



West Shore School District Local Literacy Plan

507 Fishing Creek Road PO Box 803 New Cumberland, PA 17070

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Section I: Literacy Planning Team

Membership

Name	Email	Organization & Role	School & Statutory Area
Patty Craig	pcraig@wssd.k12.pa.us	WSSD, Director of Elementary Education	ACE, Elementary
Judy Crocenzi	jcrocenzi@wssd.k12.pa.us	WSSD, Community Member	WSSD, Birth-5
Alison Gonce	agonce@wssd.k12.pa.us	WSSD, HS English Teacher	Red Land, High
Rebecca Hoch	rhoch@wssd.k12.pa.us	WSSD, HS English Teacher	Cedar Cliff HS, High
Tammi Jones	tjones@wssd.k12.pa.us	WSSD, Dir. of Sec. Ed.	ACE, High
Amanda Lerew	alerew@wssd.k12.pa.us	WSSD, Elem. Principal	Newberry, Elementary
Tara Lingle	tlingle@wssd.k12.pa.us	WSSD, Middle Principal	Allen Middle, Middle
Sara Lobaugh	slobaugh@wssd.k12.pa.us	WSSD, Literacy Specialist/Parent	ACE, Middle
Lori Lund	llund@wssd.k12.pa.us	WSSD, Elem Teacher	Fairview, Elementary
Lisa Saar	lsaar@wssd.k12.pa.us	WSSD, Elem Teacher/Parent	Red Mill, Elementary
Holly Sayre	hsayre@wssd.k12.pa.us	WSSD, High School Principal	Red Land HS, High
Colleen Seibner	lseibner@wssd.k12.pa.us	WSSD, Middle Teacher	Allen Middle, Middle
Robin Smith	rsmith@wssd.k12.pa.us	WSSD, Middle School Teacher	New Cumberland, Middle
Laurie Vitale	lvitale@wssd.k12.pa.us	WSSD, Instructional Tech Advisor	ACE, Birth-5
Kate Wagner	kwagner@wssd.k12.pa.us	WSSD, Elem Principal	Red Mill, Elementary
Christine Wentzel	lhnskind@ptd.net	Little Hands Preschool, Director	Little Hands Preschool, Birth-5
Jamie Whye	jwhy@wssd.k12.pa.us	WSSD, Assistant Superintendent	ACE, Birth-5

Timeline

Date	Meeting/Activity Description
Oct. 8, 2015	Pilot District Meeting at CAIU
Oct. 26, 2015	Initial Planning Meeting
Oct. 30, 2015	Planning Meeting
Nov. 3, 2015	Planning Meeting
Nov. 9, 2015	Planning Meeting for Needs Assessment
Nov. 12, 2015	Planning Meeting for Needs Assessment

Date	Meeting/Activity Description
Dec. 4, 2015	Needs Assessment Launch
Dec. 14, 2015	Needs Assessment Initial Review
Dec. 17, 2015	Needs Assessment Initial Review Follow Up
Dec. 22, 2015	Tabulation of Needs Assessment Data
Dec. 23, 2015	Tabulation of Needs Assessment Data Follow Up
Jan. 7, 2016	Planning Meeting for Leadership Team
Jan. 8, 2016	Planning Meeting for Leadership Team Follow Up
Jan. 22, 2016	Planning Meeting for Leadership Team for Plan Development
Feb. 5, 2016	Planning Meeting for Leadership Team for Plan Development
Feb. 11, 2016	Planning Meeting for Full Team Meeting
Feb. 17, 2016	Planning Meeting for Invoicing
Feb. 25, 2016	Planning Meeting for Full Team Meeting
Feb. 29, 2016	Leadership Team Meeting for Needs Assessment, Guiding Principles, and Mission/Vision Statements
March 1, 2016	Pilot District Meeting at CAIU
March 22, 2016	Needs Assessment Entry Into EduPlanet
April 15, 2016	Planning Meeting for Leadership Team Meeting
April 18, 2016	Planning Meeting for Leadership Team Meeting
May 6, 2016	Finalized Leadership Team Meeting Agenda
May 10, 2016	Finalized Leadership Team Meeting Resources
May 12, 2016	Leadership Team Meeting Focus on Missing/Vision Statements and Guiding Principles
May 16, 2016	Planning Meeting for Leadership Meeting
May 17, 2016	Leadership Team Meeting Focus on Goal Setting
May 23, 2016	Inputting Plan into Eduplanet
May 26, 2016	Editing and Entering Guiding Principal Narrative and Goals
May 31, 2016	Needs Assessment Narrative
June 2, 2016	Editing of Comprehensive Local Literacy Plan

Section II: Mission and Vision Statements

Mission Statement

The West Shore School District is committed to providing rigorous and comprehensive reading, writing, speaking, and listening instruction to develop 21st century literate citizens who contribute positively to the community.

Vision Statement

All children of the West Shore School District will become critical readers, writers, and innovative thinkers who effectively communicate and collaborate in a variety of settings.

Section III: Guiding Principles

Guiding Principle #1

The West Shore School District believes literacy is the cornerstone to successful learning. The ability to read, understand, and translate various types of text materials is critical to all areas of learning and development, and ensures an individual will be able to navigate his or her own future. To this end, it is the goal of the district to promote and teach comprehensive literacy skills based upon an aligned and diverse 21st century curriculum. The goal of this plan is to engage all stakeholders in the program, which will build a cohesive and collaborative environment.

A needs assessment was distributed to the members of the Literacy Committee in an attempt to identify literacy needs within the district and gauge progress toward implementing a K-12 literacy curriculum aligned to PA Core Standards. Various areas of need within this guiding principle were identified and included consistent literacy training, professional development, communication with stakeholders, maintaining steady rigor and best practices in the classroom, and the utilization and communication of data to make instructional decisions.

Provisions for professional development to promote current research based practices in literacy are essential to support curricula. While the district has a well-established program of professional development, there are few times in which participation is mandatory. The district offers a variety of professional development options. However, certain focus areas need to be consistent among staff.

During the 2015-2016 school year, elementary and middle school teachers received differentiated professional development in literacy through faculty meetings. Also, IU professional staff was utilized to provide several trainings to the elementary teachers on the analysis of DIBELS and CDT data. In addition, professional development was provided in the areas of guided reading, Collins Writing, model lessons, and providing feedback on instruction. The professional development plan for the 2016-17 academic year includes time for staff to develop the collective capacity to support literacy instruction across grade levels and content areas as well as carry out the district's literacy vision. In addition, IU consultants will return to support the secondary level in literacy instruction. Department heads will be trained to facilitate meetings in which data is used to guide instruction and the potential implementation of literacy practices. A secondary team will also attend PLN 1 as part of a cohort to build literacy capacity in content areas at the middle school level.

In addition to professional development initiatives, the curricula of all subject areas are currently being adjusted and aligned using the Understanding by Design Framework to include research based literacy practices and 21st century skills across grade levels and content areas. Within the curricula, teachers are encouraged to use best practices, data analysis, and 21st Century Skills to enhance their lessons and encourage a growth mindset. As a district, we believe in the power of literacy to create citizens prepared for the 21st century. As such, the West Shore School District continues to utilize best literacy practices and seek additional strategies to encourage literacy growth across age levels and content areas. In addition, we are moving towards the concept that all teachers, regardless of subject area, will utilize literacy strategies in their own classrooms with fidelity, as opposed to limiting those skills to the classrooms of English Language Arts teachers.

During the 2016-17 school year, grades three through five will utilize a research based comprehensive literacy program, Benchmark Literacy, to support the curriculum. Also during 2016-17, sixth grade will implement a literacy block, adding an additional 60 minutes of instruction, in order to provide a comprehensive literacy experience. Parent clinics are encouraged to engage parents and community about the importance of literacy. Although attendance has been sporadic, attempts continue to find strategies to open lines of communication between the home and school. We look to hold events off of school grounds to encourage attendance.

Beginning in the 2015-16 school year, a literacy specialist provided professional development to support all middle school teachers in supporting literacy across all content areas. The areas of focus were reading and writing across disciplines, text dependent analysis, vocabulary, scaffolding complex text, collaborative literacy conversations, close reading, etc. This work will continue in the 2016-17

school year with hopes of expanding efforts in years to come. All district literacy specialists were trained as coaches during the 2015-16 school year, allowing them to better support teachers in application of best literacy practices. The specialists continue to meet monthly to discuss alignment of practices, use of interventions, data analysis and to plan professional learning opportunities. They also supported elementary teachers with the administration of the Developmental Reading Assessment (DRA) and the Dynamic Indicators of Basic Early Literacy Skills screening assessment (DIBELS Next).

Guiding Principle #2

The West Shore School District acknowledges that all children and adults learn differently, and that people come from different backgrounds, cultures and experiences. Although the overall district's population is mostly ethnically homogeneous, economic and cultural diversity are present and valued within each school throughout the district. Students are exposed to a variety of learning experiences throughout their educational journey at West Shore School District.

To support our growing population of students who are English Language Learners with literacy, after school tutoring is provided at the elementary and middle school levels. In most situations, students are also able to receive ELL services within their home buildings. In addition, technology is provided to help support language acquisition through text to voice, applications, etc. Direct instruction is provided in English Language Arts and adaptations are provided in regular classrooms for the population of students who are English Language Learners.

For 2016-17 school year, the secondary level, as well as grades 3-5, will be adopting resources that will provide students differentiated opportunities to learn about multicultural perspectives in text. Educators continue to strive to create a learning environment where, regardless of the content area, instruction is delivered through the lens of different viewpoints. Various topics in culture and the environment are delivered through various grade levels and content areas.

Currently, the use of technology plays a crucial role in the district's ability to recognize and value differences within our school, community, and world. The use of technology to deliver assemblies and virtual field trips allows students to experience different events and cultures that may otherwise be unexplored. The district is also able to use technology and other instructional materials to reinforce 21st century skills, which will prepare students to be accepting of various differences that exist among peers and future colleagues in the workforce. These experiences lead to the creation of a sense of global awareness of the needs of others, which cultivates a connection to other perspectives, develops a sense of social responsibility, and provides students with the opportunity to learn about the world they live in.

With nearly 20% of our student population receiving special education services, our district values learners for their strengths and seeks a variety of opportunities to grow their perspectives and experiences. All stakeholders can improve students' opportunities for success by creating individual, differentiated learning experiences. Our district will continue to support an inclusionary model, which will help to provide for and support the future needs of diverse learners. Additionally, district-wide events such as Special Olympics allow students from all communities within our 74 square mile attendance area to come together and celebrate their growth and abilities through participation in various events.

Guiding Principle #3

As we progress through the 21st century, the district recognizes the importance of preparing students with literacy skills they will need in an ever-changing workforce. Professional development and instructional practices will be designed to include a full range of strategies to address all needs and encourage high expectations to support future success. We recognize the importance of alignment of these goals among the various programs and strive to attain this congruence in the future.

At the elementary level, instruction currently addresses a range of diverse learners and is supported and guided by data that is aligned to PA Core. Specifically, data includes pre and post-assessments, formative assessment, CDTs, DRAs, DIBELS, Study Island Benchmarks, writing benchmarks, and running records. Instruction is adjusted in order to meet the needs of all students. Students are supported by reading specialists, gifted teachers, and special education teachers. The MTSS framework is also utilized to determine the unique needs of each student how to best meet those needs utilizing interventions and literacy practices. Gifted and special education services are provided in a variety of settings including co-teaching and “pull-out” models. This area is still developing as we strive to utilize inclusionary practices. We do utilize a “push-in” model for students who would benefit (gifted, special ed., etc.). This instruction occurs with regular education students to receive instruction at their level.

Next year, at the middle level, 6th grade ELA will begin a literacy block, which will allow 50 additional minutes of literacy instruction. The block will include ample time for students to receive small group, differentiated reading and writing instruction. Teachers will also utilize Study Island Benchmarks across middle school levels as well as diagnostic reading assessments to guide instructional strategies. In the future, we look to include a universal screening tool to help in identifying students with specific needs. Additionally, teachers will be supported through research-based resources and professional development on adolescent literacy practices. Also, at the middle level, students are not homogeneously grouped. Due to current scheduling, a push-in model is not feasible. Students who do not qualify for special education services do not receive additional support. Title 1 support is not available at the middle school level. However, this has been identified as an area of need.

In high school, students are homogeneously grouped for ELA within a range of levels from students requiring additional supports to Advanced Placement students. Students are benchmarked using various forms of assessment. However, differentiation does not occur on the same level as elementary or middle. Secondary level learners receive support via gifted and learning support services. However, students who do not qualify for services do not have additional options for support at this time. The implementation of content area literacy skills will enable students to become good consumers of the various forms of texts they may read.

Guiding Principle #4

The West Shore School District believes that assessment informs instruction and is at the heart of making all educational decisions. A variety of assessments are administered throughout the school year to monitor student growth and achievement. Instructional decisions about interventions and enrichment are determined from a variety of assessments given throughout the year. The assessment tools vary from diagnostic in nature to formative classroom assessment in order to provide an accurate picture of student strengths and needs. Across our district, we utilize a district-wide data tool and protocols to set goals based on the analysis of data. Time is set aside throughout the year to revisit and analyze student data. This time aligns with district assessment administration windows. In addition to our current procedures, school administrators and literacy leaders will be trained during the 2016-2017 school year on how to effectively facilitate Professional Learning Communities based on current research based practices and interventions. The addition of PLC's will help expand educators' toolboxes of literacy based strategies as well as facilitate reflection to help educators refine their practice.

At the elementary level, kindergarten students are assessed in the beginning of the school year using a kindergarten screening tool. Based on the results, students who are in need of intensive support receive full day instruction based on literacy through a district program called KAP (Kindergarten Acceleration Program). Students indicating kindergarten readiness receive instruction through a half-day program. Next year, KAP will be expanded to increase the number of students served. All students in K-2 are assessed three times a year using the DIBELS Next screening tool. Students at the primary level are also assessed using a district anchor word list, DRA's, running records, and grade level based assessments. Our students in grades 3 through 5 are assessed throughout the year using the DRAs and Study Island Benchmarks. Grades K-5 also utilize writing benchmarks throughout the year. The MTSS framework will be in place at the elementary level during the 2016-2017 school year. The aforementioned data points may be used to make student centered instructional decisions. Literacy specialists organize and facilitate grade level data meetings in collaboration with the principal, as well as provide interventions for students and coaching and modeling for teachers. Our literacy specialists are all part of a Pennsylvania Institute for Instructional Coaching (PIIC) through IU15. School administrators and literacy leaders will be trained during the 2016-2017 school year on how to effectively facilitate PLCs based on current research based literacy practices and interventions.

At the middle schools, Study Island Benchmarks are administered three times a year in reading. Beginning with the 2016-2017 school year, sixth grade will utilize weekly assessments, which will be used to monitor student progress. In addition, Grade 6 teachers will be trained on protocols for administration of DRA's and running records to monitor progress for at risk students. In the coming year, common planning time will be provided to ELA teachers in grades 6-8. Each team will have a facilitator who will support the analysis of data as well as reflection on practices in order to plan for instruction to meet all learners' needs. Future plans currently include the implementation of an MTSS framework at the middle level for the 2017-2018 school year. This framework will enhance the ability of teachers to make evidence based decisions about individualized and core instruction. In addition, the middle school literacy specialist and coach uses data to develop and provide professional development and strategies for teachers. The specialist also provides job-embedded professional development that includes co-teaching, modeling best practices, and providing coaching to all staff across content areas at all middle schools.

In grades 9 through 12, CDT results, grades, Keystone data, PSSA scores, and writing benchmarks are used to make initial placement decisions for the students in English and Social Studies. CDTs and classroom scores are used throughout the school year to inform instruction. During the 2016-17 school year, high school department chairs are being given an additional planning period during the day to organize data for department data analysis meetings. Department chairs will also facilitate data analysis meetings and provide professional learning for their teachers that will help to increase student growth and achievement.

Our special education students are progress monitored on a regular basis in reference to their IEP goals. Our learning support students, emotional support students, and our ELL students participate in the same assessments as their regular education peers.

Guiding Principle #5

The West Shore School District believes there are a number of key factors in preparing educators to teach effectively in the schools of the 21st century. Effective teacher preparation includes systematic, on-going, differentiated professional growth opportunities, partnerships with the educational community to increase awareness of current career opportunities, and the education of staff members about the aligned expectations at each level of education.

As a district, we recognize the critical nature of recruiting and hiring new teachers with a teaching philosophy that aligns with the mission and vision of the school district. Candidates for a teaching position should demonstrate extensive knowledge of literacy practices and philosophies that will have a direct impact on student achievement and success. The district aims to recruit new hires that also demonstrate passion, enthusiasm and a true student-centered mindset. We actively look for evidence that candidates are highly reflective regarding their practice, have a willingness to pursue their own learning, have an ability to develop strong positive relationships with children and families, possess a growth mindset, are effective communicator, maintain a collaborative spirit, and embrace innovation and change. When joining the West Shore School District, our induction program also assists new teachers with ongoing professional development and support. The district also partners with several colleges and universities to enhance the teacher preparation program, providing meaningful student teaching experiences for both elementary and secondary pre-service teachers.

The West Shore School District grounds professional development decisions in state and district initiatives, district goals, and student data. The district recognizes the importance of addressing the variety of staff needs and interests and offers differentiated formats for professional development. The importance of using what we know about adult learning is acknowledged to design effective professional development for staff. The use of engaging, flexible, blended learning options, self-selected, differentiated training topics in a variety of formats, and coaching opportunities have been well-received. Staff members are surveyed to determine areas of interest/focus. Professional development opportunities support individual goals, tiered levels of skills, and subject/department specific needs based on feedback. Staff development opportunities are identified and offered through summer academies, early dismissals, Act 80 days, and faculty meetings in a variety of formats - online, face-to-to, and blended. Furthermore, the district supports a coaching model to provide job embedded professional development to support professional growth and refinement. Currently, coaching exists on a limited basis at the middle level and elementary level with hopes of expansion. Furthermore, the district supports a train-the-trainer model as a means to build teacher leadership opportunities and provide ongoing support for professional growth and refinement.

Section IV: Needs Assessment Review and Goal Setting

Transition

Findings of the literacy needs assessment indicated a critical need for transition services among all levels. Many of the needs focus on an organized process for the collection and dissemination of data to stakeholders. This data will allow teachers and administration to plan for instruction, interventions, accommodations, and other services which will meet the needs of all students. The transition committee will also examine current transition processes and programs between buildings and grade levels to determine if components are providing appropriate support to address student needs.

Transition	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No	Family Literacy and Family Engagement Supporting Learners with Special Needs Using Data for Literacy Decision-Making Building Blocks of Literacy Successful Transitions Along the Literacy Continuum	Transition Committee Meetings, Kindergarten Screening Tool, K-12 Literacy Continuum
Elementary	No	Building Blocks of Literacy Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum Supporting Learners with Special Needs	Passport for Relevant Data/Information, Transition Committee Meetings, K-12 Literacy Continuum, Vertical Grade Level Planning
Middle	No	Successful Transitions Along the Literacy Continuum Using Data for Literacy Decision-Making Supporting Learners with Special Needs Building Blocks of Literacy	Passport for Relevant Data/Information, Transition Committee Meetings, K-12 Literacy Continuum, Vertical Grade Level Planning
High	No	Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum Building Blocks of Literacy Supporting Learners with Special Needs	Passport for Relevant Data/Information, Transition Committee Meetings, K-12 Literacy Continuum, Vertical Grade Level Planning

Partnerships

The district is proud of the ongoing partnerships with organizations such as the West Shore Educational Foundation, local authorities, Junior Achievement, and the Veterans of Foreign Wars (VFW). We look to build additional relationships to enhance literacy awareness in the district and community through the CAIU, parents, preschools, universities, and other organizations.

Partnerships	In Place	Literacy Learning Paths	Other Literacy PD Activities
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Birth-5	No	Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum	Partner with early childhood agencies (Early Intervention, local preschools, etc.)
Elementary	No	Successful Transitions Along the Literacy Continuum Family Literacy and Family Engagement	Utilize CAIU Professional Development, Partner With Local Libraries, Universities, and Community Organizations, Time to Create Off Site Learning Opportunities and Build Relationships
Middle	No	Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum	Utilize CAIU Professional Development, Partner With Local Libraries, Universities, and Community Organizations, Time to Create Off Site Learning Opportunities and Build Relationships
High	No	Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum	Utilize CAIU Professional Development, Partner With Local Libraries, Universities, and Community Organizations, Time to Create Off Site Learning Opportunities and Build Relationships

Literacy Leadership, Goals, Sustainability

Results of the needs assessment indicated a need to develop specific literacy goals for the district. Given the breadth and depth of the literacy goals, as well as the size of the district, the team and assessment indicated a need for specific literacy leadership to assist in meeting goals and sustaining results and growth for the future. To meet these needs, a literacy leadership team and a district literacy coordinator would work to facilitate goal setting and attainment. The plan will address the need for strong literacy leadership at all levels throughout the district. The addition of librarians, reading specialists, and coaches will help to build literacy leadership at the building level and beyond. Additionally, providing time for collaboration, team meetings, learning walks and other opportunities may facilitate leadership and capacity among staff. Through various professional development options, the district will encourage capacity to support effective literacy practices and build a culture of literacy and learning.

Literacy Leadership, Goals, Sustainability	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No	Building Blocks of Literacy Supporting Learners with Special Needs Family Literacy and Family Engagement Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum Universal Design for Learning	

Elementary	Yes	Successful Transitions Along the Literacy Continuum Using Data for Literacy Decision-Making Building Blocks of Literacy Supporting Learners with Special Needs Family Literacy and Family Engagement Universal Design for Learning	Literacy Coaching, Formation of Literacy Team and Literacy Coordinator, PLC Facilitation Training, PIIC Mentor Sessions and Network Meetings, LETRS, Dibels Next Mentor Training
Middle	No	Family Literacy and Family Engagement Supporting Learners with Special Needs Using Data for Literacy Decision-Making Building Blocks of Literacy Successful Transitions Along the Literacy Continuum Universal Design for Learning	Penn Literacy Network, Literacy Coaching, PIIC Mentor Sessions and Network Meetings, Formation of Literacy Team and Literacy Coordinator. Reading Specialists for Intervention Services, PLC Facilitation Training, LETRS
High	No	Supporting Learners with Special Needs Universal Design for Learning Family Literacy and Family Engagement Building Blocks of Literacy Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum	Penn Literacy Network, Literacy Coaching, PIIC Mentor Sessions and Network Meetings, Formation of Literacy Team and Literacy Coordinator. Reading Specialists for Intervention Services, PLC Facilitation Training

Assessment

In order to support a culture of data driven decision making, multiple literacy assessments must be in place, especially at the middle and high school levels. a strong need exists to have in place multiple literacy assessments. These assessments will provide data to guide literacy instruction and build capacity for data review. Additionally, common assessments will be established across grade levels to provide consistent feedback on the curriculum. The introduction of document review will ensure that grading and expectations are consistent across grade levels, teams, content areas, and buildings.

Assessment	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No	Using Data for Literacy Decision-Making Building Blocks of Literacy Successful Transitions Along the Literacy Continuum Supporting Learners with Special Needs	Kindergarten screening tool
Elementary	Yes	Using Data for Literacy Decision-Making Building Blocks of Literacy Supporting Learners with Special Needs	Continue DIBELS Next Training, PVAAS Training, MTSS Framework, Document Review, CAIU Consultation

Middle	No	Using Data for Literacy Decision-Making Supporting Learners with Special Needs Building Blocks of Literacy	PVAAS Training, MTSS Framework, CAIU Consultations, Data Specialists, Common Assessments, Document Review, Penn Literacy Network (PLN)
High	No	Using Data for Literacy Decision-Making Building Blocks of Literacy Supporting Learners with Special Needs	PVAAS Training, MTSS Framework, CAIU Consultations, Data Specialists, Common Assessments, Document Review, Penn Literacy Network (PLN)

Professional Learning and Practice

Overall, the assessment indicated the desire for more differentiated professional development in the area of literacy to strengthen and support all teachers. Research asserts the importance of effective teaching in raising student achievement. Providing professional development that is data driven, based on research based practices, and designed toward the needs of adult learners can help strengthen literacy instruction across grade levels and content areas.

Professional Learning and Practice	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No	Supporting Learners with Special Needs Using Data for Literacy Decision-Making Building Blocks of Literacy	Resources for Preschools (Handwriting Without Tears, etc.)
Elementary	No	Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making Literacy Design Collaborative Building Blocks of Literacy Reading Apprenticeship Universal Design for Learning	PLC Training and Participation, Coaching Model, PIIC Network, CAIU Consultation, Differentiated Professional Development, LETRS, Collaboration Time, New Teacher Induction Program
Middle	No	Building Blocks of Literacy Reading Apprenticeship Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making Literacy Design Collaborative Universal Design for Learning	PLC Training and Participation, Coaching Model, PIIC Network, CAIU Consultation, Differentiated Professional Development, LETRS, Collaboration Time, New Teacher Induction Program, Penn Literacy Network (PLN), Collins Writing
High	No	Reading Apprenticeship Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making Universal Design for Learning Literacy Design Collaborative Building Blocks of Literacy	PLC Training and Participation, Coaching Model, PIIC Network, CAIU Consultation, Differentiated Professional Development, LETRS, Collaboration Time, New Teacher Induction Program, Penn Literacy Network (PLN), Collins Writing

Standards and Curriculum

The district is in the process of aligning the K-12 literacy curriculum to the PA Core Standards. As indicated in the area of assessment, common assessments need to be formed to determine adjustments to the curriculum or instruction. Through proper vertical alignment of curriculum and

rigorous common assessments we can ensure that all students have access to a rigorous, developmentally appropriate curriculum.

Standards and Curriculum	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No	Successful Transitions Along the Literacy Continuum Using Data for Literacy Decision-Making Building Blocks of Literacy	Pennsylvania Early Learning Standards Alignment
Elementary	No	Supporting Learners with Special Needs Using Data for Literacy Decision-Making Navigating Content with English Language Learners (ELLs) Successful Transitions Along the Literacy Continuum Building Blocks of Literacy Universal Design for Learning	New Curriculum for K-2 for 2017-18 Aligned to PA Core, K-12 Literacy Continuum, LETRS, Understanding by Design, Mini-Curricular Review Committee
Middle	No	Literacy Design Collaborative Building Blocks of Literacy Successful Transitions Along the Literacy Continuum Navigating Content with English Language Learners (ELLs) Universal Design for Learning Supporting Learners with Special Needs Using Data for Literacy Decision-Making	K-12 Literacy Continuum, Balanced Literacy Model, New Curriculum for 2017-18 Aligned to PA Core, Penn Literacy Network, LETRS, Understanding by Design, Literacy Design Collaborative, Mini-Curricular Review Committee
High	No	Successful Transitions Along the Literacy Continuum Navigating Content with English Language Learners (ELLs) Literacy Design Collaborative Building Blocks of Literacy Using Data for Literacy Decision-Making Supporting Learners with Special Needs Universal Design for Learning	K-12 Literacy Continuum, Penn Literacy Network, LETRS, Understanding by Design, Literacy Design Collaborative, Mini-Curricular Review Committee

Instruction

The assessment indicated a need for consistent literacy instruction across grade levels and content areas using evidence based instructional strategies and materials. Currently, we are working to provide appropriate instructional time to facilitate best practices in literacy. For example, providing teachers with opportunities for collaboration and learning walks can facilitate discussion of best instructional practices. Also, we aim to provide professional development to school leaders to enhance their abilities as instructional leaders.

Instruction	In Place	Literacy Learning Paths	Other Literacy PD Activities
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Birth-5	No	Building Blocks of Literacy Using Data for Literacy Decision-Making Universal Design for Learning Successful Transitions Along the Literacy Continuum Supporting Learners with Special Needs	Appropriate Instructional Time Frame for Literacy Instruction, Research-Based Intervention Programs
Elementary	Yes	Supporting Learners with Special Needs Successful Transitions Along the Literacy Continuum Using Data for Literacy Decision-Making Building Blocks of Literacy Literacy Design Collaborative Reading Apprenticeship Navigating Content with English Language Learners (ELLs) Universal Design for Learning	Appropriate Instructional Time Frame for Literacy Instruction, Research-Based Intervention Programs, Consistent Academic Vocabulary Instruction and Use, Inclusionary Practices, Content and Disciplinary Literacy Strategies, PLCs, Instructional Rounds, and Learning Walks, Coaching Model
Middle	No	Navigating Content with English Language Learners (ELLs) Reading Apprenticeship Literacy Design Collaborative Using Data for Literacy Decision-Making Universal Design for Learning Successful Transitions Along the Literacy Continuum Building Blocks of Literacy Supporting Learners with Special Needs	Appropriate Instructional Time Frame for Literacy Instruction, Research-Based Intervention Programs, Consistent Academic Vocabulary Instruction and Use, Inclusionary Practices, Content and Disciplinary Literacy Strategies, PLCs, Instructional Rounds, and Learning Walks, Coaching Model
High	No	Using Data for Literacy Decision-Making Literacy Design Collaborative Building Blocks of Literacy Navigating Content with English Language Learners (ELLs) Reading Apprenticeship Supporting Learners with Special Needs	Appropriate Instructional Time Frame for Literacy Instruction, Research-Based Intervention Programs, Consistent Academic Vocabulary Instruction and Use, Inclusionary Practices, Content and Disciplinary Literacy Strategies, PLCs, Instructional Rounds, and Learning Walks, Coaching Model

Section V: Setting and Prioritizing Goals

Prioritized Goals

Priority	Goal Statement	Rationale	Section
1	Develop a transition committee which will focus on evaluating current transition activities among buildings and revising and refining to create consistent programs, develop a survey to assess transition progress and needs, and design opportunities for mentorship among students.	Need to provide beneficial, consistent, and pervasive opportunities and information to all students, parents, and staff regarding transition programs and experiences.	Transition
2	Develop protocols for dissemination of crucial student information to teachers including special education teachers meeting with teachers to discuss SDI's, counselors and nurses meet to discuss 504's and special concerns, and support the use of Performance Tracker to view student data across school careers.	Need to ensure a seamless transition for all students across grade levels and buildings.	Transition
3	Consistent use of CAIU consultants to provide professional development across buildings and grade levels.	Need to go beyond the district personnel and draw on the expertise of specialists. The ultimate goal is to build this capacity within the staff.	Partnerships
4	Partner with local universities and community organizations, including libraries, to promote literacy.	Need to use local resources to promote literacy awareness and development throughout the community.	Partnerships
5	Coordinate meetings and services with local preschools, pediatricians, and early intervention to educate parents about literacy and available resources and interventions. Consider outreach to cyber schools and home schoolers.	Need to provide resources and interventions to children prior to entering school in an attempt to raise kindergarten readiness.	Partnerships
6	Suggested formation of a district literacy leadership team with district literacy coordinator.	Need for a districtwide literacy coordinator and team is necessary to implement consistent literacy practices with fidelity	Literacy Leadership, Goals, Sustainability
7	Provide teachers more access to literacy coaches on a consistent basis by having one at each building. Build capacity and teacher leadership through collaboration, training, and accountability.	Need to provide teachers with job-embedded professional development that supports and strengthens instructional practice, and builds capacity.	Literacy Leadership, Goals, Sustainability
8	Provide support to tier 3 learners through a reading specialist, suggested at each building 6-12.	Need to address student needs, provide targeted instruction, and close the achievement gap at the secondary level.	Literacy Leadership, Goals, Sustainability

Priority	Goal Statement	Rationale	Section
9	Department heads and literacy specialists attend local, state, and national conferences and trainings in order to support teaching and learning.	Need to provide teachers and specialists with ongoing professional development to grow and refine achieve best teaching practice to enhance student achievement	Literacy Leadership, Goals, Sustainability
10	Establish common assessments across grade levels and content areas as well as common grading procedures, interrater reliability, and anchor student samples.	Need for consistency of expectations with regard to assessments and provides for meaningful data interpretation, and gauge district progress.	Assessment
11	Provide targeted time for data analysis including adopting the MTSS framework in middle school and elementary school, common planning time, cross curricular meetings, and monthly early dismissals.	Need to provide structure and time which will enable staff to collaborate among grade levels and content areas to plan for individual student instruction.	Assessment
12	Implement an academic screening assessment tool for incoming kindergarten students and students new to middle school.	Need to ensure that we are meeting the needs of all incoming students at the start of the school year.	Assessment
13	Provide ongoing professional development in data analysis.	Need to build capacity for all staff to use data to drive instructional decisions.	Assessment
14	Provide professional development opportunities that incorporates choice and addresses teacher and student needs based on data such as Literacy Academies, LETRS, PLN, Collins Writing, and/ or Literacy Design Collaborative. In addition, opportunities such as, collaboration among teams and buildings, sharing, learning walks, peer observations, and data review would serve as added learning experiences.	Need for a variety of opportunities to build learning among staff with regard to literacy best practices	Professional Learning and Practice
15	Develop a K-12 Literacy Continuum based on curriculum which is aligned to the PA Common Core	Need for vertical alignment of literacy skills on a k-12 level	Standards and Curriculum
16	Provide opportunities to assist local pre-schools/ agencies to align curriculum to PA Early Learning Standards (birth-5)	Need to assist preschools in designing instruction to foster kindergarten readiness	Standards and Curriculum
17	Comprehensive literacy, which includes research-based instructional time frame, research based writing, intervention, and phonics programs, and consistent literacy practices and academic vocabulary across grades and content areas which is implemented with fidelity.	Need to ensure that all components of literacy practices are fully developed and implemented at all levels.	Instruction

Priority	Goal Statement	Rationale	Section
18	Work towards more inclusionary practices to support teachers with strategies and differentiated instruction.	Need to provide diverse learners with a robust learning experience while fully supporting teachers in the classroom	Instruction

Goal Action Map

Goal Statement #1

Develop a transition committee which will focus on evaluating current transition activities among buildings and revising and refining to create consistent programs, develop a survey to assess transition progress and needs, and design opportunities for mentorship among students.

Action Step 1 Convene a transition committee	
Timeline Fall 2016	Lead Person Jamie Whye
Resources Needed Transition team, other transition plans, survey data	Specifics of Information Transition committee will convene representation from across buildings, grade levels, and content areas to ensure consistency. Also, a meeting schedule will be determined.
Measures of Success Team Meetings and Minutes	Review Date Dec. 19, 2016

Action Step 2 Committee develops a plan and goals	
Timeline Spring 2017	Lead Person Jamie Whye
Resources Needed Release time for teachers	Specifics of Information Dissemination of plan to administration, Building level teams for transition plan implementation, Team develops survey to assess and plan for future implementation
Measures of Success Transition Plan, Goals for District Implementation	Review Date Sept. 18, 2017

Action Step 3 Implement plan and goals	
Timeline 2017-2018 School year	Lead Person Jamie Whye
Resources Needed Supplies dependent upon plan generated by the committee, time, building level staff	Specifics of Information Survey to provide feedback for future planning
Measures of Success Survey Data	Review Date Dec. 18, 2018

Goal Statement #2

Develop protocols for dissemination of crucial student information to teachers including special education teachers meeting with teachers to discuss SDI's, counselors and nurses meet to discuss 504's and special concerns, and support the use of Performance Tracker to view student data across school careers.

Action Step 1 Formulate a protocol for appropriate types of data	
Timeline Ongoing	Lead Person Tim Dorsey, Tom Burnheimer
Resources Needed Technology, Performance Tracker, counselor input, teacher input, special considerations list, 504s/IEPs	Specifics of Information TBD
Measures of Success Data determination	Review Date April 17, 2017

Action Step 2 Collecting data from students in all grade levels	
Timeline Ongoing	Lead Person Tim Dorsey, Tom Burnheimer
Resources Needed Technology, Performance Tracker, counselor input, teacher input, special considerations list, 504s/IEPs	Specifics of Information TDB
Measures of Success Data collection	Review Date April 23, 2018

Action Step 3 Plan for how data will be disseminated	
Timeline Ongoing	Lead Person Tim Dorsey, Tom Burnheimer
Resources Needed Technology, Performance Tracker, counselor input, teacher input, special considerations list, 504s/IEPs	Specifics of Information TBD
Measures of Success Data is disseminated	Review Date April 22, 2019

Goal Statement #3

Consistent use of CAIU consultants to provide professional development across buildings and grade levels.

Action Step 1 Needs assessment	
Timeline Summer 2016	Lead Person Jamie Whye, Sara Lobaugh, Alison Gonce, Rebecca Hoch
Resources Needed Survey	Specifics of Information TBD

Measures of Success Assessment created and administered	Review Date June 6, 2016
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Action Step 2 Connect with CAIU with areas of need	
Timeline End of Summer 2016	Lead Person Jamie Whye, Sara Lobaugh, Alison Gonce, Rebecca Hoch
Resources Needed Survey results, available resources	Specifics of Information TBD
Measures of Success Analysis of survey results, Meeting with leadership team and CAIU	Review Date Sept. 26, 2016

Action Step 3 Plan and implement professional development	
Timeline Fall 2016-Fall 2018	Lead Person Jamie Whye, Sara Lobaugh, Alison Gonce, Rebecca Hoch
Resources Needed Resources for professional development	Specifics of Information TBD
Measures of Success Creation of implementation of professional development, Professional development feedback, student achievement	Review Date Dec. 18, 2018

Goal Statement #4

Partner with local universities and community organizations, including libraries, to promote literacy.

Action Step 1 Identify universities and contacts for partners	
Timeline Summer 2017	Lead Person Jamie Whye, Tammi Jones, Patty Craig
Resources Needed University list and contact information for other community organizations	Specifics of Information Utilize current student teaching university partnerships
Measures of Success Universities and contacts identifies	Review Date Sept. 18, 2017

Action Step 2 Develop a proposal for all three levels and schedule face to face meetings with university contacts	
Timeline Fall 2017	Lead Person Jamie Whye, Tammi Jones, Patty Craig
Resources Needed Literacy block schedules for all levels, High School schedules including ELL and Special Education availability	Specifics of Information Proposal to gain volunteers during literacy block and for students to promote literacy in the community

Measures of Success Proposal developed and meetings held	Review Date Dec. 19, 2017
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Action Step 3 Coordination of college student schedules with WSSD classroom schedules	
Timeline Winter 2018	Lead Person Jamie Whye, Tammi Jones, Patty Craig, Building Principals
Resources Needed Interested college students' schedules to match with building schedules, Plan for what visitors will do	Specifics of Information Clearances, etc.
Measures of Success Partnership formed between college students and WSSD classrooms	Review Date Dec. 18, 2018

Goal Statement #5

Coordinate meetings and services with local preschools, pediatricians, and early intervention to educate parents about literacy and available resources and interventions. Consider outreach to cyber schools and home schoolers.

Action Step 1 Assemble an early learning team (Birth to Age 5)	
Timeline Fall 2016	Lead Person Patty Craig
Resources Needed Interested WSSD staff, CAIU Early Intervention, Head Start, Parents, Preschool directors, Department of Health Representative	Specifics of Information TBD
Measures of Success Team established	Review Date Dec. 19, 2016

Action Step 2 Prioritize needs	
Timeline Fall 2016-Spring 2017	Lead Person Patty Craig and Committee Members
Resources Needed Process to prioritize birth to age 5 early learning and developmental needs	Specifics of Information TBD
Measures of Success Needs prioritized	Review Date Dec. 19, 2017

Action Step 3 Create and implement a plan that includes outreach to Early Intervention Services, Head Start, Pediatricians, Preschools, etc.	
Timeline Fall 2017-Fall 2019	Lead Person Patty Craig and Committee Members

Resources Needed Prioritized list from action step 2, other district outreach programs, available resources including people, grants, partnerships, opportunities for access to services	Specifics of Information TBD
Measures of Success Plan created and implemented, partnerships developed, services being accessed, opportunities being provided, etc.	Review Date Dec. 18, 2018

Goal Statement #6

Suggested formation of a district literacy leadership team with district literacy coordinator.

Action Step 1 Present research and proposal for staffing	
Timeline Fall 2018	Lead Person Jamie Whye
Resources Needed Research, proposal	Specifics of Information TBD
Measures of Success Research proposal presented, permission to staff position	Review Date April 22, 2019

Action Step 2 Conduct interviews, select candidate and hire literacy coordinator	
Timeline Spring 2019	Lead Person Jamie Whye
Resources Needed Interviews	Specifics of Information TBD
Measures of Success Candidate selected	Review Date Sept. 9, 2019

Action Step 3 Literacy coordinator forms literacy leadership team	
Timeline Fall 2019	Lead Person Literacy Coordinator
Resources Needed Team members, release time	Specifics of Information TBD
Measures of Success Team formation	Review Date April 20, 2020

Goal Statement #7

Provide teachers more access to literacy coaches on a consistent basis by having one at each building. Build capacity and teacher leadership through collaboration, training, and accountability.

Action Step 1 Present research and proposal for staffing
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Timeline Fall 2018	Lead Person Jamie Whye
Resources Needed Research, proposal	Specifics of Information TBD
Measures of Success Research proposal present, permission granted	Review Date April 22, 2019

Action Step 2 Conduct interviews, select candidate, hire literacy coaches	
Timeline Spring 2019	Lead Person Jamie Whye
Resources Needed Interviews	Specifics of Information TBD
Measures of Success Candidates selected	Review Date June 24, 2019

Action Step 3 Literacy coaches in place at each middle building	
Timeline Fall 2019	Lead Person Literacy Coaches
Resources Needed Candidates	Specifics of Information TBD
Measures of Success Literacy coaches supporting middle level teachers	Review Date April 20, 2020

Goal Statement #8

Provide support to tier 3 learners through a reading specialist, suggested at each building 6-12.

Action Step 1 Present research and proposal for staffing	
Timeline Fall 2018	Lead Person Jamie Whye
Resources Needed Research, proposal	Specifics of Information TBD
Measures of Success Research proposal presented, permission granted	Review Date April 22, 2019

Action Step 2 Conduct interviews, select candidates, and hire reading specialists	
Timeline Spring 2019	Lead Person Jamie Whye
Resources Needed Interviews	Specifics of Information TBD

Measures of Success Candidates selected	Review Date June 24, 2019
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Action Step 3 Reading specialists in place at each building	
Timeline Fall 2019	Lead Person Reading specialistas
Resources Needed Candidates	Specifics of Information TBD
Measures of Success Reading specialists supporting students	Review Date April 20, 2020

Goal Statement #9

Department heads and literacy specialists attend local, state, and national conferences and trainings in order to support teaching and learning.

Action Step 1 Determine budgeting and protocols for conference requests	
Timeline Fall 2016	Lead Person Ryan Argot, Jamie Whye
Resources Needed Budgetary allotment	Specifics of Information TBD
Measures of Success Budget allotment for conferences	Review Date April 17, 2017

Action Step 2 Research beneficial conference options	
Timeline Fall 2017	Lead Person Jamie Whye
Resources Needed Conference options, request form	Specifics of Information TBD
Measures of Success List of conferences	Review Date April 23, 2018

Action Step 3 Implement protocol and selected staff attend conferences	
Timeline 2017-2018 school year	Lead Person Jamie Whye
Resources Needed Release time	Specifics of Information TDB
Measures of Success Staff attendance at conferences	Review Date Sept. 24, 2018

Goal Statement #10

Establish common assessments across grade levels and content areas as well as common grading procedures, interrater reliability, and anchor student samples.

Action Step 1 Convene curricular committees/curriculum council	
Timeline Ongoing	Lead Person Jamie Whye
Resources Needed District and building administrative representation, Department chairs, Curricular leaders	Specifics of Information TBD
Measures of Success Committee convened	Review Date Sept. 26, 2016

Action Step 2 Create common assessments, grading procedures, anchor samples	
Timeline Ongoing	Lead Person Jamie Whye
Resources Needed Learning modules, assessment options, possible sample grading procedures, document review protocols, student work samples	Specifics of Information TBD
Measures of Success Common assessments implemented, Document review and common grading procedures established and practice, Anchor samples provided	Review Date Sept. 26, 2016

Action Step 3 Implement and revise as needed	
Timeline Ongoing	Lead Person Jamie Whye
Resources Needed Learning modules, Assessment options, Possible sample grading procedures, Document review protocols, Student work samples	Specifics of Information TBD
Measures of Success Documentation of student performance, Revisions	Review Date April 17, 2017

Goal Statement #11

Provide targeted time for data analysis including adopting the MTSS framework in middle school and elementary school, common planning time, cross curricular meetings, and monthly early dismissals.

Action Step 1 Review data protocol, schedules and resources	
Timeline 2015-2016 School Year	Lead Person District administration, Building administration, Reading specialists, Literacy coaches
Resources Needed Data tool, Schedule of data review meetings, Plan or protocol for meeting facilitation, CAIU consultants	Specifics of Information TBD

Measures of Success Meeting protocols, Common planning time, MTSS Framework key leaders ready	Review Date Sept. 26, 2016
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Action Step 2 Implement frameworks and protocols for data analysis and planning	
Timeline Fall 2016 and Fall 2017	Lead Person District administration, Building administration, Reading specialists, Literacy coaches
Resources Needed Provide common time for teams and departments to meet and analyze data, CIAU consultants, resources for MTSS framework (interventions, training)	Specifics of Information TBD
Measures of Success Data protocol, Facilitator(s), CIAU consultants	Review Date April 17, 2017

Action Step 3 Review data meeting procedures	
Timeline Ongoing	Lead Person District administration, Building administration, Reading specialists, Literacy coaches
Resources Needed Data, Protocol, Facilitator(s), CIAU consultants	Specifics of Information TBD
Measures of Success Goals set, Student interventions implemented, Reflection of meeting protocols and procedures	Review Date Sept. 18, 2017

Goal Statement #12

Implement an academic screening assessment tool for incoming kindergarten students and students new to middle school.

Action Step 1 Research resources that area available	
Timeline 2016-2017 School Year	Lead Person Patty Craig
Resources Needed Samples of resources, Other district tools	Specifics of Information TBD
Measures of Success Resources found	Review Date April 17, 2017

Action Step 2 Choose resources	
Timeline TBD	Lead Person Patty Craig

Resources Needed Research representatives	Specifics of Information TBD
Measures of Success Resource selected	Review Date April 17, 2017

Action Step 3 Implement assessment	
Timeline TBD	Lead Person Patty Craig
Resources Needed Assessment tool, staff for implementation	Specifics of Information TBD
Measures of Success Procedure has been established, utilization tool	Review Date Dec. 19, 2017

Goal Statement #13

Provide ongoing professional development in data analysis.

Action Step 1 Review data protocol and data evaluation tool	
Timeline Ongoing	Lead Person Building administration
Resources Needed Data tool, Schedule of data review meetings	Specifics of Information TBD
Measures of Success Data tool ready for implementation	Review Date Sept. 26, 2016

Action Step 2 Hold data committee meetings	
Timeline Ongoing	Lead Person District administration, Building administration
Resources Needed Provide common time for teams and departments to meet and analyze data	Specifics of Information TBD
Measures of Success Meetings held	Review Date Dec. 19, 2016

Action Step 3 Review data meeting procedures	
Timeline Ongoing	Lead Person District administration, Building administration
Resources Needed Data, Protocol, Facilitator(s)	Specifics of Information TBD

Measures of Success Goals set, Student interventions implemented, Reflection of meeting protocols and procedures	Review Date April 17, 2017
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Goal Statement #14

Provide professional development opportunities that incorporates choice and addresses teacher and student needs based on data such as Literacy Academies, LETRS, PLN, Collins Writing, and/ or Literacy Design Collaborative. In addition, opportunities such as, collaboration among teams and buildings, sharing, learning walks, peer observations, and data review would serve as added learning experiences.

Action Step 1 Identify literacy needs for each level (teacher and admin) based on student evidence	
Timeline Fall 2016	Lead Person Building principals, MTSS Team/Leaders
Resources Needed MTSS Framework in place, Common assessments, Universal screening data	Specifics of Information MTSS will be in place at elementary and middle school level by 2017-2018 school year.
Measures of Success Survey data compiled	Review Date Dec. 19, 2016

Action Step 2 Identify/secure trainers and plan academies/PD days/collaboration time	
Timeline Winter 2015	Lead Person Jamie Whye
Resources Needed Budget for training/substitute costs, planning/reflection time	Specifics of Information Utilize CAIU, PATTAN/EduPlanet if possible. Coaches will provide job embedded professional development which extends professional development in the classroom. Develop protocols for collaboration after professional development.
Measures of Success Identification of topic, trainers, protocols developed	Review Date April 17, 2017

Action Step 3 Provide PD	
Timeline 2017-2018 School year	Lead Person Selected Trainers
Resources Needed Trainers, resources for training	Specifics of Information Plan for next steps after professional development.
Measures of Success Design and implement lesson plan (utilizing what was learned), follow up by administration, Evidence of capacity building through sharing of learning	Review Date Sept. 24, 2018

Goal Statement #15

Develop a K-12 Literacy Continuum based on curriculum which is aligned to the PA Common Core

Action Step 1 Utilize mini-curriculum committees to make sure standards are aligned and include literacy skills	
Timeline Ongoing	Lead Person Jamie Whye, Administrative mini-curricular chairpersons
Resources Needed SAS, Comprehensive Literacy Continuum K-8 (Fountas and Pinnell), Grade level and content area curricula	Specifics of Information TBD
Measures of Success Current curricula and maps are available to public, teachers, administration on district web sites	Review Date Sept. 18, 2017

Action Step 2 Make all staff aware of where each curricular area is regarding alignment	
Timeline Ongoing throughout the year	Lead Person Jamie Whye, Administrative mini-curricular chairpersons
Resources Needed SAS, Comprehensive Literacy Continuum K-8 (Fountas and Pinnell), Grade level and content area curricula	Specifics of Information TBD
Measures of Success Observation process, faculty meetings, mini-curricular meetings	Review Date Sept. 18, 2017

Action Step 3 Disseminate and provide newly aligned curriculum with literacy standards to all staff	
Timeline Ongoing throughout the year	Lead Person Jamie Whye, Administrative mini-curricular chairpersons
Resources Needed SAS, Comprehensive Literacy Continuum K-8 (Fountas and Pinnell), Grade level and content area curricula	Specifics of Information TBD
Measures of Success Standards are on lesson plans, formal and informal observations	Review Date Sept. 18, 2017

Goal Statement #16

Provide opportunities to assist local pre-schools/ agencies to align curriculum to PA Early Learning Standards (birth-5)

Action Step 1 Locate local preschools	
Timeline TBD	Lead Person Sara Lobaugh

Resources Needed County LEARN team representation, Head Start	Specifics of Information Contact Keystone stars and other agencies to obtain information
Measures of Success Complete list of local preschools within our district attendance area to visit	Review Date Sept. 24, 2018

Action Step 2 Reach out to local preschools and assist them in preparing students for kindergarten in our district	
Timeline TBD	Lead Person Sara Lobaugh
Resources Needed School district representation, Brochure or advertisement for preschools, Survey of needs and interests	Specifics of Information Determine initial preschool options, Determine district facilitators for possible sessions
Measures of Success Survey or e-mail responses	Review Date Sept. 24, 2018

Action Step 3 Disseminate Information	
Timeline TBD	Lead Person Sara Lobaugh
Resources Needed School district representation, Preschool representatives, Surveys	Specifics of Information TBD
Measures of Success Kindergarten readiness, Preschool participation	Review Date April 20, 2021

Goal Statement #17

Comprehensive literacy, which includes research-based instructional time frame, research based writing, intervention, and phonics programs, and consistent literacy practices and academic vocabulary across grades and content areas which is implemented with fidelity.

Action Step 1 Assess current comprehensive literacy practices and needs for core instruction through evaluation of student data	
Timeline Ongoing	Lead Person Jamie Whye
Resources Needed Common assessments and screenings, data analysis procedures	Specifics of Information MTSS Framework, Use of Universal Screening to Gauge Effectiveness of Core Instruction
Measures of Success Identify student needs, data review	Review Date April 17, 2017

Action Step 2 Identify strategies or programs needed to address student needs	
Timeline Ongoing	Lead Person Jamie Whye

Resources Needed Literacy focused programs, CAIU consultants, money, time	Specifics of Information Possible programs include PLN, Collins Writing, LDC, 95% Group, LLI
Measures of Success Strategies implemented or programs purchased	Review Date April 23, 2018

Action Step 3 Implement research based instructional strategies	
Timeline Ongoing	Lead Person Jamie Whye
Resources Needed Provide professional development, implement strategies to improve literacy skills, gather data on effectiveness of strategies/programs	Specifics of Information Review Program Effectiveness
Measures of Success Teacher input, student data	Review Date April 22, 2019

Goal Statement #18

Work towards more inclusionary practices to support teachers with strategies and differentiated instruction.

Action Step 1 Identify areas of need	
Timeline Fall 2017	Lead Person Tom Burnheimer, Tim Dorsey
Resources Needed IEPs, Input from Special Ed IAs and teachers, student data	Specifics of Information TDB
Measures of Success Identification of needs	Review Date Dec. 19, 2017

Action Step 2 Gather specific strategies	
Timeline Fall 2018	Lead Person Tom Burnheimer, Tim Dorsey
Resources Needed Data, training aides and materials, Special Ed IAs	Specifics of Information TDB
Measures of Success Strategies gathered	Review Date Dec. 18, 2018

Action Step 3 Implement inclusionary practices	
Timeline Fall 2019	Lead Person Tom Burnheimer, Tim Dorsey
Resources Needed Special education teachers and IAs, paraprofessionals, teachers	Specifics of Information TDB

Measures of Success
Student placements

Review Date
Dec. 16, 2019

Section VI: Dissemination of Plan

Who	What	Where	When	Why
Jamie Whye, Sara Lobaugh, Laurie Vitale	Formal presentation at WSSD Board Meeting	WSSD Administration Building	July 21, 2016	Opportunity to inform board of comprehensive literacy plan
WSSD School Board	Board approval and adoption	WSSD Administration Building	Aug. 18, 2016	Formal board approval
Jamie Whye	Distribute plan to all district employees and display on district website	District Website	Sept. 7, 2016	Need to inform all employees of plan
Jamie Whye	Distribute plan to community stakeholders in a variety of methods	WSSD Administration Building and various locations	Nov. 1, 2016	Need to inform all stakeholders of plan
Jamie Whye, Sara Lobaugh, Laurie Vitale	Reconvene Literacy Plan Committee to review progress	WSSD Administration Building	April 17, 2017	Need to review plan progress

Section VII: Assessing and Reporting Progress

The West Shore School District will have several opportunities to measure success of goals throughout the duration of the Comprehensive Local Literacy Plan. In a broad sense, the literacy leadership team will meet to evaluate progress towards goals and evaluate and adjust timelines. The literacy team and transition team will also work together to assess goals based on student data trends across grade levels and buildings. Various committees along with building administrators will be responsible for reporting findings, outcomes, and progress to the assistant superintendent who will then disseminate the information to stakeholders. Locally, the elementary level will continue the use of the MTSS Framework to analyze data that will be used towards measuring attainment of goals. MTSS will also guide the secondary level data review in the future. Surveys and district staff feedback will also be used as a means of determining if goals are successful.