



School Literacy Plan

Date: June 28, 2011

Literacy Plan Review Timeline:

Component 1: Vision, Core Values, and Goals

Vision:

The Wilson Area School District's literacy vision is that all students read at or above grade level by the end of sixth grade.

Core Values:

- Belief that all children can read
- Shared ownership for reading success
- Data driven decision making
- Research based programs utilized for core instruction
- Continued professional development of faculty
- Student Engagement
- Instruction is differentiated, systematic, explicit, and multisensory

District Primary Reading Goals: (see appendix for goal planning sheet)

95% of all K-2 students will be benchmarked by 2014 as measured by the DIBELS end of year assessment.

District Grade Level Goals: (see appendix for goal planning sheet)

- Kindergarten:
 - 95% of kindergarten students will be benchmarked on the 2012 DIBELS end of year assessment.
 - Maintain 95% benchmarked on the DIBELS end of year assessment through 2014
- First:
 - 90% of first grade students will be benchmarked on the 2012 DIBELS end of the year assessment.
 - 95% of first grade students will be benchmarked on the 2013 DIBELS end of the year assessment
 - Maintain 95% benchmarked on the DIBELS end of year assessment through 2014.
- Second:
 - 85% of second grade students will be benchmarked on the 2012 DIBELS end of the year assessment.
 - 90% of second grade students will be benchmarked on the 2013 DIBELS end of the year assessment.

- 95% of second grade students will be benchmarked on the 2014 DIBELS end of the year assessment.

District Intermediate Reading Goals: (see appendix for goal planning sheet)

- 90% of all 3-4 students will be benchmarked by 2014 as measured by the DIBELS end of year assessment.
- 95% of all Grade 3 & 4 students will be proficient on the 2013 PSSA

District Grade Level Goals: (see appendix for goal planning sheet)

- Third:
 - 80% of third grade students will be benchmarked on the 2012 DIBELS end of the year assessment.
 - 85% of third grade students will be benchmarked on the 2013 DIBELS end of the year assessment.
 - 90% of third grade students will be benchmarked on the 2014 DIBELS end of the year assessment.
 - 90% of third grade students will be proficient on the 2012 PSSA.
 - 95% of third grade students will be proficient on the 2013 PSSA.
- Fourth:
 - 75% of fourth grade students will be benchmarked on the 2012 DIBELS end of the year assessment.
 - 85% of fourth grade students will be benchmarked on the 2013 DIBELS end of the year assessment.
 - 90% of fourth grade students will be benchmarked on the 2014 DIBELS end of the year assessment.
 - 93% of fourth grade students will be proficient on the 2012 PSSA.
 - 95% of fourth grade students will be proficient on the 2013 PSSA.

Building Primary Reading Goals:

(See appendix for goal planning sheet)

Building Grade Level Goals:

- Kindergarten: (see appendix for goal planning sheet)
- First: (see appendix for goal planning sheet)
- Second: (see appendix for goal planning sheet)

Building Intermediate Reading Goals: (see appendix for goal planning sheet)

Building Grade Level Goals:

- Third: (see appendix for goal planning sheet)
- Fourth: (see appendix for goal planning sheet)

Component 2: Assessment

A. Screening:

Measures To Be Administered:

Grade	Screening Measure	Essential Element(s) Assessed
K	DIBELS - LNF/ISF	Alphabetic Principle & Phonological Awareness
1	DIBELS – LNF/PSF/NWF	Alphabetic Principle, Phonological Awareness & Phonics
2	DIBELS – NWF/ORF	Phonics, Accuracy & Fluency
3	DIBELS – ORF	Accuracy & Fluency
4	DIBELS – ORF	Accuracy & Fluency

Evidence of Reliability and Validity of Measures:

- DIBELS-Reliability ==0.90 (range 0.80 to mid 0.90)
Concurrent Validity==range from 0.60-0.70
Fidelity of test administration will be monitored during assessment windows through random staff selection and fidelity checks to be performed by Principal's, RTII Coordinators, and Reading Specialists.

Timeline:

- Beginning of Year Benchmark (BOY)– 2nd and 3rd week of school
- Mid-year Benchmark (MOY)– Within two weeks of the end of the 1st semester

Students: (Which students will be screened?)

All K-4 students with the exception of those that are excluded by building administration based upon cognitive ability which is supported by student data.

Resident Expert:

RTII Coordinators/Interventionists, Reading Specialists, and building principal

Assessment Team Members:

Classroom teachers, learning support teachers, reading specialists, ESOL teachers, and RTII Coordinators/interventionists.

Training/Retooling:

Both to be organized and delivered by RTII Coordinators/Interventionists, and Reading Specialists, with the building principal.

Data Entry:

Data is uploaded automatically to the MClass system as the assessment is completed by Kindergarten, first and second grade teachers.

Data is uploaded to the University of Oregon website by third and fourth grade teachers.

Funding Needs:

Per student cost for mClass licensing

Per student cost for University of Oregon website

Technology for data collection

Funding Source:

Building budgets and grant dollars (when available)

B. Progress Monitoring

Target Students:

- Well Below Benchmark Students
- Below Benchmark Students
- Benchmark students who score within 3 points of the goal
- Additional benchmarked students based on classroom performance and additional data.

Frequency of Progress Monitoring:

- Well Below Benchmark Students – every two weeks.
- Below Benchmark Students – every three weeks.
- Benchmark students who score within 3 points of the goal – every four weeks.
- Additional benchmarked students based on classroom performance and additional data – every four weeks or as needed.

Measures: To be administered from September – January:

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	DIBELS-LNF/ISF	Alphabetic Principle & Phonological Awareness
1	DIBELS-PSF/NWF	Phonological Awareness & Phonics
2	DIBELS-NWF/ORF	Accuracy and Fluency
3	DIBELS-ORF	Accuracy and Fluency
4	Beginning 2011 DIBELS-ORF	Accuracy and Fluency

Measures: To be administered from January – May:

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	DIBELS-LNF/ISF	Phonological Awareness & Phonics
1	DIBELS-PSF/NWF	Phonics, Accuracy & Fluency
2	DIBELS-NWF/ORF	Accuracy and Fluency
3	DIBELS-ORF	Accuracy and Fluency
4	Beginning 2011 DIBELS-ORF	Accuracy and Fluency

Evidence of Reliability and Validity of Measures:

- DIBELS-Reliability ==0.90 (range 0.80 to mid 0.90)
Concurrent Validity==range from 0.60-0.70
Fidelity of test administration will be monitored during assessment windows through random staff selection and fidelity checks to be performed by RTII Coordinators, and Reading Specialists.

Resident Expert:

RTII coordinators/interventionists, Reading Specialists, building principal

Assessment Team Members:

Classroom teacher, Learning Support teacher, RTII Coordinator/Interventionists, Reading Specialist, ELL teacher, building principal

Training/Retooling:

Both to be organized and delivered by RTII Coordinators/Interventionists and Reading Specialists, with the building principal.

Data Entry:

Data is uploaded automatically to the mClass system as the assessment is completed by Kindergarten, first and second grade teachers.

Data is uploaded to the University of Oregon website by third and fourth grade teachers.

Funding Needs:

Per student cost for mClass licensing

Per student cost for University of Oregon website

Technology for data collection

Funding Source:

Building budgets and grant dollars (when available)

Process for Assessing and Placing New Students:

Classroom teacher will administer benchmark assessment within the first week of student attendance.

C. Diagnostic Testing

Target Students:

Any student not meeting benchmark criteria

Additional benchmarked students based upon classroom performance and additional data.

List Standardized Diagnostic Measures:

Quick Phonics Screener (QPS), phonics

Really Great Reading (RGR),

List Curriculum Embedded Assessments:

- Core Program Survey Assessments
 - K-4 Scott Foresman Core Reading Program Weekly Skills Tests
- Core Program Unit Skills Tests:
 - K-4 Scott Foresman Core Reading Program End of Unit Skills Test
- Supplemental/Intervention Programs Mastery Tests:
 - Wilson Reading Program
 - Foundations Reading Program
 - RTII Kit-Scott Foresman
 - My Sidewalks-Scott Foresman
 - Early Intervention Kits-Scott Foresman
 - Really Great Reading
 - Step-By-Step Learning Kits
 - Leveled Literacy Library
- Placement Tests:

- Kindergarten Assessment—given to every incoming student, beginning of year
- DIBELS—within the first week of school during school year
- Placement Tests—Scott Foresman

D. End-of-Year Testing (Outcome Measures)

Standardized Measures:

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	DIBELS-LNF/ISF/NWF	Alphabetic Principle, Phonological Awareness & Phonics
1	DIBELS-PSF/NWF/ORF	Phonological Awareness, Phonics, Accuracy & Fluency
2	DIBELS-NWF/ORF	Accuracy and Fluency
3	DIBELS-ORF	Accuracy and Fluency
4	DIBELS-ORF	Accuracy and Fluency

List Other Outcome Measures (include grade and essential element assessed):

Grade	Standardized Measure	Essential Element(s) Assessed
3	PSSA	Comprehension
4	PSSA	Comprehension

Evidence of Reliability and Validity of Measures:

- DIBELS-Reliability ==0.90 (range 0.80 to mid 0.90)
Concurrent Validity==range from 0.60-0.70
- PSSA-Reliability range==0.89-0.92 and Validity range==0.70-0.90
Fidelity of test administration will be monitored during assessment windows through random staff selection and fidelity checks to be performed by RTII Coordinators, and Reading Specialists.

Timeline:

DIBELS-EOY—second/third week of May
PSSA—as per state testing window

Assessment Team Members:

Classroom teacher, Learning Support teacher, RTII Coordinator/Interventionists, Reading Specialist, ELL teacher, building principal (and Para professionals as appropriate)

Funding Needs:

Per student cost for mClass licensing
Per student cost for University of Oregon website
Technology for data collection

Funding Source:

Building budgets and grant dollars (when available)

E. Data-Based Decision Making:

How will data be used to make decisions at the systems level?

Data will be used to determine...

- Staffing
- Allocation of instructional materials.
- Building class lists and schedules.
- Professional development plans.

How will data be used to make decisions for instructional groups and individual students?

Plan for Monitoring Instructional Groups/Individual Students:

- Fall and winter data analysis and instructional planning sessions
- Students Intervention Response (SIRs) meeting(s)
- Periodic data analysis at grade level meetings
- Regularly scheduled teacher collaborative sessions
- Using the following tools...
 - DIBELS progress monitoring data
 - Running records
 - CORE Weekly skills and Unit Skills tests
 - Intervention logs
 - Diagnostic assessment results
 - Other intervention assessments

Process/Criteria for Evaluating the Effectiveness of Instruction:

- Winter data analysis and instructional planning sessions
- Students Intervention Response (SIRs) meeting(s)
- Periodic data analysis at grade level meetings
- Regularly scheduled teacher collaborative sessions
- Coaching sessions
- Administrative walkthroughs
- Using the following tools...
 - DIBELS progress monitoring data
 - Running records
 - CORE Weekly skills and Unit Theme tests
 - Intervention logs
 - Diagnostic assessment results
 - Other intervention assessments

Component 3: Instruction

Time:

Length of Reading Block:

K: 105 minutes – 75 minutes core/small group differentiated reading instruction

1: 120 minutes – 90 minutes core/small group differentiated reading instruction

2: 120 minutes – 90 minutes core/small group differentiated reading instruction

3: 120 minutes – 90 minutes core/small group differentiated reading instruction

4: 120 minutes – 90 minutes core/small group differentiated reading instruction

**Attach Sample School Schedule*

Start Date for Reading Instruction:

First Day of School

End Date for Reading Instruction:

Last Day of School

Additional Reading Time (i.e., Double Dose):

Grade Level	Tier 2	Tier 3
K	30 minutes of targeted interventions (1-5 students)	15 minutes of additional targeted intervention (1-3 students)
1	30 minutes of targeted interventions (1-5 students)	30 minutes small group (1-3 students)
2	30 minutes of targeted interventions (1-5 students)	30 minutes small group (1-3 students)
3	30 minutes of targeted interventions (1-5 students)	30 minutes small group (1-3 students)
4	30 minutes of targeted interventions (1-5 students)	30 minutes small group (1-3 students)

Criteria for Identifying Students for Additional Reading Time:

Student Data

Double Dose Instructors:

- Classroom Teachers
- Paraprofessionals
- Reading Specialists
- RTII Interventionists/Interventionists
- Learning Support Teachers
- ESL Teacher
- Speech and Language Teachers

After-School Reading Programs:

None

Summer School Reading Programs:

Summer Reading Camp

Targeted Students:

(K-2) Recommendations supported by data specific to grade level

Funding Needs:

- Salaries
- Benefits
- Materials
-

Funding Source:

Wilson Area Partners in Education Grant and TD Bank Grant

Programs and Materials:

- Research-Based Core Program for K-4:
- Scott Foresman Reading Street K-4 2010 Core Program

Research-Based Supplemental and Intervention Programs:

Program	Type (S or I)	Grade	Essential Element(s) Addressed
Step by Step Learning Intervention Kits		K-4	Phonemic Awareness & Decoding
Foundations – Wilson Reading Program		K-4	Phonemic Awareness & Decoding
Leveled Literacy Library		1-4	Fluency & Comprehension
Scott Foresman RTI Kit		K-4	

Criteria for Selection of Additional Supplemental and Intervention Programs:

- Student Data
- Teacher Recommendations

Funding Source for Core, Supplemental, and Intervention Materials:

- Building Budgets and grant dollars

Plan for Monitoring Fidelity of Program Implementation:

- Classroom Walkthroughs
- Modeling and Coaching
- Formal Observations
- Review of Intervention Logs

Differentiated Instruction:

Instructional Grouping:

K: <u>X</u> Within-Class Grouping	<u>X</u> Cross-class Grouping	<u>X</u> Cross-grade Grouping
1: <u>X</u> Within-Class Grouping	<u>X</u> Cross-class Grouping	<u>X</u> Cross-grade Grouping
2: <u>X</u> Within-Class Grouping	<u>X</u> Cross-class Grouping	<u>X</u> Cross-grade Grouping
3: <u>X</u> Within-Class Grouping	<u>X</u> Cross-class Grouping	<u>X</u> Cross-grade Grouping

Criteria for Small Group Formation during Reading Block:

- Student Data
- Teacher Recommendations

Timeline for Updating Instructional Maps:

According to Curriculum Revision Cycle

** Attach Current Instructional Map for Each Grade Level*

Lesson Pacing Goals:

Program/Level	Complete By (Date and Grade)
Core Reading Program/Reading Streets	Summer 2011—Kindergarten to Sixth

Plan for Enhancing the Core Program:

- LETRS Training Modules--#1, 2, and 3 (2009-2012)
 - # 5 and 7 (2012-2013)
- Annual Review of Core Curriculum

Plan for Accelerating Students in an Intervention Program:

- Research based reading program
- Implementation of program with fidelity
- Provide time as outlined for tiered instruction
- Ongoing staff development based on student data for teachers and administration
- Ongoing review of data by teachers and administration
- Collection and review of progress monitoring data

Service to Special Populations of Students:

ELL:

- Core instruction with supplemental materials specific to ESL
- Classroom support by ESL staff
- Targeted interventions delivered as needed based on student data

Learning Support:

- Core instruction with supplemental materials specific to learning support
- Classroom support by learning support staff
- Targeted interventions delivered as needed based on student data

Instructional Delivery:

- Large group
- Small flexible groups
- Individualized based on student needs
- Explicit and systematic instruction
- Direct, multi-sensory instruction

Component 4: Leadership

Principal:

Outline Principal Involvement in Reading Activities:

Participation in Teacher Training on Reading Programs and Assessment System:

- All building administrators participate in all literacy and data trainings

Participation in Grade Level Team and Early Reading Team Meetings:

- Principals and assistants delineate department meeting goals

Observations of Reading Instruction (Indicate type and frequency):

- Non-tenured staff receives a minimum of two formal observations annually.
- Tenured staff is observed by a building or district administrator annually.
- Walk-through informal observations are conducted on a regular basis.

Describe Coordination of Title, ELL, and Special Education with General Education Reading Programs:

- All programs directly support classroom literacy instruction.
- Kindergarten – 4th grade teachers are scheduled for bi-monthly team meetings.
- 5th and 6th grade teachers are scheduled for bi-monthly team meetings.
- 7th and 8th grade are scheduled for weekly team meetings.
- Instructional teams are comprised of reading specialist(s), special education, guidance, administration, and classroom teachers.

Mentor Coach:

- Outside consultants

Funding Source:

- General Fund Budget

Responsibilities:

- Assist teachers with the delivery of effective instruction
- Function as a resource to administrators to provide support or training with individual teachers and groups of teachers in instructional areas of need.
- Provide teachers with tools and strategies for aligning standards, assessments, curriculum and instruction with core content areas.
- Use data to monitor and report on student achievement in all sub-groups and school-wide.
- Facilitate an intense intellectual and strategic approach to teaching through a variety of professional development opportunities (i.e. teacher study groups, workshops and meetings involving student performance data, review of research and literature)
- Function as a resource for the implementation of remediation in the classroom.
- Provide teachers, building and district administrators with data on the progress of programs, teachers, and students.
- Model lessons with new and struggling staff.

Grade Level Teams:

Participants at each grade level:

Avona Elementary School

<u>Kindergarten</u>
Sharon Ann Burns, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionists
Aida Rodriquez, ESL
Kevin Steidle, Principal
Erica Brodhead
Karen Reihl
<u>First Grade</u>
Sharon Ann Burns, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionists
Aida Rodriquez, ESL
Kevin Steidle, Principal
Sheelin Fisher

Megan Vogel
<u>Second Grade</u>
Sharon Ann Burns, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionist
Aida Rodriquez, ESL
Kevin Steidle, Principal
Susan Vernarr
Debbie Golden
<u>Third Grade</u>
Sharon Ann Burns, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionists
Aida Rodriquez, ESL

Kevin Steidle, Principal
Joanne Skrobak
Stefanie Riehl
<u>Fourth Grade</u>
Sharon Ann Burns, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionists
Aida Rodriquez, ESL
Kevin Steidle, Principal
Valerie Statler
Trudi Wilson
Michael Greene

Williams Township Elementary School

<u>Kindergarten</u>
Barbara Brugger, Reading Specialist
Phyllis Bolognini, RTII Coordinator/Interventionist
Dale Ann Brown, Principal
Ashley Kimmett, Sp Ed
Rebecca Jabier
Rebecca Salabsky
<u>First Grade</u>
Barbara Brugger, Reading Specialist
Phyllis Bolognini, RTII Coordinator/Interventionist
Dale Ann Brown, Principal
Ashley Kimmett, Sp Ed
Jacqueline Kohler

Heather Maginn
<u>Second Grade</u>
Barbara Brugger, Reading Specialist
Phyllis Bolognini, RTII Coordinator/Interventionist
Dale Ann Brown, Principal
Ashley Kimmett, Sp Ed
Tara Buskirk
Judy Fisher
Rebecca Bennett
<u>Third Grade</u>
Barbara Brugger, Reading Specialist
Phyllis Bolognini, RTII Coordinator/Interventionist

Dale Ann Brown, Principal
Brenda Carvis, Sp Ed
Rebecca Dickson
Patti Moser
Tracey Silfies
<u>Fourth Grade</u>
Barbara Brugger, Reading Specialist
Phyllis Bolognini, RTII Coordinator/Interventionist
Dale Ann Brown, Principal
Brenda Carvis, Sp Ed
Rayanne Parry
Stacey Polgar
Robert Reagan

Wilson Borough Elementary School

<u>Kindergarten</u>
Jessica Ryan, Reading Specialist
Donna Binn, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionist
Kelly Mumma, Sp Ed
Tom Hocking, Sp Ed
Craig Burden, Principal
Stephanie Hicks
Laurie Shaffer
Alexandra Mindler
<u>First Grade</u>
Jessica Ryan, Reading Specialist
Donna Binn, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionist
Kelly Mumma, Sp Ed
Tom Hocking, Sp Ed
Craig Burden, Principal
Patti Ulshafer

Emily Zimmer
Carol Monkiewicz
<u>Second Grade</u>
Jessica Ryan, Reading Specialist
Donna Binn, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionist
Kelly Mumma, Sp Ed
Tom Hocking, Sp Ed
Craig Burden, Principal
Robin Lanni
Kim Hannis
Megan Wert
Elise Young
<u>Third Grade</u>
Jessica Ryan, Reading Specialist
Donna Binn, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionist

Meg Scheihing, Sp Ed
Tom Hocking, Sp Ed
Craig Burden, Principal
Amanda Powell
Katie Gould
Chelsey Diefenderfer
<u>Fourth Grade</u>
Jessica Ryan, Reading Specialist
Donna Binn, Reading Specialist
Alexis Jones, RTII Coordinator/Interventionist
Meg Scheihing, Sp Ed
Tom Hocking, Sp Ed
Craig Burden, Principal
Robert Fankenfield
Russ Steger
Pam Mertz

Wilson Area Intermediate School

5	6	7	8
Linda Rush Reading specialist	Linda Rush Reading specialist	Linda Rush Reading specialist	Linda Rush Reading specialist
Jess Riehl	Mike Burke	Andrea Leibensperger	Chris Dolak
Tammy Harron	Val Althouse	Kelley Moore	Janice Breidinger
Joe Wolfe	Cindy Tereska	Connie Kirsch	Kari Maskalis
Tina Quinn	Nicole Fenton	Katie Armitage	Evan Reibsome
Nicole Anderson	Diana Partridge	Jen Korin	Dawn Seiple
Doug Schneck	Jen Puhalla-Williams	Traci Knopf	Sara Ulrich
Melissa Carmel	Sarah Croll	Amy Austin	Traci Knopf
Rose Reider	Casey Schneck	Tony Tarsi	Amy Austin
Mary Wood	Kristen Wentzell		Tony Tarsi
Nicole Richards	Nicole Richards		
Amy Austin	Amy Austin		
Tony Tarsi	Tony Tarsi		

Frequency of Meetings:

- Regular meetings according to the schedule enumerated in the Principal section of **Component 4**.

Funding Needs:

- Substitute teachers
- Cost for materials
- Technology
- Outside consultants

Funding Source:

- Building budgets, IDEA and grant funds (when available).

Identify Other Building Leaders in the Area of Reading:

- Building reading specialist
- Instructional Support Teacher (RTII Coordinator/Interventionist)
- Guidance counselors
- Special education teachers
- ESL teacher(s)

Component 5: Professional Development

Process for Determining School PD Needs:

1. Collection of relevant data to determine professional development needs:
 - Review of student achievement data (DIBELS Next, PSSA, 4-Sight, core program benchmark assessments, teacher assessments)
 - Annual staff development needs assessment completed by teachers
 - Classroom walk-through observation data
 - Formal and informal classroom observations
 - Parent/community concerns/recommendations
2. Create professional development plan based on needs and district vision/mission/goals
3. Evaluate effectiveness of professional development
 - Review of student achievement data (DIBELS Next, PSSA, 4-Sight, core program benchmark assessments, teacher assessments)
 - Annual staff development needs assessment completed by teachers
 - Classroom walk-through observation data
 - Formal and informal classroom observations

PD for Principal:

- Literacy leadership (observations of reading classrooms and coaching)
- DIBELS Next administration, scoring, and analysis
- LETRS Modules 2,3,10
- Leading data analysis, informal diagnostic, instructional planning, and SIRS meetings
- Building capacity within current staff for RTII process
- Participation in all staff professional development

PD for Reading Specialists and RTII Coordinator/Interventionist:

- Literacy leadership (observations of reading classrooms and coaching)
- DIBELS Next administration, scoring, and analysis
- LETRS Module 10
- Leading data analysis, informal diagnostic, instructional planning, and SIRS meetings
- Building capacity within current staff for RTII process
- Scientifically research-based instructional intervention practices
- Participation in all staff professional development

PD for Teachers (Classroom Teachers and Specialists):

Program Training:

Program / Topic	PD Provider	Number of Days	Participants	Timeline
DIBELS Next	SBSL	1	Grade-level teachers (K-4), special education teachers (K-8), reading specialists,	August 2012

			RTII Coordinator/ Interventionist	
Reading curriculum review and planning	Elementary Principals	0.5	Grade-level teachers (K-2), special education teachers (K-4)	August 2011
Data Analysis/Instructional Planning (Fall)	SBSL	3	Grade-level teachers (K-2), special education teachers (K-4), interventionists	September/October 2011
Data Analysis/Instructional Planning (Winter)	RTII Coordinator/Interventionist and Reading Specialists	3	Grade-level teachers (K-2), special education teachers (K-4), interventionists	September/October 2011
LETRS Module #7 – Teaching Phonics, Word Study and the Alphabetic Principle	IU 20	1	Grade-level teachers (K-2), special education teachers (K-4), interventionists	August 2012
LETRS Module 5: Getting up to Speed: Developing Fluency	IU 20	1	Grade-level teachers (2-4), special education teachers (K-4), interventionists	October 2012
Connect to the Classroom: The routines of a polished phonics lesson	SBSL/IU 20/ WASD RTII Coordinator/Interventionist	3	Grade-level teachers (K-2), special education teachers (K-4), interventionists	October/November 2012
LETRS Module #2	IU 20	1	Grade-level teachers (3 & 4), special education teachers (5-8), interventionists	August 2011
LETRS Module #3	IU 20	1	Grade-level teachers (3 & 4), special education teachers (5-8),	September 2011

			interventionists	
Data Analysis/Instructional Planning (Fall)	SBSL	2	Grade-level teachers (3), special education teachers (K-4), interventionists	September/October 2011
LETRS Module #10	SBSL	1	Grade-level teachers (3 & 4), special education teachers (5-8), interventionists	October 2011
Connect to the Classroom Module 2,3,10	SBSL	1	Grade-level teachers (3), special education teachers (3&4), interventionists	November/December 2011
Data Analysis/Instructional Planning (Winter)	SBSL	1	Grade-level teachers (3), special education teachers (K-4), interventionists	January 2012
Classroom modeling	SBSL	2	Third grade teachers	October 2011-December 2011
Classroom Coaching	SBSL	6	Third grade teachers	December 2011 – May 2012
Fall and Winter SIR meetings	SBSL	2	Third grade teachers, special education teachers (K-4), interventionists	November 2011-March 2012
LETRS Connect to the Classroom Modules 2,3, 10	SBSL/WASD RTII Coordinator/Interventionist	1	Grade-level teachers (4), special education teachers (K-4), interventionists	August 2012
Reading curriculum review and planning	Intermediate Principal	0.5	Grade-level teachers (5&6)	August 2011
LETRS Module #1	IU 20	1	Grade-level teachers (5&6), special education teachers (5-8) reading	June 2012

			specialist	
LETRS Module 2	IU 20	1	Grade-level teachers (5&6), special education teachers (5-8) reading specialist	August 2012
DIBELS Next	WASD RTII Coordinator/Interventionists	1	Grade-level teachers (5&6), special education teachers (5-8), reading specialist	August 2012
Data Analysis/Instructional Planning	WASD RTII Coordinator/Interventionists	1	Grade-level teachers (5&6), special education teachers (5-8), reading specialist	October 2012

Study Groups:

- Grade-level data meetings

Classroom Consultation:

- Classroom coaching/modeling with interventionist, SBSL consultants, Principals

Collaboration Time:

- SIRS meetings
- During grade level common prep times
- Faculty workshops/grade level meetings
- Data analysis meetings
- Grade level data meetings

PD for Educational Assistants:

- Collaboration with classroom and learning support teachers
- Paraeducator.net on-line trainings
- Various professional development opportunities provided by the District and/or IU 20

PD for Substitute Teachers:

- Long term substitutes participate in trainings as designated by building administration.

PD Plan for New Staff:

All new K-2 elementary staff members will participate in

- LETRS Module 1,2,&3
- DIBELS Next assessment
- Informal diagnostic training
- Data Analysis/Instructional Planning training
- SIRS training
- Reading Street core reading series training
- Coaching/Modeling
- WASD Induction program

Plan for Building Capacity with In-Building or In-District Trainers:

- Development and training of a literacy leadership team involving the building principal, RTII interventionists, and reading specialists.

Funding Needs for PD:

- Training fees
- Substitute teachers
- Resources (supplies)

Funding Source for PD:

- Title I
- Title IIA
- General Fund/Professional development
- Accountability Block Grant

*Is All Professional Development Research-Based and Aligned with School Reading Goals? Yes

Component 6: Commitment

School Action Plans:

Timeline for Completion:

Meet listed goals by Spring of 2013

Schedule/Process for Updating Action Plan:

Annual review each summer - Building and District administration

Staff Responsible:

- Administration
- Classroom teachers (K-6)
- Reading specialists
- Special education teachers (K-6)
- RTII Interventionists
- Support staff

Plan for Reporting/Sharing Student Performance Data to Stakeholders:

District Level Administrators:

- Administrative cabinet meetings (held monthly)
- Mid and End of year review

School Board:

- Presentation to school board by district and building administration following end of year reports
- Review of progress toward District goals

Parents /Community

- Building/District level newsletters
- Discussion of student academic performance and growth during Parent/Teacher conferences
- PTA meetings to discuss PSSA and DIBELS assessments and building level results

Plan for Celebrating/Acknowledging Student Success:

- Meetings with individual teachers
- Celebrations within faculty meetings acknowledging improvements and achievement
- Hand written notes by leadership acknowledging student growth

Hiring Practices to Sustain the Reading Model:

- Consideration given for teachers who have been involved in trainings that match school district's literacy plan.
- Require elementary teacher candidates to use examples in reading to describe instructional practices in order to assess teachers' background and skills in RTII, data analysis, and instructional planning for small groups.

Literacy Goals Planning Sheet

Goal:

- 95% of kindergarten students will be benchmarked on the 2012 DIBELS end of year assessment.
- 90% of first grade students will be benchmarked on the 2012 DIBELS end of the year assessment.
- 85% of second grade students will be benchmarked on the 2012 DIBELS end of the year assessment.

Date for achieving goal: Spring 2012

Today’s date: 6/28/2011

Rewards for achieving the goal:

- Students can read
- Increase community, teacher and student confidence
- Builds pride in the community
- More time for extensions/enrichment
- Increased student motivation

Consequences:

- Poor staff and student morale
- Growing achievement gap
- Less time for extensions/enrichment
- Over extension of resources
- Lack of confidence from community
- Enter needs improvement

Barriers:

- Lack of mastery of grade level skills
- In affective allocation of resources - scheduling

Plan for overcoming each barrier to reach your goal:

Barrier	Possible Solutions	Action Steps	Date	Person(s) responsible
Lack of mastery of grade level skills	Instructional fidelity checks	<u>Walkthroughs:</u> Develop a walkthrough check list tool for core instruction and one for intervention periods	October, 2011	Director of Curriculum and Instruction, Elementary Principals, and Specialists— RTII Coordinator and Reading Specialist

		<u>Training:</u> Administrators and specialists in the use of the check list tool		
		<u>Scheduling:</u> To ensure adequate observations to determine data and share data with staff		
		<u>Monitor:</u> Intervention logs to ensure that strategies match student need and to ensure proper coordination among interventionists.		
	Continued training	<u>Training:</u> On DIBELS Next to include understanding and interpreting data and matching strategies to student needs. Ongoing during RTII data analysis and SIRS meetings	August, 2011 Ongoing through school year.	Director of Curriculum and Instruction, Elementary Principals and Specialists— RTII Coordinator and Reading Specialist
	Review the core	<u>Examine:</u> Core Reading program to ensure that all necessary skills are addressed, that instruction is explicit, and that it contains adequate practice of needed skills		

Ineffective allocation of resources	Develop individual building/teacher schedules for each building	<u>Provide:</u> Intensive intervention time and additional interventionists (as possible) for every grade level	August, 2011 Ongoing through school year.	Elementary Principals
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Literacy Goals Planning Sheet

Goal:

- 80% of third grade students will be benchmarked on the 2012 DIBELS end of year assessment.
- 75% of fourth grade students will be benchmarked on the 2012 DIBELS end of the year assessment.
- 90% of third grade students will score proficient/advanced on the 2012 PSSA Reading test.
- 93% of fourth grade students will score proficient/advanced on the 2012 PSSA Reading test.

Date for achieving goal: Spring 2012

Today's date: 6/28/2011

Rewards for achieving the goal:

- Students can read
- Increase community, teacher and student confidence
- Builds pride in the community
- More time for extensions/enrichment
- Increased student motivation

Consequences:

- Poor staff and student morale
- Growing achievement gap
- Less time for extensions/enrichment
- Over extension of resources
- Lack of community confidence
- Enter into Needs Improvement sanctions

Barriers:

- Lack of staff training for effective reading instruction
- Lack of knowledge and skills for interpreting data
- Ineffective allocation of resources—scheduling
-

Plan for overcoming each barrier to reach your goal:

Barrier	Possible Solutions	Action Steps	Date	Person(s) responsible
Lack of Staff Training for Effective Reading Instruction	Professional Development in Effective Reading Instruction for teachers of third and fourth grades	Training: LETRS Training Modules 1, 2, 3 and Connect to the Classroom workshops	June, 2011 August, 2011 and Ongoing	Director of Curriculum and Instruction, Elementary Principals and Specialists— RTII Coordinator and Reading Specialist

		<u>Training:</u> Collection and Interpretation of appropriate reading achievement data		
		<u>Coaching/Modeling:</u> For an effective classroom literacy program		
	Review the core	<u>Examine:</u> Core Reading program to ensure that all necessary skills are addressed, that instruction is explicit, and that it contains adequate practice of needed skills.		
Lack of In-Depth Knowledge and Skills for Interpreting Data	Professional development in data collection and interpretation for teachers of third and fourth grade	<u>Training:</u> On DIBELS Next to include understanding and interpreting data and matching strategies to student needs. Ongoing during RTII data analysis and SIRS meetings	August, 2011 and Ongoing	Director of Curriculum and Instruction, Elementary Principals and Specialists—RTII Coordinator and Reading Specialist
		<u>Training:</u> Using 4Sight Data with DIBELS Next to plan instructional program for students		
Ineffective allocation of resources	Develop individual building/teacher schedules for each building	<u>Provide:</u> Intensive intervention time and additional interventionists (as possible) for every grade level	August, 2011 Ongoing through school year.	Elementary Principals

Literacy Goals Planning Sheet

Goal:

- 75% of 5th and 6th grade students will reach benchmark on the 2013 end of year DIBELS assessment.

Date for achieving goal: Spring 2013

Today's date: 6/21/2011

Rewards for achieving the goal:

- More students can read fluently and accurately
- Improved achievement across all subject areas
- Improved morale
- Focused teacher instruction
- Improved PSSA achievement

Consequences:

- Limited improvement in the area of reading literacy
- Teacher disappointment
- More time and resources needed at the higher grade levels to reach benchmark
- More students at risk of never reaching benchmark

Barriers:

- Lack of staff training for effective reading instruction
- Lack of experience with the core
- Allocation of resources [time, materials, scheduling]
- Lack of experience teaching reading [6th grade]
- Lack of exposure and training in DIBELSNEXT assessments

Plan for overcoming each barrier to reach your goal:

Barrier	Possible Solutions	Action Steps	Date	Person(s) responsible
Lack of experience with the core and literacy training	Professional Development: -reading streets -centers -monthly grade level meetings	- 5 th and 6 th grade reading core training - monthly grade level meetings	August, 2011 August, 2011 and ongoing	Director of Curriculum, Principal, Asst. Principal, Reading specialist, Department chairperson(s)
		-monthly walkthroughs -Letrs module 1 -Letrs module 2	September, 2011 and ongoing June, 2012 August, 2013	

		Training Collection and interpretation of appropriate reading achievement data	August, 2011 and ongoing	
Allocation of resources[time, materials, scheduling]		<ul style="list-style-type: none"> - identify current reading resources - create reading intervention time - assign personnel - determine resource and material needs 	<p>August, 2011</p> <p>June, 2011</p> <p>June, 2011</p> <p>August, 2011</p>	<p>Director of Curriculum, Principal, Asst. Principal, Reading specialist, Department chairperson(s)</p>
Lack of exposure to DIBELSNEXT assessment	<ul style="list-style-type: none"> -Identify personnel to administer DIBELS - Professional development 	<ul style="list-style-type: none"> - collect baseline DIBEL data - provide professional development in DIBELSNEXT 	<p>Spring, 2012</p> <p>Fall, 2012</p>	<p>Director of Curriculum, Principal, Asst. Principal, Reading specialist, Department chairperson(s)</p>

Literacy Goals Planning Sheet:

Goal:

- 90% of 5th grade students will be advanced/proficient on the 2012 PSSA reading assessment.
- 83% of 6th grade students will be advanced/proficient on the 2012 PSSA reading assessment.

Date for achieving goal: Spring 2012

Today's date: 6/21/2011

Rewards for achieving the goal:

- Students are achieving
- Community and school pride in achievement
- Reach AYP
- Acknowledgement of success by superintendent
- Improved building morale
- Increased student motivation

Consequences:

- Disappointment
- More time and resources needed to reach goals
- Less likely to reach future PSSA proficiencies
- Less time for enrichment/extensions
- Lack of community confidence

Barriers:

- Lack of staff training for effective reading instruction
- Lack of experience with the core
- Allocation of resources [time, materials, scheduling]
- Lack of experience teaching reading [6th grade]

Plan for overcoming each barrier to reach your goal:

Barrier	Possible Solutions	Action Steps	Date	Person(s) responsible
Lack of experience with the core and literacy training	Professional Development: -reading streets -centers -monthly grade level meetings	- 5 th and 6 th grade reading core training - monthly grade level meetings	August, 2011 August, 2011 and ongoing	Director of Curriculum, Principal, Asst. Principal, Reading specialist, Department Chairperson(s)
		-monthly walkthroughs	September, 2011 and ongoing	

		<p><u>Training</u> Collection and interpretation of appropriate reading achievement data</p>	August, 2011 and ongoing	
Allocation of resources[time, materials, scheduling]		<ul style="list-style-type: none"> - identify current reading resources - create reading intervention time 	August, 2011 June, 2011	Director of Curriculum, Principal, Asst. Principal, Reading specialist, Department Chairperson(s)

Addendum A: Sample School Schedule

**Kindergarten—AM & PM
2011-2012**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15-10:00	Instruction (45 Mins)	Instruction (45 Mins)	Instruction (45 Mins)	Instruction (45 Mins)	Instruction (45 Mins)
10:00-10:30	Music	Art	Gym	Library	Instruction (30 Mins)
10:30-11:50	Instruction (80 Mins)	Instruction (80 Mins)	Instruction (80 Mins)	Instruction (80 Mins)	Instruction (80 Mins)
11:50-12:23	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch
12:23-12:30	Arrival	Arrival	Arrival	Arrival	Arrival
12:30-1:00	Art	Music	Library	Gym	Instruction (30 Mins)
1:00-3:15	Instruction (135 Mins)	Instruction (135 Mins)	Instruction (135 Mins)	Instruction (135 Mins)	Instruction (135 Mins)

Reading Intervention: 10:30 – 11:00 AM Daily
1:00 - 1:30 PM Daily

Grade One

2011-2012

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15-10:35	Reading (80 Mins)	Reading (80 Mins)	Reading (80 Mins)	Reading (80 Mins)	Reading (80 Mins)
10:35-11:15	Art	Music	Library	Gym	Reading (40 Mins)
11:15-11:30	Misc— Reading (15 Mins)	Misc— Reading (15 Mins)	Misc— Reading (15 Mins)	Misc— Reading (15 Mins)	Misc— Reading (15 Mins)
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Reading (60Mins)	Reading (60Mins)	Reading (60Mins)	Reading (60Mins)	Reading (60Mins)
1:00-2:00	Math (35 Mins)	Math (60 Mins)	Math (60 Mins)	Math (60 Mins)	Math (35 Mins)
	1:15-1:40 Recess				1:15-1:40 Recess
2:00-3:15	Math (25 Mins) Science/ Social Studies (50 Mins)	2:00-2:20 Second Step Science/ Social Studies (55 Mins)	Science/ Social Studies (75 Mins)	Science/ Social Studies (75 Mins)	Math (25 Mins) Science/ Social Studies (50 Mins)

Reading Intervention: 9:15 – 9:45

Grade Two

2011-2012

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15-11:20	Reading (100 Mins) 10:50-11:15 Recess	Reading (125 Mins)	Reading (125 Mins)	Reading (125 Mins)	Reading (125 Mins)
11:20-12:00	Music	Library	Art	11:20-11:45 Recess	Gym
12:00-12:16	Misc— Reading (16 Mins)	Misc— Reading (16 Mins)	Misc— Reading (16 Mins)	Misc— Reading (31 Mins)	Misc— Reading (16 Mins)
12:16-12:46	Lunch	Lunch	Lunch	Lunch	Lunch
12:46-1:46	Math (60 Mins)	Math (60 Mins)	Math (60 Mins)	Math (60 Mins)	Math (60 Mins)
1:46-3:15	Science/ Social Studies/ (89 Mins)	Science/ Social Studies/ (89 Mins)	1:46-2:06 Second Step Science/ Social Studies/ (69 Mins)	Science/ Social Studies/ (89 Mins)	Science/ Social Studies/ (89 Mins)

Reading Intervention: 9:50 – 10:20 Daily

Grade Three

2011-2012

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15-11:34	Reading (139 Mins)	Reading (139 Mins)	Reading (139 Mins)	Reading (139 Mins)	Reading (139 Mins)
11:34-12:04	Lunch	Lunch	Lunch	Lunch	Lunch
12:04-1:05	Math (36 Mins)	Math (61 Mins)	Math (61 Mins)	Math (41 Mins)	Math (61 Mins)
	12:15-12:40 Recess			12:45-1:10 Recess	
1:05-1:45	Art	Music	Library	Math/Misc (35 Mins)	Gym
1:45-3:15	Math (20 Mins) Science/ Social Studies (70 Mins)	1:45-2:05 Second Step Science/ Social Studies (70 Mins)	Science/ Social Studies (90 Mins)	Math (20 Mins) Science/ Social Studies (70 Mins)	Science/ Social Studies (90 Mins)

Reading Intervention: 11:00 – 11:30 Daily

Grade Four

2011-2012

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15-10:15	Math (60 Mins)	Math (60 Mins)	Math (60 Mins)	Math (60 Mins)	Math (65 Mins)
					10:20-10:45 Recess
10:15-12:38	Reading (143 Mins)	Reading (143 Mins)	Reading (143 Mins)	Reading (143 Mins)	Reading (118 Mins)
12:38-1:08	Lunch	Lunch	Lunch	Lunch	Lunch
1:08-1:50	So.St. (42 Mins)	So.St. (42 Mins)	So.St. (42 Mins)	So.St. (37 Mins)	So.St. (42 Mins)
				1:45-2:10 Recess	
1:50-2:30	Music	Library	Art	2:10-2:30 Second Step	Gym
2:30-3:15	Science (45 Mins)	Science (45 Mins)	Science (45 Mins)	Science (45 Mins)	Science (45 Mins)

Reading Intervention: 11:40 – 12:10 Daily