is shared. The team will meet on July 30 to work on the agenda for these meetings.
- Open House (Pre-K-12): An opportunity to share the plan with the larger community
- Website (Pre-K-12): Superintendent and administrators will communicate details via the district website
- Title One Night (K-6): An opportunity to share the plan with participating parents

How will we complete and monitor implementation of action steps?

- The administrator team will develop a plan of action to address goals/action steps during the coming school year.
- The Title I Coordinator will play an important role as a facilitator across buildings
- The current team members will continue for the SY 18/19 and meet quarterly to review and adjust the plan as needed.

How will we update the plan annually?

- A plan will be developed to rotate literacy planning team members over the coming years
- Assessment and instructional data collected throughout the year will be analyzed to provide evidence for plan modification at the end of each school year

- The Superintendent and administrators will develop revisions for the team's review

APPENDIX 1

Assessment/Data Goals and Action Steps

GOAL #1: Identify (and put into an assessment plan) the screening, diagnostic, progress monitoring and summative literacy assessments that will adequately assess all ARRSD Pre-K to Grade 10 students.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
ACTION STEP	Pre-K to Grade 8) Adopt MAP to assess vocabulary and comprehension; (Pre-K-Grade 3) identify tools to assess phonemic awareness and phonics that MAP does not address (consider DIBELS, PASS, PAST)	(Pre-K to Grade 8) Develop and describe in a written document a formal literacy assessment plan that lists assessments and purposes, and describes the administration schedule	(Grades 9-12) Identify a more informative assessment to use as comprehension/vocabulary screener for all students. For struggling students, identify a set of diagnostic assessments and plan for administration that starts with checking fluency and then phonics	Determine how to integrate and analyze elementary data from Wonders with literacy screeners (later-low priority)
Timeline	Summer, 2018	Fall, 2018	By end of June, 2019	2018-19 & 2019-20 School Years
Person(s) Responsible	Elementary Curriculum Director Early Grades Literacy Grant Team	Title One Coordinator Elementary Curriculum Director Academic Coach	Secondary Curriculum Director Department Leaders DESE Literacy Specialist Literacy Planning Team ELL Director	Elementary Curriculum Director
Specifics	Review assessments Review EGL grant team data Feedback from teachers who piloted	Overview page Page per grade-level Glossary with overview of each assessment and acronyms	Research screeners at 9-12 level Develop/Adapt screener	Compare Wonders Assessment data with the screener data
Resources Needed	Assessments: MAP, DIBELS, PASS or PAST	Know the assessments <ul style="list-style-type: none"> ● screeners ● diagnostic ● progress monitoring Know timelines for screeners & other assessments Include CFAs?	Time Funding Samples from other districts	Wonders Assessment Data Screener Assessment Data Data analysis tools (excel or google sheets)
Measure of Success	Screeners are identified and listed on assessment plan	Completion of the document	Screener selection or development with pilot	Determination of how the Wonders' data compares to the screener data. Integration of Wonders' data with the literacy screener data for instructional and diagnostic purposes.

GOAL #2: Develop a model and process for analyzing and systematizing literacy assessment data to define student strengths and areas of need, drive instructional decisions, and determine entry/exit criteria among Tiers of instruction.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
ACTION STEP	Create a common system to access and share data district wide	(Pre-K to Grade 12) Identify and describe WHAT, HOW, and WHO will review data and how data will be used to drive instructional decisions.	(6-10) Determine a more effective model for using team time for data analysis.	Provide training to teachers to learn how to analyze and systematize literacy assessment data
Timeline	September, 2018	Fall 2018	Fall 2018 for established benchmark data meetings	Fall 2018 and ongoing
Person(s) Responsible	Director of Technology Admin Team	Admin Team	Admin Team	Curriculum Directors Admin Team DILT Academic Coach
Specifics		Determine method to review data	Determine protocol for sharing data at meetings	Train teams on the data analysis protocol
Resources Needed		Data analysis protocols	Data analysis protocols	Data analysis protocol Time for training the teams
Measure of Success	Database of Assessment Information	Protocol for analyzing assessment data		Teams are trained in the Data analysis protocol Teams use the protocol when analyzing student assessment data

GOAL #3: Develop a writing assessment model to calibrate and score students' writing, including selecting rubrics and feedback tools.

	Action Step 1	Action Step 2	Action Step 3
ACTION STEP	Research and identify rubric/checklist tools to be used for grade ranges.	Develop a set of student exemplars and a process for examining student writing to drive instructional decisions (include who, how, when)	Provide training to staff for how to use items in Action Steps 1 and 2
Timeline	2018-19 School year	2018-19 School year	2018-19 School year
Person(s) Responsible	Elementary Curriculum Director Secondary Curriculum Director Department Chairs (all subjects)	Elementary Curriculum Director Secondary Curriculum Director Department Chairs (all subjects)	Elementary Curriculum Director Secondary Curriculum Director Department Chairs (all subjects)
Specifics	Identify writing rubrics Pilot rubrics to determine effectiveness for scoring open response writing Select/develop a rubric for scoring writing	Identify student exemplars Develop a way to analyze the writing to inform instruction	Provide training in the use of the rubric Provide training in the identification of exemplars provide training in the use of the rubric and exemplars to inform instruction
Resources Needed	Keys to Literacy Writing Rubric MCAS Writing Rubric	Examples of student work Rubric for scoring writing	Writing rubric Student exemplars
Measure of Success	Rubric developed for scoring open response writing	Sets of student exemplars for each grade Process delineated for analyzing student writing using the rubric	Teachers use the rubrics and the student exemplars to analyze and draw conclusions about student writing and to make instructional decisions

APPENDIX 2

Core Literacy Tier I Goals

GOAL #1: Revise ELA curriculum maps (Grades 6-12) with material support that addresses all literacy components (vocabulary, comprehension, writing, speaking & listening) in connection to state frameworks.

	Action Step 1	Action Step 2	Action Step 3
ACTION STEP	Review and revise ELA curriculum maps grades 6-12 to align with frameworks	Identify and develop an ELA curriculum which integrates literature study and literacy skills instruction.	Based on the revision of the curriculum maps, integrates material supports for all five components of reading and writing skill components
Timeline	Summer of 2018	Fall 2018- Summer 2019	Summer 2019- Summer 2020
Person(s) Responsible	ELA Department Grades 6-12 6-12 Curriculum Director Superintendent	ELA Department Grades 6-12 6-12 Curriculum Director	ELA Department Grades 6-12 6-12 Curriculum Director Superintendent
Specifics	Research benchmark testing for ELA	Professional development will be provided annually to support the implementation with integrity. Principals will allocate time for collaborative professional development activities that support implementation with fidelity	Common planning time for staff to analyze data and interpretation will be allocated. Procedure will be created for middle and high school reading
Resources Needed	Professional Development	Professional Development	Keys to Literacy professional development that identifies the five components for staff in grades 6-12
Measure of Success	Benchmark testing indicators show student growth. Procedural use of data across all grade levels. Use of data to drive instruction across the district, documentation of intervention. Evidence through classroom observations.	Evidence of attendance for all teachers and completion of the Professional Development.	Assessment data indicates of students meeting grade level benchmarks as determined by district.

GOAL #2: Develop a process to determine the effectiveness of Wonders on student learning.

	Action Step 1	Action Step 2	Action Step 3
ACTION STEP	Gather, analyze and triangulate data in grades PreK-5.	Using <i>Wonders</i> with fidelity, determine if the phonological awareness and phonics lessons using <i>Wonders</i> is sufficient, and if not, what can be used to supplement that instruction. Determine if additional PD or a supplemental program is need and determine if <i>Foundations</i> fits in as an intervention.	Develop process to determine effectiveness of <i>Wonders</i> writing program.

Timeline	Summer of 2019- Summer 2020	Summer 2020 -Summer 2021	Summer 2021- Summer 2022
Person(s) Responsible	Curriculum Director Literacy Coach Core ELA Teachers	Curriculum Director Literacy Coach Core ELA Teachers	Curriculum Director Literacy Coach Core ELA Teachers
Specifics	Team will develop written literacy assessment procedures that outline the systematic use of reading and writing assessments pre K-5. The procedures will include a list of district-approved assessments for screening, diagnosing, progress monitoring as well as locally developed district assessments	Gather data from phonological awareness assessments Observe other schools use of Wonders/ other phonics programs Browse for all encompasses supplemental phonics program.	Develop a district wide rubric to assess writing Gather and analyze student writing samples Identify gaps in writing trends Look at additional writing programs to fill in gaps
Resources Needed	Data from students PreK-5: <ul style="list-style-type: none"> ● Wonders Data ● NWEA MAP Data ● MCAS Data ● Common Assessments 	Pre and post test data Research Wonders success	Planning time to create rubrics
Measure of Success	The completion of the plan and ready to implement in the fall.	Looking at data and compare data to school with similar and different phonics programs done with fidelity	Revisit data and survey teachers

GOAL #3: Develop consistent curriculum model of literacy in content areas.

	Action Step 1	Action Step 2
ACTION STEP	Provide professional development on Literacy and the role of a non-English Language Arts Instructor.	Incorporate literacy skills in all content areas.
Timeline	School year 2018-2019	Fall 2019
Person(s) Responsible	Principals Curriculum Directors Department Chairs/Lead teachers	Principals
Specifics	Professional development will be designed and provided for staff on content area reading for comprehension and demonstration of knowledge through writing.	Using appropriate staff to model for the practice of networking and sharing best practice in the district
Resources Needed	Professional development	Provide more opportunities for staff and members to be involved and engaged in the literacy initiative.
Measure of Success	Walk-through feedback indicates observation of literacy practice in classrooms, MCAS scores. Completed guide School schedules that meet the needs of all students. Improved scores on writing prompts in district and MCAS open-response 6. Check in/review Plan to report.	Vertical and horizontal alignment Common language developed used across all disciplines.

APPENDIX 3

Intervention Literacy Instruction (Tiers II and III)

GOAL #1: (PreK to Grade 12) To review and define the role of interventionist staff (especially special education), including their role in providing intervention instruction both as Tier II inclusion/ co-teaching and Tier III pull out. Strategic use of staff to maximize intervention blocks/opportunities.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Identify Title 1 staff and special education staff assigned to grade levels & develop an intervention schedule per grade level	Define Tier II inclusion Title 1 role and double dose, distinguishing between Tier III pull out special education roles	Schedule intervention for Title I and special education staff for Tier II and Tier III students in Pre-K to Grade 5.
Timeline	Before start of school Aug. 2018	Before the start of school Aug. 2018	By October 1st (first benchmark date) using screener and NWEA data
Person(s) Responsible	Principals Special Education Coordinator Title I Coordinator	Principals Special Education Coordinator Title I Coordinator	Principals Special Education Coordinator Title I Coordinator Title I staff Special Education Teachers
Specifics	<ul style="list-style-type: none"> ● Staff lists for each building ● Title 1 teachers assigned to each building ● Draft grade level schedule with specials to work intervention blocks in 	<ul style="list-style-type: none"> ● Clarify double dose of core for Tier II and specialized individual instruction for Tier III ● Provide inclusion/ co-teach models for small group instruction 	<ul style="list-style-type: none"> ● Create entry and exit criteria for Tier II & III support ● Assign specific students with criteria to specific interventionist ● Track 6 week instructional periods and set up data housing for progress monitoring
Resources Needed	<ul style="list-style-type: none"> ● Master list of district specialists schedule ● Google document of building schedules 	<ul style="list-style-type: none"> ● Classroom space for Tier II groups ● Small group pull out spaces 	<ul style="list-style-type: none"> ● Data sheet with progress monitoring tools ● Management meeting to set up intervention groups and monitor program
Measure of Success	Staffing list per building of Title 1 and special education teachers that includes daily intervention blocks for Tier II and Tier III	Title 1 Tier II and Special Education Tier III roles clearly define in writing (can be added to staff handbook) and distributed to all Title 1 staff and special education teachers.	Written document of entry and exit criteria for Tier II and Tier III servicing (duration, frequency, program used, progress monitoring schedule & interventionist)

GOAL 2: (PreK to Grade 12) To identify and implement supplemental and Tier III intervention supports that address all components of literacy (i.e., 5 components of reading, components of writing skills, speaking and listening).

	Action Step 1	Action Step 2	Action Step 3
Action Step	Review data collected about interventions that are currently being used and identify gaps.	Research options for interventions that address gaps.	Provide PD for teachers so they will use interventions with fidelity.
Timeline	Before start of new school year	Before fall benchmark cut off	By October 1st of the start of the

		dates (Oct 1st)	new year Again by Jan 31st and June 1st of school years
Person(s) Responsible	Curriculum Director Literacy Team Reading Specialist Keys to Literacy	Title I Staff Literacy Team Reading Specialists	Title I Staff Literacy Team Grade Level Teams Special Education Teachers
Specifics	<ul style="list-style-type: none"> • Pedagogy of literacy • Academic research articles shared • Focus on standards based literacy components 	<ul style="list-style-type: none"> • Flow charts created • Spreadsheets shared • Data collected • Intervention programs selected • Training of literacy teams for admin. of assessments 	<p>Monthly analysis meetings of data collected</p> <p>Areas of literacy linked with Intervention programs selected</p> <p>Interventionist trained to implement targeted instruction</p> <p>Progress monitoring of targeted components</p>
Resources Needed	TBD	TBD	TBD
Measure of Success	Evidence of attendance for all teachers and completion of PD	Assessment data collected for all K-5 students consistent with district chosen screeners for each benchmark timeframe	Monthly progress monitoring of students indicate areas of literacy targeted are improving towards grade level expectations.

Summary of Goals & Outcomes

The purpose of the literacy plan goals is to help the district meet Strategic Plan Outcome #1: By August of 2022 the gap between the number of students meeting or exceeding MCAS at the state level and the school district in the ELA Next Generation MCAS will close by 10%.

Literacy Leadership

GOAL 1: *Design schools and classrooms where student literacy skills are consistently the focus of daily instruction.*

GOAL 2: *Increase participation of administrators (i.e., building and district administrators, department heads, elementary teacher leaders and coaches) in achieving Goal 1.*

Literacy Assessments and Data Use

GOAL 1: *Identify (and put into an assessment plan) the screening, diagnostic, progress monitoring and summative literacy assessments that will adequately assess all ARRSD Pre-K to Grade 10 students.*

GOAL 2: *Develop a model and process for analyzing and systematizing literacy assessment data to define student strengths and areas of need, drive instructional decision, and determine entry/exit criteria among Tiers of instruction.*

GOAL 3: *Develop a writing assessment model to calibrate and score students' writing, including selecting rubrics and feedback tools.*

Core Instruction: Tier I

GOAL #1: *Revise ELA curriculum maps (Grades 6-12) with material support that addresses all literacy components (vocabulary, comprehension, writing, speaking & listening) in connection to state frameworks.*

GOAL #2: *Develop a process to determine the effectiveness of Wonders on student learning.*

GOAL #3: *Develop consistent curriculum model of literacy in content areas.*

Intervention Literacy Instruction: Tiers II and III

GOAL #1: *(PreK to Grade 12) To review and define the role of interventionist staff (especially special education), including their role in providing intervention instruction both as Tier II inclusion/ co-teaching and Tier III pull out. Strategic use of staff to maximize intervention blocks/opportunities.*

GOAL #2: *(PreK to Grade 12) To identify supplemental and Tier III intervention supports that address all components of literacy (e.g., five components of reading, components of writing, speaking and listening).*

Literacy Professional Development

GOAL #1: *(from Assessment Goal #2, Action Step 4, Pre-K to Grade 12) Provide training to teachers to learn how to analyze and systematize literacy assessment data.*

GOAL #2: *Provide foundational training re: literacy (i.e., all components of reading, writing, speak/listening tied to state standards) and the MTS framework (i.e., tiers of instruction, role of assessment, etc.) to all PreK-5 and 6-12 staff.*

GOAL #3: *Provide grade-specific PD for instructional practices related to various reading and writing skills.*