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)
- Joan Sedita (Keys to Literacy Consultant)
- 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.

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

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

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 ARRSID 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.

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**Core Literacy Instruction (Tier I)**

**Summary of current status:**

Findings indicate that consistency is lacking across ARRSRD regarding core literacy instruction. Grades PreK-8 are using varied instructional programs which include Wonders, Readers and Writers Workshop, Fundations, 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 *Fundations* 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.

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**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.**

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**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 ARRS Pre-K to Grade 10 students.

<table>
<thead>
<tr>
<th>ACTION STEP</th>
<th>Action Step 1</th>
<th>Action Step 2</th>
<th>Action Step 3</th>
<th>Action Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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)</td>
<td>(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</td>
<td>(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</td>
<td>Determine how to integrate and analyze elementary data from Wonders with literacy screeners (later-low priority)</td>
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<tr>
<th>Timeline</th>
<th>Summer, 2018</th>
<th>Fall, 2018</th>
<th>By end of June, 2019</th>
<th>2018-19 &amp; 2019-20 School Years</th>
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</table>

<table>
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<tr>
<th>Person(s) Responsible</th>
<th>Elementary Curriculum Director Early Grades Literacy Grant Team</th>
<th>Title One Coordinator Elementary Curriculum Director Academic Coach</th>
<th>Secondary Curriculum Director Department Leaders DESE Literacy Specialist Literacy Planning Team ELL Director</th>
<th>Elementary Curriculum Director</th>
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</table>

<table>
<thead>
<tr>
<th>Specifics</th>
<th>Review assessments Review EGL grant team data Feedback from teachers who piloted</th>
<th>Overview page Page per grade-level Glossary with overview of each assessment and acronyms</th>
<th>Research screeners at 9-12 level Develop/Adapt screener</th>
<th>Compare Wonders Assessment data with the screener data</th>
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</table>

<table>
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<tr>
<th>Resources Needed</th>
<th>Assessments: MAP, DIBELS, PASS or PAST</th>
<th>Know the assessments ● screeners ● diagnostic ● progress monitoring Know timelines for screeners &amp; other assessments Include CFAs?</th>
<th>Time Funding Samples from other districts</th>
<th>Wonders Assessment Data Screener Assessment Data Data analysis tools (excel or google sheets)</th>
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<table>
<thead>
<tr>
<th>Measure of Success</th>
<th>Screeners are identified and listed on assessment plan</th>
<th>Completion of the document</th>
<th>Screener selection or development with pilot</th>
<th>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.</th>
</tr>
</thead>
</table>

**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.
<table>
<thead>
<tr>
<th>ACTION STEP</th>
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<th>Action Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create a common system to access and share data district wide</td>
<td>(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.</td>
<td>(6-10) Determine a more effective model for using team time for data analysis.</td>
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<td>Curriculum Directors Admin Team DILT Academic Coach</td>
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<td>Specifics</td>
<td>Determine method to review data</td>
<td>Determine protocol for sharing data at meetings</td>
<td>Train teams on the data analysis protocol</td>
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<td>Resources Needed</td>
<td>Data analysis protocols</td>
<td>Data analysis protocols</td>
<td></td>
<td>Data analysis protocol Time for training the teams</td>
</tr>
<tr>
<td>Measure of Success</td>
<td>Database of Assessment Information</td>
<td>Protocol for analyzing assessment data</td>
<td>Teams are trained in the Data analysis protocol</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACTION STEP</th>
<th>Action Step 1</th>
<th>Action Step 2</th>
<th>Action Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research and identify rubric/checklist tools to be used for grade ranges.</td>
<td>Develop a set of student exemplars and a process for examining student writing to drive instructional decisions (include who, how, when)</td>
<td>Provide training to staff for how to use items in Action Steps 1 and 2</td>
</tr>
<tr>
<td>Timeline</td>
<td>2018-19 School year</td>
<td>2018-19 School year</td>
<td>2018-19 School year</td>
</tr>
<tr>
<td>Person(s) Responsible</td>
<td>Elementary Curriculum Director Secondary Curriculum Director Department Chairs (all subjects)</td>
<td>Elementary Curriculum Director Secondary Curriculum Director Department Chairs (all subjects)</td>
<td>Elementary Curriculum Director Secondary Curriculum Director Department Chairs (all subjects)</td>
</tr>
</tbody>
</table>
| 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 |
### 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.

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

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

<table>
<thead>
<tr>
<th>Action Step 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTION STEP</strong> Gather, analyze and triangulate data in grades PreK-5.</td>
<td>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 if Fundations fits in as an intervention.</td>
<td>Develop process to determine effectiveness of Wonders writing program.</td>
</tr>
</tbody>
</table>

19
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Summer of 2019- Summer 2020</th>
<th>Summer 2020 -Summer 2021</th>
<th>Summer 2021- Summer 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person(s) Responsible</td>
<td>Curriculum Director</td>
<td>Literacy Coach</td>
<td>Core ELA Teachers</td>
</tr>
<tr>
<td>Person(s) Responsible</td>
<td>Curriculum Director</td>
<td>Literacy Coach</td>
<td>Core ELA Teachers</td>
</tr>
<tr>
<td>Specifics</td>
<td>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</td>
<td>Gather data from phonological awareness assessments</td>
<td>Develop a district wide rubric to assess writing</td>
</tr>
<tr>
<td>Resources Needed</td>
<td>Data from students PreK-5:</td>
<td>Pre and post test data</td>
<td>Planning time to create rubrics</td>
</tr>
<tr>
<td></td>
<td>• Wonders Data</td>
<td>Research Wonders success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• NWEA MAP Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• MCAS Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Common Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure of Success</td>
<td>The completion of the plan and ready to implement in the fall.</td>
<td>Looking at data and compare data to school with similar and different phonics programs done with fidelity</td>
<td>Revisit data and survey teachers</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACTION STEP</th>
<th>Action Step 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>School year 2018-2019</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Person(s) Responsible</td>
<td>Principals</td>
<td>Principals</td>
</tr>
<tr>
<td>Specifics</td>
<td>Professional development will be designed and provided for staff on content area reading for comprehension and demonstration of knowledge through writing.</td>
<td>Using appropriate staff to model for the practice of networking and sharing best practice in the district</td>
</tr>
<tr>
<td>Resources Needed</td>
<td>Professional development</td>
<td>Provide more opportunities for staff and members to be involved and engaged in the literacy initiative.</td>
</tr>
<tr>
<td>Measure of Success</td>
<td>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.</td>
<td>Vertical and horizontal alignment</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Action Step 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step</strong></td>
<td><strong>Action Step 2</strong></td>
<td><strong>Action Step 3</strong></td>
</tr>
<tr>
<td>Identify Title 1 staff and special education staff assigned to grade levels &amp; develop an intervention schedule per grade level</td>
<td>Define Tier II inclusion Title 1 role and double dose, distinguishing between Tier III pull out special education roles</td>
<td>Schedule intervention for Title I and special education staff for Tier II and Tier III students in Pre-K to Grade 5.</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td><strong>Timeline</strong></td>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td>Before start of school Aug. 2018</td>
<td>Before the start of school Aug. 2018</td>
<td>By October 1st (first benchmark date) using screener and NWEA data</td>
</tr>
<tr>
<td><strong>Person(s) Responsible</strong></td>
<td><strong>Person(s) Responsible</strong></td>
<td><strong>Person(s) Responsible</strong></td>
</tr>
<tr>
<td>Principals</td>
<td>Principals Special Education Coordinator</td>
<td>Principals Special Education Coordinator</td>
</tr>
<tr>
<td>Title I Coordinator</td>
<td>Title I Coordinator</td>
<td>Title I Coordinator</td>
</tr>
<tr>
<td><strong>Specifics</strong></td>
<td><strong>Specifics</strong></td>
<td><strong>Specifics</strong></td>
</tr>
<tr>
<td>● Staff lists for each building</td>
<td>● Clarify double dose of core for Tier II and specialized individual instruction for Tier III</td>
<td>● Create entry and exit criteria for Tier II &amp; III support</td>
</tr>
<tr>
<td>● Title 1 teachers assigned to each building</td>
<td>● Provide inclusion/co-teach models for small group instruction</td>
<td>● Assign specific students with criteria to specific interventionist</td>
</tr>
<tr>
<td>● Draft grade level schedule with specials to work intervention blocks in</td>
<td></td>
<td>● Track 6 week instructional periods and set up data housing for progress monitoring</td>
</tr>
<tr>
<td><strong>Resources Needed</strong></td>
<td><strong>Resources Needed</strong></td>
<td><strong>Resources Needed</strong></td>
</tr>
<tr>
<td>● Master list of district specialists schedule</td>
<td>● Classroom space for Tier II groups</td>
<td>● Data sheet with progress monitoring tools</td>
</tr>
<tr>
<td>● Google document of building schedules</td>
<td>● Small group pull out spaces</td>
<td>● Management meeting to set up intervention groups and monitor program</td>
</tr>
<tr>
<td><strong>Measure of Success</strong></td>
<td><strong>Measure of Success</strong></td>
<td><strong>Measure of Success</strong></td>
</tr>
<tr>
<td>Staffing list per building of Title 1 and special education teachers that includes daily intervention blocks for Tier II and Tier III</td>
<td>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.</td>
<td>Written document of entry and exit criteria for Tier II and Tier III servicing (duration, frequency, program used, progress monitoring schedule &amp; interventionist)</td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Action Step 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step</strong></td>
<td><strong>Action Step 2</strong></td>
<td><strong>Action Step 3</strong></td>
</tr>
<tr>
<td>Review data collected about interventions that are currently being used and identify gaps.</td>
<td>Research options for interventions that address gaps.</td>
<td>Provide PD for teachers so they will use interventions with fidelity.</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td><strong>Timeline</strong></td>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td>Before start of new school year</td>
<td>Before fall benchmark cut off</td>
<td>By October 1st of the start of the</td>
</tr>
</tbody>
</table>
| 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             | ● Pedagogy of literacy  
● Academic research articles shared  
● Focus on standards based literacy components | ● Flow charts created  
● Spreadsheets shared  
● Data collected  
● Intervention programs selected  
● Training of literacy teams for admin. of assessments | Monthly analysis meetings of data collected  
Areas of literacy linked with Intervention programs selected  
Interventionist trained to implement targeted instruction  
Progress monitoring of targeted components |
| 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 ARRS 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.