

Board Approved October 2024

Wilson Area School District
Literacy Plan (revised August 2024)

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Component 1: Vision, Core Values, & Goals

Vision:

We envision the Wilson Area School District to be composed of outstanding student-centered schools which provide a variety of practical and educational learning experiences that will inspire, challenge, and equip all students to reach their fullest potential. Our students will embrace diversity and become critical thinkers, quality collaborators, problem solvers, effective communicators, and 21st-century learners. To this end, students will become lifelong learners who embody the W.A.R.R.I.O.R. values. Our graduates will be responsible and productive citizens with a passion for excellence in a competitive global society.

Core Values:

- Belief that all children can read
- Shared ownership for reading success
- Student reading goals are meaningful, ambitious, and attainable
- Data driven decision making
- Research based programs utilized for core instruction aligned to common core standards
- Multi-tiered model of support in place to get students reading at grade level as early as possible
- Targeted intervention for at-risk students
- Continued professional development of faculty
- Student engagement
- Instruction is differentiated, systematic, explicit, and multisensory

District Reading Goals:

95% of all K-2 students will be core at the end of the year Acadience assessment

90% of all 3-6 students will be core at the end of the year Acadience assessment

(Data below from 2024-2025 school year)

Kindergarten EOY - 84% core

First Grade EOY - 75% core

Second Grade EOY - 78% core

Third Grade EOY - 79% core

Fourth Grade EOY - 71% core

Fifth Grade EOY- 71% core

Sixth Grade EOY - 81% core

By the end of 6th grade, all students will be reading at or above grade level.

3rd, 4th, 5th and 6th grade students will be 80% proficient on the PSSA.

Component 2: Assessment

1. Screening:

a. Measures to be administered:

Grade	Screening Measure	Essential Elements Assessed
K	LNF, FSF, PSF, NWF	Alphabetic Principle, Phonemic Awareness, Phonological Awareness, Phonics
1	LNF, PSF, NWF, ORF	Alphabetic Principle, Phonemic Awareness, Phonological Awareness, Phonics, Accuracy, & Fluency
2	NWF, ORF	Phonics, Accuracy, & Fluency
3	ORF, MAZE	Accuracy, Fluency, & Comprehension
4	ORF, MAZE	Accuracy, Fluency, & Comprehension
5	ORF, MAZE	Accuracy, Fluency, & Comprehension
6	ORF, MAZE	Accuracy, Fluency, & Comprehension

b. Evidence of Reliability and Validity Measures

- i. Technical Adequacy of Acadience Reading
 1. Alternate-form reliability coefficients for the Reading Composite Score are .66 in kindergarten and range from .91 to .97 in grades 1–6.
 2. For inter-rater reliability of the Reading Composite Score, the correlations range from .97 to .99. Predictive validity coefficients for the Reading Composite Score range from .48 to .80.
 3. Concurrent validity is .40 in kindergarten and ranges from .73 to .80 in grades 1–6.
- ii. Fidelity of test administration will be monitored during assessment windows through random staff selection and fidelity checks to be

performed by Principal's, MTSS Coordinators, and Reading Specialists

c. Timeline:

- i. Beginning of Year Benchmark (BOY) September
- ii. Mid-year Benchmark (MOY) January
- iii. End of year Benchmark (EOY) May

d. Students:

- i. All K-6 students

e. Resident Expert

- i. MTSS Coordinators, reading specialists, and building principals

f. Assessment Team Members

- i. Classroom teachers, special education teachers, reading specialists, and MTSS Coordinators

g. Training/Retooling:

- i. Both to be organized and delivered by Supervisor of Curriculum and Instructional Technology, MTSS Coordinators, and reading specialists, with the building principals

h. Data Entry

- i. Data is uploaded automatically to the Acadience Learning site as the assessment is completed
- ii. New students automatically synced with Skyward accounts

i. Funding Needs

- i. Per student cost for Acadience Licensing
 1. 9.45/student license
 2. 9,752.4 for district

j. Funding Source:

- i. Building budget and grant dollars (when available)

2. Progress Monitoring

a. Target Students:

- i. Every student has a target goal, however there is an emphasis on closing the gap for the following students:
 1. Intensive Students
 2. Strategic Students
 3. Bubble Benchmark students (students who score core, but are within 3 points of the goal)

b. Frequency of Progress Monitoring

- i. Intensive Students - weekly
- ii. Strategic Students - biweekly

iii. Bubble benchmark students - every four weeks

c. Measures to be administered:

i. September → January

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	LNF, FSF	Alphabetic Principle, Phonemic Awareness, & Phonological Awareness
1	PSF, NWF	Phonological Awareness & Phonics
2	NWF, ORF	Phonics, Accuracy & Fluency
3	ORF, MAZE	Accuracy, Fluency, & Comprehension
4	ORF, MAZE	Accuracy, Fluency, & Comprehension
5	ORF, MAZE	Accuracy, Fluency, & Comprehension
6	ORF, MAZE	Accuracy, Fluency, & Comprehension

ii. January → May

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	LNF, PSF, NWF	Alphabetic Principle & Phonological Awareness
1	NWF, ORF	Phonological Awareness & Phonics
2	ORF	Accuracy & Fluency
3	ORF, MAZE	Accuracy, Fluency, & Comprehension
4	ORF, MAZE	Accuracy, Fluency, & Comprehension
5	ORF, MAZE	Accuracy, Fluency, & Comprehension
6	ORF, MAZE	Accuracy, Fluency, & Comprehension

d. Evidence of Reliability and Validity Measures:

i. Technical Adequacy of Acadience Reading

1. Alternate-form reliability coefficients for the Reading Composite Score are .66 in kindergarten and range from .91 to .97 in grades 1–6.
 2. For inter-rater reliability of the Reading Composite Score, the correlations range from .97 to .99. Predictive validity coefficients for the Reading Composite Score range from .48 to .80.
 3. Concurrent validity is .40 in kindergarten and ranges from .73 to .80 in grades 1–6.
- ii. Fidelity of test administration will be monitored during assessment windows through random staff selection and fidelity checks to be performed by MTSS Coordinators and Reading Specialists
- e. Resident Experts:**
- i. MTSS Coordinators, reading specialists, building principals
- f. Assessment Team Members**
- i. Classroom teachers, special education teachers, reading specialists, ELL teachers, and MTSS Coordinators
- g. Training/Retooling**
- i. Both to be organized and delivered by Supervisor of Curriculum and Instructional Technology, MTSS Coordinators, reading specialists, and building principals
- h. Data Entry:**
- i. Data is uploaded automatically to the Acadience Learning site as the assessment is completed
- i. Funding Needs**
- i. Acadience
 1. \$9.45/student license
 - ii. \$9,752.40 cost to district
 - iii. \$38,500 laptop refresh cycle
- j. Funding Source**
- i. Building budgets and grant dollars (when available)
- k. Process for Assessing and placing new students**
- i. Classroom teacher, MTSS Coordinator, or Reading Specialist will administer Acadience Benchmark assessment within the first week of the student attending school

3. Diagnostic Testing

- a. Target Students:**

- i. Any student meeting benchmark criteria according to the skill inventory
- b. List Standardized Diagnostic Measures:**
- i. Phonological Survey
 - ii. Grades K-1 Phonics Survey
 - iii. Grade 2 Phonics Survey
 - iv. Grades 3-6 Phonics Survey
- c. List Curriculum Embedded Assessments**
- i. Core Program Survey Assessments
 - 1. K-6 HMH Into Reading Core Reading Program Weekly Skills Tests
 - ii. Core Program Unit Skills Tests
 - 1. K-6 HMH Into Reading Core Reading Program
 - iii. Supplemental/Intervention Programs Mastery Tests
 - 1. WASD Intervention Resources Site
 - 2. [Marshall.edu - West Virginia Phonics](http://Marshall.edu)
 - 3. Leveled Literacy Library
 - iv. Placement Tests
 - 1. Acadience BOY Assessment - September
 - 2. BOY Placement Tests HMH Into Reading
 - 3. Study Island Benchmark Test
- d. End of Year Testing (Outcome Measures)**
- i. Standardized Measures

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	LNF, PSF, NWF	Alphabetic Principle, Phonemic Awareness, Phonological Awareness, & Phonics
1	NWF, ORF	Phonological Awareness, Phonemic Awareness, Phonics, Accuracy, & Fluency
2	ORF	Accuracy & Fluency
3	ORF, MAZE	Accuracy, Fluency, & Comprehension
4	ORF, MAZE	Accuracy, Fluency, & Comprehension
5	ORF, MAZE	Accuracy, Fluency, & Comprehension

6	ORF, MAZE	Accuracy, Fluency, & Comprehension
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ii. Other Outcome Measures

Grade	Standardized Measure	Essential Elements Assessed
3	PSSA	Comprehension
4	PSSA	Comprehension
5	PSSA	Comprehension
6	PSSA	Comprehension

iii. Evidence of Reliability and Validity Measures

1. Technical Adequacy of Acadience Reading

- a. Alternate-form reliability coefficients for the Reading Composite Score are .66 in kindergarten and range from .91 to .97 in grades 1–6.
- b. For inter-rater reliability of the Reading Composite Score, the correlations range from .97 to .99. Predictive validity coefficients for the Reading Composite Score range from .48 to .80.
- c. Concurrent validity is .40 in kindergarten and ranges from .73 to .80 in grades 1–6.

2. PSSA Reliability and Validity

- a. Reliability range==0.89-0.92
- b. Validity range==0.70-0.90
- c. Fidelity of test administration will be monitored during assessment windows through random staff selected and fidelity checks to be performed by MTSS Coordinators and Reading Specialists

iv. Timeline

1. Acadience EOY - May
2. PSSA - as per state testing window

v. Assessment Team Members

1. Classroom teachers, special education teachers, MTSS Coordinators, Reading Specialists, ESL teachers, building principals

vi. Funding Needs

1. Acadience

- a. \$9.45/student license
 - b. \$9,752.40 cost to district
 - 2. \$38,500 laptop refresh cycle
 - 3. Study Island 3-6 cost to District
 - a. \$10,927.67
- vii. Funding Source
 - 1. Building budgets and grant dollars (when available)

e. Data-Based Decision Making

- i. How will data be used to make decisions at the system level?
 - 1. Data will be used to determine:
 - a. Staffing
 - b. Allocation of instructional materials
 - c. Building class lists and schedules
 - d. Professional development plans
- ii. How will data be used to make decisions for instructional groups and individual students?
 - 1. Plan for monitoring instructional groups/individual students:
 - a. Fall and winter data analysis and instructional planning sessions
 - b. Student Intervention Response (SIRs) meetings
 - c. Data analysis at grade level meetings
 - d. Regularly scheduled teacher collaborative sessions at grade level meetings
 - e. MTSS meeting days
 - f. Using the following tools:
 - i. Acadience progress monitoring data
 - ii. Core Weekly Skills and Unit Skills tests
 - iii. Intervention Logs
 - iv. Diagnostic assessment results
 - v. Other intervention assessments
 - 2. Process/Criteria for Evaluating the Effectiveness of Instruction:
 - a. Winter data analysis and instructional planning sessions
 - b. Student Intervention Response (SIRS) meetings
 - c. Data analysis at grade level meetings
 - d. Regularly scheduled teacher collaborative sessions at grade level meetings
 - e. MTSS meeting days

- f. Coaching/Mentoring sessions
- g. Administrative walkthroughs
- h. Using the following tools:
 - i. Acadience progress monitoring data
 - ii. Core Weekly Skills and Unit Skills tests
 - iii. Intervention Logs
 - iv. Diagnostic assessment results
 - v. Other intervention assessments

Component 3: Instruction

1. Time:

a. Length of Reading Block:

i. K-6 - 120 minutes

1. 90 minutes for core reading instruction

2. 30 minutes for small group differentiated reading instruction

2. Start Date for Reading Instruction

a. First day of school

3. End Date for Reading Instruction

a. Last day of school

4. Additional Reading Time (Interventions)

Grade	Tier 2	Tier 3
K	30 minutes of targeted interventions (1-6 students)	20-30 minutes of additional targeted intervention (1-3 students)
1	30 minutes of targeted interventions (1-6 students)	20-30 minutes of additional targeted intervention (1-3 students)
2	30 minutes of targeted interventions (1-6 students)	20-30 minutes of additional targeted intervention (1-3 students)
3	30 minutes of targeted interventions (1-6 students)	20-30 minutes of additional targeted intervention (1-3 students)
4	30 minutes of targeted interventions (1-6 students)	20-30 minutes of additional targeted intervention (1-3 students)
5	30 minutes of targeted interventions (1-6 students)	20-30 minutes of additional targeted intervention (1-3 students)
6	30 minutes of targeted interventions (1-6 students)	20-30 minutes of additional targeted intervention (1-3 students)

5. Criteria for Identifying Students for Tier 2 or Tier 3 Reading Instruction

- a. Student Acadience Data
- b. Instructors:
 - i. Classroom Teachers
 - ii. Reading specialists (K-4)
 - iii. MTSS Coordinators
 - iv. Special Education Teachers
 - v. ELL Teacher(s)
 - vi. Additional Interventionists

6. After-School Reading Programs

- a. None

7. Summer School Reading Programs (when funding is available)

- a. Warrior Academy
- b. Targeted Students
 - i. K-6 student recommendations supported by grade-specific data
- c. Funding Needs (estimated)
 - i. K-4: \$19, 875.00
 - ii. 5-6: \$13, 979.30
- d. Funding Source
 - i. Building budgets and grant dollars (when available)
 - ii. Communities that Care Coalition
- e. Programs and Materials
 - i. Research-based HMH Intro Reading Core Program for K-6

8. Research-based Supplemental and Intervention Programs

Program	Type (S or I)	Grade	Essential Elements Addressed
Leveled Literacy Library	S	K-6	Phonemic Awareness & Decoding
Florida Center for Reading Research Activities and Lessons	S, I	K-6	Phonemic Awareness & Decoding
UFLI	S, I	K-6	Phonemic Awareness, Decoding, Comprehension
MA Rooney Foundation	S, I	K-6	Phonemic Awareness, Decoding, Comprehension
Learning/Reading A-Z	S	K-4	Phonemic Awareness, Decoding, Comprehension
Marshall.edu	S, I	K-6	Phonemic Awareness, Decoding

9. Criteria for Selection of Additional Supplemental and Intervention Programs

- a. Student Acadience Data
- b. MTSS Team Recommendations

10. Funding Source for Core, Supplemental, and Intervention Materials

- a. Building budgets and grant dollars (when available)

11. Plan for Monitoring Fidelity of Program Implementation

- a. Classroom walkthroughs
- b. Modeling and coaching
- c. Formal observations
- d. Review of intervention logs

12. Differentiated Instruction

- a. Instructional Grouping
 - i. K-6
 - 1. Within-class grouping
 - 2. Cross-class grouping
 - 3. Cross-grade grouping
 - 4. Cross-building grouping (based on classroom/building schedules)

13. Criteria for Small Group Formation during Reading Block

- a. Student Acadience Data
- b. Teacher recommendations

14. Timeline for Updating Instructional Maps

- a. According to curriculum revision cycle

15. Lesson Pacing Goals

Program/Level	Complete By (Date and Grade)
Core Reading Program/HMH Into Reading	August - June <ul style="list-style-type: none">● K through 6th grade

16. Plan for Enhancing the Core Curriculum

- a. Annual Review
- b. Structured Literacy refreshers

17. Plan for Accelerating Students in an Intervention Program

- a. Research-based reading program
- b. Implementation of program with fidelity
- c. Provide time as outlined for tiered instruction
- d. Ongoing staff development based on student data for teachers and administration
- e. Ongoing review of data by teachers and administration

- f. Collection and review of progress monitoring data
- 18. Service to Special Populations of Students**
 - a. ELL
 - i. Core instruction with supplemental materials specific to ESL
 - ii. Classroom support by ESL staff
 - iii. Targeted interventions delivered as needed based on student data
 - b. Special Education Students:
 - i. Core instruction with supplemental materials specific to need
 - ii. Classroom support by special education staff
 - iii. Targeted interventions delivered as needed based on student data
- 19. Instructional Delivery**
 - a. Large group
 - b. Small, flexible group
 - c. Individualized based on student needs
 - d. Explicit and systematic instruction
 - e. Direct, multi-sensory instruction

Component 4: Leadership

- 1. Director of Curriculum, Supervisor of Curriculum and Instructional Technology, Building Principal, Assistant Principal**
 - a. Participation in Teacher Training on Reading Programs and Assessment System
 - i. All building administrators participate in all literacy and data trainings
 - b. Participation in Grade Level Meetings
 - i. Principals and assistants participate in all grade level meetings
 - c. Observations of Reading Instruction
 - i. Non-tenured staff receives a minimum of two formal observations annually
 - ii. Tenured staff is observed by a building or district administrator annually
 - iii. Walk-through informal observations are conducted on a regular basis
 - d. Coordination of Title, ELL, and Special Education with General Education Reading Programs
 - i. All programs directly support classroom literacy instruction
 - ii. Kindergarten through 4th grade teachers are scheduled for bi-monthly grade level meetings

- iii. 5th grade teachers are scheduled for bi-monthly grade level meetings
- iv. 6th grade teachers are scheduled for weekly team meetings
- v. Instructional teams are comprised of MTSS Coordinators, reading specialists, special education teachers, school counselors, school psychologists, administration, and classroom teachers

2. MTSS Coordinators and Reading Specialists

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

3. Grade Level Teams

- i. **Avona Elementary**
 - 1. K-4 Classroom Teachers
 - 2. ELL Teacher
 - 3. Building Principal
 - 4. Reading Specialist
 - 5. MTSS Coordinator
- ii. **Williams Township Elementary**
 - 1. K-4 Classroom Teachers
 - 2. K-2 Special Education Teacher
 - 3. 3-4 Special Education Teacher
 - 4. Building Principal
 - 5. Reading Specialist

- 6. MTSS Coordinator
- iii. **Wilson Borough Elementary**
 - 1. K-4 Classroom Teachers
 - 2. K-2 Special Education Teacher
 - 3. Grade 3 Special Education Teacher
 - 4. Grade 4 Special Education Teacher
 - 5. K-4 Emotional Support Teacher
 - 6. Building Principal
 - 7. Reading Specialist K-2
 - 8. Reading Specialist 3 -4
 - 9. MTSS Coordinator
- iv. **Wilson Area Intermediate School**
 - 1. 5th Grade
 - a. Classroom Teachers
 - b. Special Education Teachers
 - c. Grades 5-8 Emotional Support Teacher
 - d. MTSS Coordinator
 - e. ELL Teacher
 - 2. 6th Grade
 - a. Classroom Teachers
 - b. Special Education Teachers
 - c. Grades 5-8 Emotional Support Teacher
 - d. MTSS Coordinator
 - e. ELL Teacher
- v. **Frequency of Meetings**
 - 1. Regular meetings according to the grade level meeting schedule
- vi. **Funding Needs**
 - 1. Substitute teachers
 - 2. Technology
 - 3. Cost for materials
- vii. **Funding Source**
 - 1. Building budgets and grant funds (when available)
- b. **Identify Other Building Leaders in the Area of Reading**
 - i. Building reading specialists
 - ii. MTSS Coordinators
 - iii. School Counselors
 - iv. Special Education Teachers
 - v. ELL Teachers

Component 5: Professional Development

1. Process for Determining School PD Needs

- a. Collection of relevant data to determine professional development needs
 - i. Review of student achievement data (Acadience, PSSA, Study Island Benchmark Assessments, core program benchmark assessments, teacher assessments)
 - ii. Annual staff development needs assessment completed by teachers
 - iii. Classroom walk-through observation data
 - iv. Formal and informal classroom observations
 - v. Parent/community concerns/recommendations
- b. Create professional development plan based on needs and district vision/mission/goals
- c. Evaluate effectiveness of professional development
 - i. Review student achievement data (Acadience, PSSA, Study Island Benchmark Assessments, core program benchmark assessments, teacher assessments)
 - ii. Annual staff development needs assessment completed by teachers
 - iii. Classroom walk-through observation data
 - iv. Formal and informal classroom observations

2. PD for Principal

- a. Participation in staff professional development

3. PD for Reading Specialists

- a. Participation in staff professional development
- b. Structured Literacy refresher yearly

4. PD for Teachers

- a. As deemed appropriate by the annual needs assessment
- b. Structured Literacy refresher yearly
- c. Refer to Professional Development Plan within the district Comprehensive Plan
- d. Classroom Consultation
 - i. Classroom coaching/modeling with MTSS Coordinator, building principals, district administrator, Reading Specialists
- e. Collaboration Time
 - i. SIRS meetings
 - ii. During grade level common prep times
 - iii. Grade Level meetings
 - iv. Data analysis meetings

5. PD for Substitute Teachers

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

6. PD Plan for New Staff

- a. All new staff members will participate in
 - i. Structured Literacy training
 - ii. Polished Phonics Lesson Training
 - iii. Acadience Training
 - iv. Informal Diagnostic Assessment Training
 - v. Data Analysis/Instructional Planning Training
 - vi. SIRS training
 - vii. HMM Into Reading Training
 - viii. Coaching/modeling
 - ix. WASD Induction program

7. Funding Needs for PD

- a. Training fees
- b. Substitute Teachers
- c. Resources (supplies)

8. Funding Source for PD

- a. Title I
- b. Title IIA
- c. General Fund/Professional development
- d. Grant funding (when available)

9. All professional development will be research-based and aligned with district reading goals

Component 6: Commitment

Timeline for Completion:

- Ongoing

Schedule/Process for Updating Action Plan:

- Annual Review each summer - Building and District Administration

Staff Responsible:

- Administration
- MTSS Coordinators
- Reading Specialists

Plan for Reporting/Sharing Student Performance Data to Stakeholders:

- District Level Administrators
 - Monthly administrator cabinet meetings
 - 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 Acadience assessments and building level results

Plan for Celebrating/Acknowledging Student Success:

- Meetings with individual teachers
- Celebrations within faculty meetings and grade level 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 of reading to describe instructional practices in order to assess teachers' background and skills in MTSS, data analysis, and instructional planning for small groups

Literacy Goals Planning Sheet - Grades K-4

Goal:

- 95% of Kindergarten students will be at or above benchmark on the Acadience EOY assessment
- 95% of First Grade students will be at or above benchmark on the Acadiane EOY assessment
- 95% of Second Grade students will be at or above benchmark on the Acadience EOY assessment
- 90% of Third Grade students will be at or above benchmark on the Acadience EOY assessment
- 90% of Fourth Grade students will be at or above benchmark on the Acadiane EOY assessment
- 80% of Third Grade students will score proficient or advanced on the PSSA reading test
- 80% of Fourth Grade students will score proficient or advanced on the PSSA reading test

Date for Achieving Goal: End of each school year

Rewards for achieving the goal:

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

Consequences:

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

Barriers:

- Lack of mastery grade level skills
- Ineffective allocation of resources (scheduling)

Plan for achieving 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	<p><u>Walkthroughs:</u> Develop/use a walkthrough checklist tool for core instruction and one for intervention periods</p> <p><u>Training:</u> Administrators and specialists in the use of the checklist tool</p> <p><u>Scheduling:</u> To ensure adequate observations to determine data and share data with staff</p> <p><u>Monitor:</u> Intervention logs to ensure that strategies match student need and to ensure proper coordination among interventionists</p>	Ongoing throughout school year	Supervisor of Curriculum and Instructional Tech, Elementary and Intermediate School Principals, Intermediate School Assistant Principal, Reading Specialists, MTSS Coordinators
Lack of mastery of grade level skills	Continued Training	<p><u>Training:</u> On Acadience to include understanding and interpreting data and matching strategies to student needs</p>	Ongoing through school year and during MTSS data analysis and SIRS meetings	Supervisor of Curriculum and Instructional Tech, Elementary and Intermediate School Principals, Intermediate School Assistant Principal, Reading Specialists, MTSS Coordinators
Lack of mastery of grade level skills	Review the core	<p><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</p>	Ongoing through school year and during grade level meetings	Director of Curriculum, Supervisor of Curriculum and Instructional Tech, Elementary and Intermediate School Principals, Intermediate School Assistant Principal, Reading Specialists, MTSS Coordinators
Ineffective allocation of resources	Develop individual building/teacher schedules for each building	<p><u>Provide:</u> Tier 2 and 3 intervention times and additional interventionists (as possible) for each grade level</p>	Ongoing through school year	Building Principals, Reading Specialist, MTSS/MTSS Coordinators

Literacy Goals Planning Sheet - Grades 5/6

Goal:

- 90% of 5th Grade students will be at or above benchmark on the Acadience EOY Assessment
- 90% of 6th Grade students will be at or above benchmark on the Acadience EOY Assessment
- 80% of 5th grade students will score proficient/advanced on the PSSA reading test
- 80% of 6th grade students will score proficient/advances on the PSSA reading test

Date for Achieving Goal: End of each school year

Rewards for achieving the goal:

- More students can read fluently and accurately
- Improved achievement across all subject areas
- Improved morale
- Focused teacher instruction
- Increase community, teacher, and student confidence
- Builds pride in the community
- More time for extension/enrichment
- Increased student motivation and achievement

Consequences:

- Limited improvement in the area of reading literacy
- Poor staff and student morale
- More time and resources needed at higher grade levels to help students reach benchmark
- Less time for extension/enrichment
- Over-extension of resources
- More students at risk of never reaching benchmark
- Lack of confidence from community
- Enter into Needs Improvement Sanctions

Barriers:

- Lack of mastery grade level skills
- Lack of experience teaching reading (6th grade)
- Ineffective allocation of resources (time, materials, scheduling)

Plan for achieving 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 5th and 6th grades	<p><u>Training:</u> Structured Literacy Training and Connect to the Classroom Workshops</p> <p>Collection and interpretation of appropriate reading achievement data</p> <p><u>Coaching/Modeling</u> For an effective classroom literacy program</p>	Ongoing throughout school year	Supervisor of Curriculum & Instructional Tech, Intermediate School Principal and Assistant Principal, Reading Specialists, MTSS Coordinators, MTSS Coordinator
Lack of staff training for effective reading instruction	Review the core	<p><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</p>	Ongoing through school year and during grade level meetings	Director of Curriculum, Supervisor of Curriculum & Instructional Tech, Intermediate School Principal and Assistant Principal, Reading Specialists, MTSS Coordinators, MTSS Coordinator
Lack of in-depth knowledge and skills for interpreting data	Professional development in data collection and interpretation for teachers of 5th and 6th grade	<p><u>Training:</u> On Acadience to include understanding and interpreting data and matching strategies to student needs.</p> <p>On diagnostic assessments to plan instructional program</p>	Ongoing through school year and during MTSS data analysis and SIRS meetings	Supervisor of Curriculum & Instructional Tech, Intermediate School Principal and Assistant Principal, Reading Specialists, MTSS Coordinators, MTSS Coordinator
Ineffective allocation of resources	Develop individual building/teacher schedules for each building	<p><u>Provide:</u> Tier 2 and 3 intervention times and additional interventionists (as possible) for each grade level</p>	Ongoing through school year	Building Principals, Reading Specialist, MTSS/MTSS Coordinators