



WILKES-BARRE AREA SCHOOL DISTRICT

COMPREHENSIVE LITERACY PLAN

The Wilkes-Barre Area School District recognizes the pronounced impact that literacy has on the lives of our diverse population of students and the community. All stakeholders will collaborate to nurture and enhance literacy development. Our mission is to provide, through collaboration of all stakeholders, purposeful, authentic, literacy instruction based on best practices.

Wilkes-Barre Area School District

Boyd Dodson Elementary School
Daniel J. Flood Elementary School
Heights-Murray Elementary School
Dr. David W. Kistler Elementary School
Leo E. Solomon Plains Memorial Elementary School
Leo E. Solomon Plains Middle School
G.A.R. Middle School

Mission Statement

The mission of the Wilkes-Barre Area School District, a diverse and progressive educational system, is to educate, enlighten, and inspire each student to grow as a responsible and productive citizen. This mission is accomplished through a dynamic, comprehensive curriculum and collaboration among school, family and community.

Wilkes-Barre Area School District's Comprehensive Literacy Plan

Approved by the Board of Education on June 10, 2013

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June 2020

August 2021

Using the Wilkes-Barre Area School District Comprehensive Literacy Plan

The Wilkes-Barre Area School District Comprehensive Literacy Plan (CLP) was written to provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for children (Birth-grade 12). Educators will find specific information about developing, implementing, and evaluating an evidence-based school literacy program. The document also addresses the important role of parents, librarians, those who work in community agencies, etc., who make important contributions to the development of literacy learning. Below are suggestions for using this document.

1. The document is a dynamic one and the District will continue to add resources that can enhance its comprehensiveness and usability. Given this fluidity, we recommend that readers access the document electronically (www.wbasd.k12.pa.us).
2. The CLP can serve as the basis for curriculum development in a school or district. Schools can use the document to determine to what extent their literacy program addresses the guiding principles and essential elements described in the document.

The CLP is meant to serve as a basis for professional development that will assist schools in developing a comprehensive, aligned, and coherent literacy plan. Such professional development can be provided for various stakeholders, e.g., those in leadership positions, those who teach reading or content area subjects, specialized personnel including reading specialists, special educators, speech and language teachers, as well as parents, and community leaders. Specific ideas for possible use of the document follow.

- a. Base professional development on the goals and established needs of students in a specific school, identifying topics that will enable educators to develop the skills and competencies to address those needs.
- b. Use the content of the document itself for professional development. Choose a specific topic and provide opportunities for teachers to address that topic in depth. In other words, that topic can serve as the primary focus of professional development.

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**Comprehensive Literacy Plan
Birth to Twelfth Grade
March 2013
(Updated June 2014; November 2014)
(Updated August 2019; December 2019; June 2020; August 2021)**

Section I: Literacy Plan Overview

Literacy Plan Review Timeline and Team Members:

The Wilkes-Barre Area School District's Comprehensive Literacy Plan will be reviewed annually following the analysis of the end of year assessments and collection of perceptual data. This will permit the team to determine the effectiveness of the literacy plan and identify areas for continued improvement.

Name	Title	Organization
Dr. Brian Costello	Superintendent	Wilkes-Barre Area School District
Michele A Williams	Director of Federal & State Education Programs	Wilkes-Barre Area School District
Lynn Evans Biga	Executive Director	Luzerne County Head Start
Beth White	Assistant Executive Director	Luzerne County Head Start
Dr. Rochelle Koury	Director of Administrative & Student Services	Wilkes-Barre Area School District
Frank Castano	Director of Human Resources	Wilkes-Barre Area School District
Dr. Robert Makaravage	Director of Instruction	Wilkes-Barre Area School District
Michael Corcoran	Supervisor of Math K-6 Supervisor of Science K-12	Wilkes-Barre Area School District
Sandy Atherton	Title I District Literacy Leader K-2/Reading Chair	Wilkes-Barre Area School District
Thomas Zelinka	Supervisor of Curriculum, English & Reading Supervisor K-12	Wilkes-Barre Area School District
Corrine Drost	Secondary Mathematics Supervisor 7-12	Wilkes-Barre Area School District
James Geiger	Supervisor of Special Education	Wilkes-Barre Area School District
John Mendola	Principal	Wilkes-Barre Area School District
Marlena Nockley	Principal	Wilkes-Barre Area School District
Aiden McKenna	Principal	Wilkes-Barre Area School District
Margo Serafini	Principal	Wilkes-Barre Area School District
Justin Correll	Principal	Wilkes-Barre Area School District

Melissa Myers	Principal	Wilkes-Barre Area School District
Colleen Robatin	Principal	Wilkes-Barre Area School District
Robert Watkins	Principal	Wilkes-Barre Area School District
Michael Grebeck	Principal	Wilkes-Barre Area School District
Anthony Khalife	Principal	Wilkes-Barre Area School District
Patrick Peters	Principal	Wilkes-Barre Area School District
Hal Gabriel	Principal	Wilkes-Barre Area School District
Sean Flynn	Principal	Wilkes-Barre Area School District
Corey Brenner	Dean of Students	Wilkes-Barre Area School District
Sean McLaughlin	Head Teacher	Wilkes-Barre Area School District
Lorrie Gardner	Title I Coach	Wilkes-Barre Area School District
Mary Jo Petlock	Title I Coach	Wilkes-Barre Area School District
Kristin Laiuvara	Title I Coach	Wilkes-Barre Area School District
Keli Shanahan	Title I Coach	Wilkes-Barre Area School District
Michael Caprari	Title I Coach	Wilkes-Barre Area School District
Crystal Snarski	Education Specialist	Luzerne County Head Start
Robin Fanelli	Education Specialist	Luzerne County Head Start
Kelly Chamberlain	Education Specialist	Luzerne County Head Start
Karen Laidacker	Education Specialist	Luzerne County Head Start
Melissa Ferrari	Education Specialist	Luzerne County Head Start
Judy Davitt	Education Specialist	Luzerne County Head Start

Mission, Vision, Core Values, and Goals

(Refer to various data sources to determine goals: Insert data as Appendix A)

"Literacy programs require a well-articulated, coherent set of goals based on standards...(PACLP)"

1. Literacy Mission:

The Wilkes-Barre Area School District recognizes the pronounced impact that literacy has on the lives of our diverse population of students and the community. All stakeholders will collaborate to nurture and enhance literacy development. Our mission is to provide, through collaboration of all stakeholders, purposeful, authentic, literacy instruction based on best practices.

2. Literacy Vision:

All students in the Wilkes-Barre Area School District, from birth through grade twelve, will become life-long learners with a command of literacy that prepares them for the challenges of the 21st century.

3. Core Values:

The Wilkes-Barre Area School District is committed to:

- Recognizing and celebrating a diverse society in which all students can learn in a safe and productive environment.
- Preparing all students to be life-long learners capable of reaching their highest learning potential.
- Cooperating and collaborating with school, family, and community to ensure the well-being of all students' physical, cognitive, and social/emotional growth and development.
- Engaging every student through the use of differentiated instruction and data-driven decision making to meet the educational needs of all learners.

4. Literacy Goals: Birth to Five

Long Range Goals (see appendix for goal planning sheet):

- a. Phonological Awareness: 3 year olds: WB Area/Agency**
 - 65% of 3 year olds will be proficient in phonological awareness by spring reporting 2020.
- b. Use expanded vocabulary & language for a variety of purposes: 3 year olds: WB Area**
 - 60% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2020.
- c. Use expanded vocabulary & language for a variety of purposes: 3 year olds: Agency**
 - 75% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2020.
- d. Phonological Awareness: 4 year olds: WB Area**
 - 85% of 4 year olds will be proficient in phonological awareness by spring reporting 2020.
- e. Phonological Awareness: 4 year olds: Agency**

- 85% of 4 year olds will be proficient in phonological awareness by spring reporting 2020.
- f. Use expanded vocabulary & language for a variety of purposes: 4 year olds: WB Area/Agency**
- 85% of 4 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2020.

Prerequisite Goals (see appendix for goal planning sheet):

- a. Phonological Awareness: 3 year olds: WB Area/Agency**
- 45% of 3 year olds will be proficient in phonological awareness by spring reporting 2019.
 - 60% of 3 year olds will be proficient in phonological awareness by spring reporting 2020.
- b. Use expanded vocabulary & language for a variety of purposes: 3 year olds: WB Area**
- 40% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2019.
 - 60% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2020.
- c. Use expanded vocabulary & language for a variety of purposes: 3 year olds: Agency**
- 55% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2019.
 - 70% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2020.
- d. Phonological Awareness: 4 year olds: WB Area**
- 75% of 4 year olds will be proficient in phonological awareness by spring reporting 2019.
 - 80% of 4 year olds will be proficient in phonological awareness by spring reporting 2020.
- e. Phonological Awareness: 4 year olds: Agency**
- 75% of 4 year olds will be proficient in phonological awareness by spring reporting 2020.
- f. Use expanded vocabulary & language for a variety of purposes: 4 year olds: WB Area/Agency**
- 80% of 4 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring 2020.

Prerequisite Goals (see appendix for goal planning sheet):

- a. Kindergarten, first and second grade students will obtain the following benchmark percentage in each building as outlined each year.

	Dodson	Flood	Heights	Kistler	Solomon	District Goal
Kindergarten						
2016	90%	85%	74%	92%	92%	87%
2017	92%	88%	77%	94%	94%	89%
2018	94%	91%	80%	95%	95%	91%
2019	96%	94%	82%	96%	96%	93%
2020	96%	94%	84%	96%	96%	93%
2021	*N/A					
2022	92%	90%	92%	93%	95%	93%

	Dodson	Flood	Heights	Kistler	Solomon	District Goal
First Grade						
2016	68%	76%	65%	69%	75%	71%
2017	70%	78%	68%	72%	77%	73%
2018	72%	80%	71%	75%	79%	75%
2019	75%	82%	74%	77%	81%	78%
2020	75%	82%	74%	77%	81%	78%
2021	*N/A					
2022	72%	75%	70%	65%	76%	75%

	Dodson	Flood	Heights	Kistler	Solomon	District Goal
Second Grade						
2016	66%	65%	60%	69%	85%	69%
2017	68%	68%	63%	72%	87%	72%
2018	71%	71%	65%	75%	88%	74%
2019	75%	75%	68%	78%	90%	77%
2020	76%	76%	69%	79%	91%	78%
2021	*N/A					
2022	72%	70%	65%	65%	86%	75%

* Scores not available due to Pandemic Restrictions

6. Literacy Goals: Third to Fifth Grade

Long Range Goals:

- a. Students in grades three through five will increase proficiency in reading, interpreting, and analyzing literature in both fiction and non-fiction. (Standard 1.3): 65% in 2013, 75% in 2014, and 85% in 2015. Students in grades three through five will increase proficiency in reading with accuracy and fluency to support comprehension by 5%. (Common Core Standard C.C.1.1.3)

7. Literacy Goals: Sixth to Eighth Grade

Long Range Goals:

- a. Make instructional and curricular decisions based on assessment data; incorporate literacy instruction in content area curriculum; implement cross-curriculum professional development and planning.

Prerequisite Goals (see appendix for goal planning sheet):

- b. Sixth - A 10% reduction in the number of students below proficiency on the PSSA Reading assessment.
- c. Seventh – A 10% reduction in the number of students below proficiency on the PSSA Reading assessment.
- d. Eighth – A 10% reduction in the number of students below proficiency on the PSSA Reading assessment.

8. Literacy Goals: Ninth to Twelfth

Transitional Goals:

- a. Eighth to Ninth – To compensate for loss in Reading instruction beyond 8th grade, incorporate literacy instruction in all content areas.

Long Range Goals:

- a. Continue to develop independent readers utilizing a variety of materials across the curriculum that will promote lifelong learners.

Commitment

1. Process for communicating Literacy Plan to all stakeholders:

a. Plan for buy-in (Mission, Vision, Core Values and Goals)

Mission: The Wilkes-Barre Area School District recognizes the pronounced impact that literacy has on the lives of a diverse student population and the community. All stakeholders will collaborate to nurture and enhance literacy development as well as to support this mission of providing purposeful and authentic literacy instruction based on best practices.

Vision: All students in the Wilkes-Barre Area School District, from birth through grade twelve, will become life-long learners with a command of literacy that prepares them for the challenges of the 21st century.

Core Values: The Wilkes-Barre Area School District is committed to:

- 1) Recognizing and celebrating a diverse society where all students can learn in a safe and productive environment.
- 2) Preparing all students to be lifelong learners capable of reaching their highest learning potential.
- 3) Cooperating and collaborating with school, family, and community to ensure the well-being of all students' physical, cognitive, and social/emotional growth and development.
- 4) Engaging every student through the use of differentiated instruction and data-driven decision making to meet the education needs of all learners.
- 5) Implementing a Memorandum of Understanding (MOU) between the Wilkes-Barre Area School District and Luzerne County Head Start Program, Inc. to create and maintain a meaning partnership that promotes school readiness and to provide the best opportunity for low income children to transition effectively. (See appendix for MOU)

b. Plan for buy-in and commitment to Literacy Plan

As a district we are committed to making decisions regarding assessments, instructional programs, resources, and professional development, all based on need and rigorous scientific research.

All teachers and staff will be trained on the Plan's unwavering focus on literacy and teacher professional development. The Plan will be available for use across all content areas. Based on data, research, and positive outcomes throughout the state and nation, we believe that the implementation of our developed literacy plan, to be updated as needed, will help prepare our students to be better able to read and comprehend.

- Sharing with board:
Updates will be shared annually at School Board meetings. Literacy Plan will also be posted on district website.
- Sharing with instructional staff:
Research-based, needs-based professional development will be provided prior to beginning of each school year and throughout the school year as deemed necessary. Literacy Plan will also be posted on district website.
- Sharing with community:
School Board meetings; district website; postings in local newspapers; Head Start agency meetings and Head Start website; School Open Houses; Kindergarten registration/orientation. Literacy Plan and MOU will also be posted on district website or available upon request.

- Periodic monitoring, evaluation and modification of Action Plans (barriers and action steps to overcome):
Walkthroughs, informal and formal observations, faculty meetings.

2. Plan for Reporting/Sharing Student Performance Data to Stakeholders:

- a. District Level Administrators:
 - District/Building Level Data Team Meetings
 - Middle and End-of-Year Reports
 - Performance PLUS data analysis
 - Edmentum: Exact Path
 - DIBELS Next - Acadience
- b. School Board:
 - Middle and End-of-Year reports
 - PSSA, Keystone reports
- c. Teachers:
 - Performance PLUS data analysis
 - Building Level Data Team Meetings
 - K-2 Data Analysis & Instructional Planning Sessions
 - Student Intervention Response (SIRS) Meetings
 - DIBELS Next – Acadience
 - Edmentum: Exact Path
- d. Parents:
 - PSSA, Keystone, PVAAS, DIBELS Next, Edmentum: Exact Path
 - Parent/Teacher Conferences
 - Parent Meetings
 - Parent and Family Engagement Events
- e. Community:
 - Links to data reports on WBASD website
 - Parent and Family Engagement Events

3. Plan for Celebrating/Acknowledging Student Success:

- Postings in district buildings/district website honoring student achievement, growth, and success
- Head Start annual reports and monthly awards for students

4. Plan for Hiring Practices to Sustain the Reading Model:

- Title I District Literacy Leader K-2 will train and mentor targeted teachers

**Wilkes-Barre
Luzerne County Head Start
Comprehensive Literacy Plan**

BIRTH TO AGE THREE

**Part A: Birth to Three
An Ideal Literacy Environment for Infants and toddlers**

The ideal infant/toddler literacy environment is designed with the knowledge that very young children develop within the context of relationships with adults who care for them. Planners of infant/toddler environments take into account the rapid growth, development, need for comfort, and vulnerability of the children served. In the very early years, cognitive, physical, social and emotional development are intertwined. Thus communication, which is the foundation of literacy, takes place through everyday activities in which infants and toddlers interact with the adults around them. In all cases environments for infants and toddlers must contain four basic components: Close, caring relationships, health and safety, connection to family, and responsive, knowledgeable caregivers.

Appropriate Space and Furnishings

Soft furnishings and toys allow children opportunities for daily relaxation and comfort. Cozy areas provide a place for quiet activities to occur. Quiet areas should be away from active play areas and be protected by caregivers. Quiet areas for young and mobile infants should have thick cardboard books showing children and families of many different racial and cultural backgrounds and children and adults of all ages. Books made by family members or caregivers show pictures of infants' families. There are cushions, overstuffed chairs, or a glider where adults can hold children and read to them. Quiet areas for toddlers include, in addition to a variety of books, puzzles, blocks with people, animals, cars and other accessories. In a group setting, there should be two or more of the same item next to each other.

Space that is arranged to promote safe care means that all children can be observed at all times without being hidden from view by furniture or other obstructions. Quiet and active play spaces should be separated, but still allow free movement from one activity to another, to encourage exploration and self-choice. Independence is also encouraged when materials are placed so that children can access them easily. Colorful pictures and mobiles promote visual stimulation and active learning. They should be displayed at children's eye-level. Play items should be placed within easy reach of the children. Pictures, created by the children, should be talked about by the caregiver and should be displayed in order to promote feelings of positive self-esteem. This sends a message to the child that his/her work is valued and appreciated. Open-ended play materials such as puppets, paint and dress-up clothes stimulate young children's language and communication. When young children language in open-ended play, they use more complex language than in play situations that are structured by adults.

Personal Care Routines

Young children learn language through daily routines and within meaningful contexts where adults name objects and describe what children are doing and feeling. The importance of exposing very young children to language cannot be emphasized enough. Children's early language experiences influence many areas of their development. Language is best understood when modeled by parents and caregivers who are attentive and talk to children in a warm, supportive manner. Children need to be talked to frequently with simple, exact words. Infants use language to communicate their needs, and these needs are often expressed in their cries and sounds. Children develop trust and security when they are responded to in a positive, timely manner during daily routines. Caregivers provide information to parents about care routines and specific things their child did during the day. Written records of the child's day are given to parents. Staff sits with children during feeding time, making eye contact, engaging in conversation, and encouraging toddlers to develop self-help skills. During nap time, children are helped to relax with soft music and soothing, and activities are provided for those children who are not napping. Staff talk through the diapering process with children, and promote self-help with toileting when children are ready. Books, songs and pictures are used to teach health and safety routines such as hand washing and tooth brushing.

Listening and Talking

As children grow in their understanding of language, their language becomes more distinguishable as words and phrases. When adults show interest in understanding what the child is trying to communicate, language is encouraged because the child learns their voice is heard and has meaning. This "give and take" is an early form of turn taking in communication. Children feel valued when adults respond in a positive, timely manner to their use of language. Adults also become language models by describing their own actions, introducing children to new words, and asking children questions.

The use of books and pictures with infants and toddlers is an important means of language learning for children as they make sense of the world around them. Books and pictures should be available in sufficient number for both independent use and use by a parent or caregiver with the children. Early experiences with books, such as when adults are involved and interact warmly with children, encourage continued interest in literacy. Literacy is further encouraged when books are kept in good repair, thus sending the message that books are a valued resource. Children should be allowed to choose from a wide variety of age-appropriate books. The use of sturdy vinyl, cloth, or hard page books make them easier for children to explore independently.

Diverse Age-Appropriate Activities

Infants and toddlers need a variety of age-appropriate toys and materials that they can manipulate and play with at will. Materials should be in good repair, organized for play, and stimulate children at different skill levels. These activities strengthen fine motor control while encouraging and reinforcing skill development that contributes to academic readiness. Young children need ample opportunity to exercise their gross motor skills. Opportunities for active play should be available both indoors and outdoors. Age-appropriate equipment and materials should present interesting and challenging options and should be supervised by attentive caregivers. Young children benefit from exposure to child-initiated art activities that are open-ended and process-oriented. Children's art should be respected and appreciated as individual creative expression. Materials and opportunities to create art projects at a beginning level should be available as children are developmentally ready for them. Music and movement are valuable means of learning and

expression. Children's educational and developmental needs are better met when recorded music is used purposefully. Children need supportive caregivers that encourage self-expression and free choice in music and movement experiences.

Block play, with a variety of blocks and accessories, allows young children the opportunity to explore spatial, mathematical, and role-play possibilities. Block play requires sufficient space in a protected area and time to expand on concepts and ideas.

Dramatic play gives children opportunity to discover an array of roles and responsibilities as well as providing a vehicle through which they make sense of their world. Space, time, props, materials, and supportive caregivers enhance dramatic play.

Sand and water play gives young children the opportunity to learn concepts through active exploration with their senses. The learning potential is extended when a variety of toys and different activities are used with sensory play. Children need experiences with natural things both indoors and outdoors. Children benefit from hands-on experiences with the weather, natural objects, living things, etc. Realistic portrayals of nature in books, pictures, and toys enhance children's understanding of their world. Since children benefit more from hands-on experiences, the use of television or computers is not recommended for infants and should be limited if used with toddlers. Children's experiences are enhanced when caregivers are involved in viewing and limit materials to those that are appropriate and educational. If media materials are used alternative activities should be available to children. Children need to learn about similarities and differences and acceptance by exposure to diversity through pictures, books, dolls, and other materials. Activities and classroom interactions are valuable resources as well. Exposure to diversity among peoples encourages respect for others and lessens misunderstandings. Supervision of infants and toddlers means meeting individual needs with a flexible schedule and providing for a variety of play activities. Caregivers should be tuned in to routine needs, but also should recognize the need for a balance of quiet and active experiences. Caregivers should provide and watch over the use of materials that stimulate the senses and interests of children.

Interaction with Others

Infants and toddlers begin to learn how to interact socially and engage in peer experiences when they are allowed to move freely and encouraged to develop positive peer relationships. Caregivers need to promote early social skills by guiding and reinforcing the positive efforts of children interacting with each other. Caregivers who are nurturing and responsive promote the development of mutual respect between children and adults. Children, who trust adults to provide for their physical, psychological, and emotional needs, develop their own sense of self-worth and self-esteem. Infants and toddlers, who are nurtured with appropriate expectations and who experience consistency in disciplinary care, receive the first lessons in managing their own behavior and learning self-control. A stimulating environment in which rules are simple, explained, and consistently enforced is key to managing discipline and promoting good behavior. Infants and toddlers thrive on a consistent routine that provides a balance of activities designed to meet individual needs and foster physical, cognitive, social, and emotional growth. Play activities, basic routines, and transitions provide opportunities for learning and growing. When children are permitted to select materials and companions, and, as far as possible, manage play independently, they learn to make their own choices, tailoring their learning to their personal needs. When giving opportunities to explore, children will choose to play and learn in the way that is most effective for their own personality by following their interests and

working on the skills that they really need to develop. Caregiver intervention should be in response to children's needs, an invitation, or an opportunity to expand play activities. In group-care situations, the focus needs to be on meeting individual needs and guiding children as they interact in small groups. If whole group activities are used, they should be limited to a small number of children, limited in time, and flexible to allow for the individual interests of all children.

Although it is a home-based program, Luzerne County's Early Head Start program incorporates elements of an ideal literacy environment for infants and toddlers into the Family Day activities held for parents and children twice each month at the centers. Books of many types and topics are available for infants and toddlers, both to be explored or to be read by parents. There are comfort areas away from activities where children can enjoy quiet time or cuddle with a parent. Songs and finger plays are enjoyed by children and parents, and language is expanded upon during snacks and other routines. Children and families enjoy age-appropriate activities with their children, and both English and Spanish are spoken by staff. The Early Head Start program encourages families to provide a language rich environment for children in the home by employing many of the elements described above. LCHS also encourages parents to participate in Family Literacy activities, recognizing that the family's literacy skills directly affect parents' effectiveness in helping their children to learn.

Sources: Infant/Toddler Rating Scale (ITERS)
 WestEd: The Program for Infant/Toddler Care
 Caring for Infants and Toddlers in Groups (Zero To Three)

Part B: Three to Five Year Olds (Preschool)

Assessment

“Effective assessment is a key component of quality teaching and learning and is important for literacy instruction and student learning (PaCLP).”

The Pennsylvania Comprehensive Literacy Plan best practice includes use of the Standards Aligned System (SAS), which provides a comprehensive approach to student achievement. The assessment portion of SAS encompasses elements of assessments for federal and state initiatives, as well as classroom-based assessments for Local Education Agencies (LEAs). The assessments we currently use are summative and benchmark. Our goal is to adopt a literacy curriculum that has a formative assessment component to assist in closing the achievement gap. Our assessment is agency-wide and we would benefit from an assessment that is classroom-based. This type of assessment will allow teachers to monitor and adjust instructional practices in order to improve students’ achievement. Action steps to achieve our goal include researching and choosing an appropriate literacy curriculum and assessment that will align with our current curriculum and the Pennsylvania Early Learning Standards that will be reflective of best practice and that is supported by research.

1. Student Data

a. Screening

- Measures To Be Administered:

Grade	Screening Measure	Essential Element(s) Assessed
Preschool	- The Ages and Stages Questionnaire 3 (ASQ-3) - The Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ: SE-2)	- Adaptive, Personal/social, Cognitive, communication and motor - Affect, self-regulation, compliance, social-communication, adaptive functioning, autonomy, and interaction with people

- Evidence of Reliability and Validity of Measures:
The Ages and Stages Questionnaire 3 (ASQ-3) and the Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ: SE-2). Initially developed in 1995 the ASQ-3 has gone through 3 total revisions; the second revision occurred in 1999 and the third revision in 2009. Data collection is in place through 2020 for a fourth edition. The ASQ:SE-2 was developed in 2002 and a second revision occurred in 2015. Validity is based on the standardized format and professional training to use the instrument consistently. The primary function of the screening is to identify children who may have a disability or delay; this tool is unique due to the input required from guardians to complete the screening.
- Timeline (When will the measures be administered?):
- The Ages and Stages Questionnaire 3(ASQ-3) and the Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ: SE-2) is administered within the first 45 days of enrollment.
- Students (Which students will be screened?):
All students enrolled will be screened. Screening is conducted within 45 days of enrollment and any child who does not meet the passing score is referred to EI for further evaluation.
- Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):
Disabilities Specialist: Robin Fanelli

- **Assessment Team Members:**
The Ages and Stages Questionnaire 3 (ASQ-3) and the Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ: SE-2) is administered by teachers.
- **Plan for continued validity and fidelity of administration (New staff to grade level):**
New Staff meets with disabilities specialist upon hire to learn how to administer The Ages and Stages Questionnaire 3 (ASQ-3) and the Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ: SE-2).
- **Data Entry (Who will perform the function? Who can be trained as a back-up person?):**
Teachers are trained to administer The Ages and Stages Questionnaire 3 (ASQ-3) and the Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ: SE-2).
- **Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):**
Cost of The Ages and Stages Questionnaire 3 (ASQ-3 forms, booklets and screening kits).
- **Funding Source:**
Head Start State Supplemental/PA PreK Counts/Federal

Progress Monitoring

- **Target Students:**
All Students
- **Frequency of Progress Monitoring:**
Weekly/monthly/3 times per year

Measures:

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
Preschool	Key Developmental Indicators	Comprehension, speaking, vocabulary, phonological awareness, alphabetic knowledge, reading, print concepts, book knowledge and writing
Preschool	Individual Goals	Language and Literacy
Preschool	Teaching Strategies Gold	Listening, speaking, reading, and writing
Preschool	Language Acquisition Chart	Stages of language acquisition for DLL
Preschool	Writing Journals	Stages of writing, written expression and alphabet knowledge
Preschool	Portfolio	Writing samples reflective of stages of writing

- **Evidence of Reliability and Validity of Measures:**
Findings supporting the validity of the High/Scope preschool model come from the High/Scope Training of Trainers Evaluation, the High/Scope Perry Preschool study, the High/Scope Preschool Curriculum Comparison study, the Head Start Family and Child Experiences Survey, and five other studies.
The Teaching Strategies Gold is a curriculum-embedded, criterion-referenced performance assessment that is intended to document and evaluate what children are learning and have begun to master by providing information to teachers about individual students' academic, personal and social, and other cognitive and non-cognitive achievements. The validity of test scores refers to the accuracy of inferences or decisions based on them. Varied types of evidence are relevant when establishing validity such as criterion-referenced interpretation and concurrent and predictive validity.
- **Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):**

Education team: Kelly Chamberlain, Judy Davitt, Robin Fanelli, Melisa Ferrari, Karen Laidacker, and Crystal Snarski.

Teaching Strategies Gold training conducted by Crystal Snarski.

- **Assessment Team Members:**
Teachers complete weekly KDI's (Key Developmental Indicators), monthly individualizations and tri - annual Teaching Strategies Gold checkpoints.
- **Plan for continued validity and fidelity of administration (New staff to grade level):**
Upon hire, new staff is trained on the High Scope curriculum, which includes KDI's and individualizations. Specialists monitor on an ongoing basis to ensure continued validity and fidelity. In addition, new staff receives Teaching Strategies Gold and child observation training.
- **Data Entry (Who will perform the function? Who can be trained as a back-up person?):**
Teachers
- **Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):**
Purchasing license through Teaching Strategies, LLC for Teaching Strategies Gold. Printing costs for KDI, Individualization, portfolios and Language acquisition charts. Writing journals from Becker's School Supplies.
- **Funding Source:**
Federal/Head Start State Supplemental/PreK Counts
- **Process for Assessing (e.g., How quickly can this assessment take place?):**
Teachers begin documenting KDI's in September and Individualizations in October. One KDI is documented weekly per child and 2 Individualizations per child monthly until school ends in May or June. Teaching Strategies Gold data is completed in October, February, and May. Writing journals and portfolio is ongoing throughout the school year.

c. Formative Assessments

- Skill Inventories
 - **Target Students (Criteria for determining who will receive diagnostic testing):**
All transitioning children into Kindergarten
 - List Skill Inventories

Target Skill Area	Skill Inventory
Language/Literacy, Social/emotional, physical, cognitive	Kindergarten Readiness Checklist
Language/Literacy, Social/emotional, physical, and cognitive	Teaching Strategies Gold

- Diagnostics
 - **Target Students (Criteria for determining who will receive diagnostic testing):**
All children that will transition to Kindergarten
 - List Standardized Diagnostic Measures:

Target Skill Area	Diagnostic Measure	Evidence of Reliability and Validity
Listening Comprehension, Vocabulary, Phonological Awareness	GRADE (Used previously during KTO grant)	Approved by Office of Child Development and Early Learning

- Curricular (Core/Supplemental Assessments)
 - Standardized Measures:

Grade	Standardized Measure	Essential Element(s) Assessed
Preschool	Teaching Strategies Gold	Language/Literacy, Gross Motor, Cognitive, and Social/Emotional
Preschool	GRADE	Language/Literacy

- Timeline
Final data collected in May each year
- Assessment Team:
Teachers
- Funding Needs (Expenses for purchasing measures, data collection, data entry, etc.):
Purchase of Teaching Strategies Gold license through Teaching Strategies, LLC. Printing cost for kindergarten readiness checklist.
- Funding Source:
HSSAP/PreK Counts/Federal/KtO

2. Process Data

a. Environmental Assessments:

Grade/Age	Assessment	Frequency
Preschool	Early Childhood Environmental Rating Scale	At least once each year
Preschool	Classroom Assessment Scoring System (CLASS)	At least once each year

b. Evaluation and Observation:

- Frequency: Fall and Spring depending on agency's assessment requirements.
- Who: Education team
- Debrief: Monitor summary sheet completed documenting strengths and follow up required. Follow up between teacher, and specialist occurs once assessment is complete.
- Plan for monitoring: Staff have specified amount of time to complete action taken section of monitor summary sheet. Action taken is reviewed by center manager and returned to specialist.
- Plan for maintaining validity and fidelity; inter-reliability: Specialists complete annual CLASS recertification and attend ongoing training.
- Funding Source:
- HSSAP/PreK Counts/Federal

3. Perceptual Data:

- Plan for Collection of Perceptual Data

Target Audience	How?	Date/Frequency	Person(s) Responsible
Families	Family Interest Survey	Beginning of year	Teacher collects survey to obtain information about the family/child.
Parents	Parent Survey	Spring	Parents complete survey annually on their child's classroom Head Start experience.

- Data-Based Decision Making:

- a. How will data be used to make decisions at the systems level?
 - Curriculum-Lesson planning form revision
 - Resource allocation (schedule, title staff, staffing)
 - Professional development- Teaching Strategies Gold, Literacy and intentional teaching training
- b. How will data be used to make decisions at the building level?
 - Curriculum
 - Resource allocation (schedule, title staff, staffing)
 - Professional development
- c. How will data be used to make decisions for instructional groups and individual students?
 - Plan for data-driven decision making at the class/student level
 - Data Analysis Teachers analyze classroom outcome data and make decisions on environmental materials, interactions, and daily lesson planning and child goals.
 - Teachers receive classroom level data three times a year to plan for small and large group instruction. Data is provided after checkpoint periods have been completed.

Part C: Instruction and Intervention (Preschool)

“Oral language is the foundation for literacy development (PaCLP).”

“Differentiation of instruction is key to enhancing students’ ability to learn (PaCLP).”

“Fostering engagement and academic resiliency are keys to developing literate students (PaCLP).”

The Pennsylvania Comprehensive Literacy Plan best practice includes differentiated instruction as a key component in multiple learning theories. The knowledge, abilities, skills, and interests that students bring to the classroom are varied. In order to ensure that they know and are able to do what is expected of them, our agency needs to provide quality instruction that is aligned to learning outcomes. Currently we have a curriculum and assessment that promotes a literacy rich environment, but our goal is to close the achievement gap by adopting a literacy curriculum and assessment that allows for differentiated instruction that identifies and matches the literacy needs of individual students. Action steps to achieve our goal include researching and choosing an appropriate literacy curriculum and assessment that will align with our current curriculum and the Pennsylvania Early Learning Standards that will be reflective of best practice and is supported by research. In addition, professional development opportunities need to be provided to ensure teachers understand how to effectively implement the literacy curriculum and assessment and how to use the data to further guide instruction. It is our intention to hire a literacy coach to offer additional support and guidance in the classroom to both teachers and students.

1. Tiered Instructional Model

a. Tier I: Core Instruction

Plan for Core Instruction

*See below for Sample Daily Schedule

Based on data research and positive end results throughout the state and nation, we believe that the implementation of our developed literacy program will help prepare our students to be better able to read and comprehend. Luzerne County Head Start classrooms run for 5 hours and 40 minutes; this provides children with 1020 hours of service during a school year.

Greeting and Circle Time: 15 minutes

Breakfast: Family Style – 30 minutes

PATHS Time: 10 minutes

Planning/Work Time/Recall – 1.5 hrs.

Small Group – 15 minutes

Outdoor Time – 40 minutes

Music/Movement – 20 minutes

Story time – 15 minutes

Lunch – Family Style – 30 minutes

Center Time- 1. 15 hours

Departure-10 minutes

Differentiated Instruction

- Instructional Grouping for Small Group Differentiation:

Grade	How? Within-Class, Cross- Class, Cross-Grade	Frequency	Person(s) Responsible
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Preschool	Within class	Daily	Teacher
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- Criteria for Small Group Formation During Reading Block:
Age and ability

b. Tier 2: Supplemental Instruction

Research-Based Supplemental and Intervention Programs:

Program	Grade	Essential Element(s) Addressed	What Assessment Qualifies the Need for Program/Resource?
Early Intervention	Preschool	IEP goals	Ages and Stages Questionnaire-3
			Speech and language assessments
	Preschool	Individualized goals – one on one basis	Teaching Strategies Gold and the IEP goals

c. Tier 3: Intensive Supplemental Instruction

Research-Based Supplemental and Intervention Programs

(Currently there are no supplemental or intervention programs for tier 3)

2. Instructional Delivery

a. Research-based Instructional Practices

- Define the components of literacy at each grade level (application of CCSS and literacy research).
Receptive and expressive language, phonological awareness, print concepts, and early writing.
- Define expectations for instructional delivery (systematic, explicit instruction, multi-sensory, technology).
Provide multi-sensory materials and hands-on activities based on the interests and developmental level of the children.
- Define expectations for student engagement.
Students should be actively engaged in the activities and with the materials for optimal learning.

b. ELL and Multi-cultural:

- Plan to meet various cultures and linguistic backgrounds (Valuing the home language)
Providing diverse materials, books, and professional development.
Utilizing information on the family interest survey to plan multicultural activities. Families are encouraged to share their culture through volunteering and initiating activities.
- Plan for meeting the needs of ELL students
Use of the Language acquisition chart, interpreters, bi-lingual staff, translating of written materials, classroom environment, materials, books, and family interest survey.
- Provide for multiple perspectives, experiences, and opportunities to increase student learning.
Field trips, guest speakers, parent volunteers and the diversity of the student and staff population in the classroom.

c. Plan for teaching reading across the content areas:

- Literacy is integrated cross-curricular.
- d. Plan for monitoring instruction and delivery:
Monitoring lesson plans, ELL Environment checklist, Language acquisition chart and observations.

Part D: Leadership (Preschool)

...to enhance literacy learning of students there must be shared responsibility of educators, parents and caretakers and the broader community (PaCLP)."

There must be high expectations for all learners and the belief that all are capable of gaining literacy skills that enable them to be successful as adults (PaCLP)."

1. Agency Leadership

a. Role of Agency leadership in:

- Communicating the Mission, Vision, Core Values and Goals to all stakeholders.
Executive Director will present literacy plan to policy council and the board.
- Monitoring, evaluating and modifying the implementation of the Literacy Plan
Executive Director and early childhood development team
 - Assessment Plan
 - Secure funding to obtain Literacy Curriculum (2013-2014 school year)
 - Secure funding to obtain literacy coach to mentor staff and model teaching strategies. (2013-2014 school year)
- Monitoring, mentoring and coaching building leadership in implementation of Literacy Plan; include strategies
Secure funding to obtain building literacy coach to mentor staff and model teaching strategies.
Ensuring shared ownership by periodically report status/updates to executive director, policy council and the board.

b. Role of center leadership in:

- Communicating the Mission, Vision, Core Values and Goals to all stakeholders
Early childhood team and center managers will present literacy plan to center staff.
- Monitoring, evaluating and modifying the implementation of the Literacy Plan
Early childhood development team, center managers, and teachers.
 - Assessment Plan.
 - Secure funding to obtain literacy curriculum.
 - Secure funding to obtain literacy coach to mentor staff and model teaching strategies.
- Monitoring, mentoring and coaching building leadership in implementation of the Literacy Plan; include strategies
Secure funding to obtain building literacy coach to mentor staff and model teaching strategies.
- Define Early Childhood Team Involvement in Reading Activities:
 - Participation in teacher professional development

Once funding is obtained and literacy curriculum is purchased, the early childhood team will look to curriculum companies' technical assistance to schedule professional development opportunities.

Once funding is obtained and literacy curriculum is purchased, the early childhood team and teachers w providing professional development to assistant teachers. (Originally planned for 2013-2014 and 2014-2015 school years. Future dates need to be determined.)

- Participation in process steps (data analysis, instructional planning, review of progress monitoring, grade level meetings):
 - Observations of Implementation of newly funded literacy curriculum and assessment: Frequency will be 3 times per school year or more frequently if needed
 - Analyze data from child outcomes
 - Analyze from assessment tool of newly purchased literacy curriculum
 - Ensuring shared ownership
 - Early childhood team and center managers will monitor education staff
 - Define and schedule Mentor Coach, Literacy Coach to support staff and students:
 - Literacy Coach will mentor teachers and assistant teachers monthly (2013-2014 school year)
- c. Role of coaches in supporting the literacy plan:
 Literacy coach will attend professional development with center staff and mentor staff/model strategies. Literacy Coach will work with the early childhood team to review student data to develop differentiated coaching opportunities.
- d. Role of birth to five team
- Participants/Members:
 - 15 teachers at the Beekman Street Center
 - 4 teachers from PreK Counts classrooms in Wilkes-Barre Area School District
 - 2 teacher from the Plains Center
 - Objectives of birth to five team:
 - Implement existing literacy curriculum and assessment in order to narrow the achievement gap and increase outcomes in phonemic awareness and use of expanded vocabulary. Implement literacy coach to mentor staff and model teaching strategies in order to narrow the achievement gap and increase outcomes in phonemic awareness and use of expanded vocabulary.
 - Plan for Meetings and coach/teacher planning

Attendees	Date/Time (List each meeting separately)	Location	Topic for Discussion	Facilitator
Teachers	Teachers meetings held in fall, winter and spring	Beekman Street	Curriculum, assessment, literacy topics; phonemic awareness, expanded vocabulary	Early Childhood team
Coaches and teachers	Monthly meetings	To be held at Beekman Street, Plains or PreK Counts center where staff is located	Language and literacy; teaching strategies	Literacy Coach

Part E: Professional Development (Preschool)

“Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners (PaCLP).”

“Teachers must be able to plan instruction that accounts for the differences that exist in students’ skills, interests, cultures, and experiential backgrounds (PaCLP).”

1. Process for Determining Agency PD Needs: (refer to student, process, perceptual and demographic data)

- Identified priorities, include brief explanation for priority:
 - New literacy curriculum and assessment
 - Phonemic awareness
 - Expanded vocabulary

2. Plan Professional Development for early childhood team and center leaders

Program/Topic	PD Provider	Number of Days	Participants	Dates
Literacy curriculum and assessment	Publisher	1-2	Early childhood team and center leaders	Completed Fall 2013-Fall 2014
Phonemic awareness	Publisher/Ed. Consultant	1-2	Early childhood team and center leaders	Completed Fall 2013-Fall 2014
Expanded vocabulary	Publisher/Early childhood staff	1-2	Early childhood team and center leaders	Completed Fall 2013-Fall 2014

3. Plan Professional Development for Coach

Program/Topic	PD Provider	Number of Days	Participants	Dates
Effective coaching strategies and techniques	Publisher/Early childhood staff	1-2	Coach	Completed Fall 2013-Spring 2014
Literacy curriculum and assessment	Publisher/Early childhood staff	1-2	Coach	Completed Fall 2013-Spring 2014
Expanded vocabulary	Publisher/Early childhood staff	1-2	Coach	Completed Fall 2013-Spring 2014
Phonemic awareness	Publisher/Early childhood staff	1-2	Coach	Completed Fall 2013-Spring 2014

4. Plan for Professional Development for teachers:

Program/Topic	PD Provider	Number of Days	Participants	Dates
Literacy curriculum and assessment	Publisher/Early childhood staff	1-2	Teachers	Completed Fall 2013-Fall 2014
Phonemic awareness	Publisher/Early childhood staff	1-2	Teachers	Completed Fall 2013-Fall 2014
Expanded vocabulary	Publisher/Early childhood staff	1-2	Teachers	Completed Fall 2013-Fall 2014

5. Plan for Professional Development for assistant/associate teachers:

Program/Topic	PD Provider	Number of Days	Participants	Dates
Literacy curriculum and assessment	Early childhood team	1	Assistants/associates	Completed Fall 2014
Phonemic awareness	Early childhood team	1	Assistants/associates	Completed Fall 2014
Expanded vocabulary	Early childhood team	1	Assistants/associates	Completed Fall 2014

6. Plan for Professional Development for substitute teachers:

Program/Topic	PD Provider	Number of Days	Participants	Dates
Literacy curriculum and assessment	Early childhood team	1	Substitutes	Completed Fall 2014
Phonemic awareness	Early childhood team	1	Substitutes	Completed Fall 2014
Expanded vocabulary	Early childhood team	1	Substitutes	Completed Fall 2014

7. Professional Development Plan for New Staff:

Program/Topic	PD Provider	Number of Days	Participants	Dates
Literacy curriculum and assessment	Early childhood staff	1	New Staff	Upon hire
Phonemic awareness	Early childhood staff	1	New Staff	Upon hire
Expanded vocabulary	Early childhood staff	1	New Staff	Upon hire

8. Plan for Building Capacity with In-agency trainers
Early Childhood team

9. Plan for ongoing support and coaching
Early Childhood Team is now comprised of 6 specialists as of July 2018.

10. Plan for Professional Development funding
Funding Source: HSSAP/PreK Counts/Federal

11. Define the role of the center leader in supporting professional development; include monitoring, mentoring and coaching.

Monitor three times per school year and provide feedback to early childhood team and teachers for ongoing professional development and goal setting.

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

1. Process for communicating Plan to all stakeholders:

- a. Plan to obtain buy-in (Mission, Vision, Core Values and Goals)
The Early Childhood team will present and discuss the literacy plan to all administrative staff at the Administrative meeting.
- b. Plan for buy-in and commitment to Literacy Plan
Executive Director will present and explain literacy plan to policy council and the board.
- c. Develop timeline for completion of:
Early childhood team and executive director will present literacy plan to admin. Staff, policy council, and board for fall 2020. Director of Education will present to instructional staff, center manager, and community for fall 2020.
- d. Sharing with board:
Executive Director will present and explain literacy plan to policy council and the board.
- e. Sharing with instructional staff:
Director of Education will present literacy plan to teachers and center managers at their staff meeting.
- f. Sharing with community:
Head Start will include information in the annual program report.
- g. Schedule/Process for monitoring, evaluating and modifying the action plan (barriers and action steps to overcome):
The early childhood team will review, evaluate and modify the action plan 3x per year (fall, winter and spring).

2. Plan for Reporting/Sharing Student Performance Data to Stakeholders

- a. Executive Director:
Early childhood specialist will present child outcome data that reflects student performance.
- b. Head Start Board and Policy Council:
Executive Director will present child outcome data that demonstrates student performance to the board and policy council.
- c. Parents:
Teacher will review child's assessment data at parent teacher conferences (2x per school year).
- d. Community:
Data will be included in the annual program report.

3. Plan for Hiring Practices to Sustain the Literacy Curriculum:

Partner with a literacy coach to mentor teachers and Asst. teachers individually.

Part G: Action Plans (Preschool)

Literacy Goals Planning Sheet

Goal:

1. **Phonological Awareness: 3 year olds: WB Area/Agency**
 - 96% of 3 year olds will be proficient in phonological awareness by spring reporting 2021. Outcomes obtained from Teaching Strategies Gold Literacy Objective 15.
2. **Use of language to express thoughts and needs: 3 year olds: WB Area**
 - 92% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2021. Outcomes obtained from Teaching Strategies Gold Language Objective 9.
3. **Use language to express thoughts and needs: 3 year olds: Agency**
 - 91% of 3 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2021. Outcomes obtained from Teaching Strategies Gold Language Objective 9.

Date for achieving goal: Spring 2021

Today's Date: June, 24, 2020

Rewards for achieving the goal: (What would it mean for students? Teachers? Administrators? Community?)

- Higher percentage of students will attain proficiency in phonological awareness on 4-year old assessment.
- Higher percentage of students will attain proficiency in using expanded vocabulary and language for a variety of purposes on 4 year old assessment.
- Teachers will become more intentional when planning to meet student's needs.
- Children's success will aide in development of love for learning.
- Teachers will feel successful and more confident in their teaching abilities.
- Administrators feel confident in the high quality of the program and the support provided to teachers.
- Successes can be shared with the community through various avenues.

Consequences: (What will happen if you don't achieve your goal?)

- Higher percentage of students at risk in phonological awareness on 4 year old assessment.
- Higher percentage of students at risk in using expanded vocabulary and language for a variety of purposes on 4 year old assessment.
- Increase in achievement gap.
- More interventions, time, and resources required.
- Administrators need to review professional development being offered to staff.
- Lack of success will be shared with community.

Barriers: (Why haven't you achieve this goal?)

- Training opportunities

- Teacher Knowledge
- At risk population

Plan for overcoming each barrier to reach your goal:

<u>Barrier</u>	<u>Possible Solutions</u>	<u>Action Steps</u>	<u>Date</u>	<u>Person(s) Responsible</u>
Training opportunities	Small group and individual training opportunities	Assess child outcomes; schedule trainings accordingly based on phonological and vocabulary outcomes	August, October, February & Ongoing as needed	Education Team
Teacher Knowledge	Professional development, monitoring, mentoring	Utilize CLASS and ECERS as monitoring and training tools	Initial hire, complete monitoring 1x per school year	Education Team
At risk population	Parent outreach	Provide informational handouts/training opportunities/monthly contact and support, develop parent goals, provide resources	Throughout school year	Family worker Teacher

Goal:

4. Phonological Awareness: 4 year olds: WB Area

- 90% of 4 year olds will be proficient in phonological awareness by spring reporting 2021. Outcomes obtained from Teaching Strategies Gold Literacy Objective 15.
-

5. Phonological Awareness: 4 year olds: Agency

- 93% of 4 year olds will be proficient in phonological awareness by spring reporting 2021. Outcomes obtained from Teaching Strategies Gold Literacy Objective 15.
-

6. Use expanded vocabulary & language for a variety of purposes: 4 year olds: WB Area/Agency

- 94% of 4 year olds will be proficient in using expanded vocabulary and language for a variety of purposes by spring reporting 2021. Outcomes obtained from Teaching Strategies Gold Literacy Objective 9.

Date for achieving goal: Spring 2021

Today's date: June 24, 2020

Rewards for achieving the goal: (What would it mean for students? Teachers? Administrators? Community?)

- Higher percentage of students will transition to Kindergarten with a foundation for reading readiness.
- Higher percentage of students will transition to Kindergarten with strong communication skills.
- Higher percentage of students will transition to Kindergarten with the ability to use an expanded vocabulary.

- Teachers will become more intentional when planning to meet student's needs.
- Children's success will aid in development of love for learning.
- Teachers will feel successful and more confident in their teaching abilities.
- Administrators feel confident in the high quality of the program and the support provided to teachers.
- Successes can be shared with the community through various avenues.

Consequences: (What will happen if goal is not achieved?)

- Higher percentage of students transitioning to Kindergarten lacking foundation for reading readiness.
- Higher percentage of students transitioning to Kindergarten lacking strong communication skills.
- Higher percentage of students transitioning to Kindergarten with limited vocabulary.
- Increase in achievement gap.
- More interventions, time and resources required.
- Administrators need to review professional development being offered to staff.
- Lack of success will be shared with community.

Barriers: (Why haven't you achieved this goal?)

- Time for planning and training
- Teacher knowledge
- At risk population

Plan for overcoming each barrier to reach your goal:

<u>Barrier</u>	<u>Possible Solutions</u>	<u>Action Steps</u>	<u>Date</u>	<u>Person(s) Responsible</u>
Training opportunities	• Small group and individual training opportunities • Zoom training sessions to eliminate travel Record training for new staff to review or if staff missed training date.	Assess child outcomes; schedule trainings accordingly based on phonological and vocabulary outcomes	August, October, February & Ongoing as needed	Education team
Teacher knowledge	Professional development, monitoring, mentoring	Utilize CLASS and ECERS as monitoring and training tools	Initial hire, complete monitoring 1x per school year	Education team
At risk population	Parent outreach	Provide informational handouts/training opportunities/monthly	Throughout school year	Family worker Teacher

		contact and support, develop parent goals, provide resources		
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**Wilkes-Barre Area School District
K-12
Comprehensive Literacy Plan**

Part A: Assessment

“Effective assessment is a key component of quality teaching and learning and is important for literacy instruction and student learning (PaCLP).”

According to the PaCLP, research indicates best practices include formative, summative, diagnostic, and benchmark assessments. The data obtained should then be utilized to drive instruction and make data-driven decisions to improve student learning. In the Elementary Schools, we currently implement multiple means of assessments in order to gather the necessary data to improve student literacy achievement. Additionally we recognize that we need to add the following to address our areas of weakness. These weaknesses specifically are a lack of perceptual data, the need for a standardized benchmark assessment that is aligned, to common core standards for grades three to six, and a universal diagnostic assessment tool for all students entering the district. The following actions are suggested to close the gap between our current level of implementation and the PaCLP recommendations:

- The creation and utilization of parent, student, faculty, staff, and administration surveys. (i.e. a Likert scale survey)
- District quarterly assessments grades 3-11 or other standardized benchmark assessment which is aligned to Common Core standards.
- Dibels Next implementation to include grades K-2 or a similar universal diagnostic tool.

In the Junior and Senior Highs, schools have used PSSA/Keystone Data teams to evaluate performance levels of students for the purposes of school improvement plans. The method of communication for these plans varies from school to school. Enrollment screening, benchmark data, and standardized assessment scores can be utilized to more effectively identify student needs and placement.

PSSA/Keystone data teams can be expanded to provide strategies for teachers to address needs identified in the data, as well as drive professional development. The inclusion of content area teachers on these teams and the implementation of quarterly exams will help to achieve this goal. To address the needs of struggling students in the general population, the district should implement an intervention system based on data that will provide the student with the resources required for success.

The Pennsylvania Comprehensive Literacy Plan says that effective assessment is a key component for literacy instruction. The district realizes the importance of implementing data-driven instruction to drive instructional practices and improve student learning. The district currently makes such decisions based on the implementation of the DIBELS Next testing and PSSA/Keystone scores. Based on current data, the district develops interventions to assist struggling learners to meet literacy achievement.

To close the gap, the district would benefit from data-driven decision making across all grade levels with fluency.

- Skill focused instruction to meet needs of students.
- Small group instruction based on needs.
- Grade level or department meetings to analyze data and chart student progress.
- Professional development meetings.
- Skills inventories and diagnostic tests for at risk students across various groups.

- Additional intervention specialists to provide additional instructional delivery (Reallocation of resources).

The Wilkes-Barre Area School District monitors the progress of ELLs by implementing various policies and procedures regarding participation in comprehensive standardized testing. The WIDA Access for ELL's test is administered annually to assess the English language proficiency levels of all LEP students. This test addresses the English language standards and incorporates the model performance indicators (Can Do descriptors) for ELL students at four different grade level clusters and five different content areas within each of the four language domains of listening, speaking, reading and writing. Results are used to determine the student's tier level for instructional purposes, to assess student progress including an annual comparative review of demonstrated proficiency level performance, and to determine possible exit from the ESL program. In addition, PSSA tests are administered annually to ESL students. Testing results are monitored closely, curriculum adjustments are made accordingly and results are reported in a timely manner to parents and guardians. Other measures of growth and achievement used include calculations of ACCESS for ELLs Percentile Growth in language proficiency as developed by the WIDA Consortium as well as use of emetric to compare the PSSA reading proficiency of elementary ELLs with those students in the District's general reading program. In conjunction with testing results, teacher observations, student progress reports, report cards, emetric data, DIBELS, attendance, ELL population statistics etc. along with anecdotal data are considered when evaluating adequate yearly progress and language acquisition of ESL students.

1. Student Data

Elementary Assessment Plan

a. Screening

- Measures To Be Administered:

Grade	Screening Measure	Essential Element(s) Assessed
K-2	DIBELS Next	Phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

- Timeline (When will the measures be administered?):
Benchmark Testing Fall/Winter/Spring
- Students (Which students will be screened?):
All K-2
- Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):
Title I District Literacy Leader K-2
- Assessment Team Members:
All Intervention Specialists; Curriculum Coordinator; Curriculum Director; Guidance Counselors
- Plan for continued validity and fidelity of administration (New staff to grade level):
Title I District Literacy Leader K-2 or Building Literacy Leader will train all personnel new to the grade levels or assessment teams.
- Data Entry (Who will perform the function? Who can be trained as a back-up person?):
District level technology person; Title I District Literacy Leader K-2; Building Literacy Leader

b. Progress Monitoring

- Target Students:

Students requiring strategic or intensive interventions

- Frequency of Progress Monitoring:
Depending on severity of need 1-4x monthly:
- Intensive Need for Support: weekly
- Strategic Need for Support: bi-weekly
- Core Need of Support: once per month

Measures:

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	First Sound Fluency	Phonemic Awareness
K	Phonemic Segmentation Fluency	Phonemic Awareness
1	Nonsense Word Fluency	Alphabetic Principle
1	Oral Reading Fluency	Oral Reading
1	Retell – EOY Benchmark	
2	Nonsense Word Fluency	Alphabetic Principle
2	Oral Reading Fluency	Oral Reading
2	Retell	

- Assessment Team Members:
Classroom Teachers progress monitor. Building Literacy Leaders, Intervention Specialists, Title I District Literacy Leader K-2
- Plan for continued validity and fidelity of administration (New staff to grade level): Title I District Literacy Leader K-2 or designee will train all personnel new to the grade levels or assessment teams.
- Data Entry (Who will perform the function? Who can be trained as a back-up person?):
District Level Technology person; Title I District Literacy Leader.
- Process for Assessing and Placing New Students (e.g., How quickly can this assessment take place?):
As a new student is registered in their home school, the Building Literacy Leader will be immediately notified. Testing takes place as soon as the student demographic data is entered into Skyward Student Management System.

c. Formative Assessments

Skill Inventories

- Target Students (Criteria for determining who will receive diagnostic testing):
Students in grades K-2 who are identified at risk are provided specific skill inventories based upon areas of need.
- Following administration of skill inventories students are provided small group interventions based upon their needs.
- List Skill Inventories:

Target Skill Area	Skill Inventory
Phonological Survey	Really Great Reading Company
Phonics	Quick Phonics Screener

Diagnostics

- Target Students (Criteria for determining who will receive diagnostic testing):
Grades K-2
- List Standardized Diagnostic Measures:

Target Skill Area	Diagnostic Measure	Evidence of Reliability and Validity
Phonemic awareness, accuracy and fluency with connected text, reading comprehension, and vocabulary	Dibels Next	Amplify/mclass

Curricular (Core/Supplemental Assessments)

Grade	Tier	Source	Title	Purpose
3-12	1	District Made	Common District Assessments	Evaluate mastery of curriculum as presented by data
3-12	1	Teacher Made/Publisher Made/SAS Website	Chapter/Unit Assessments	Evaluate mastery of curriculum presented to date. Adjust instructional practices accordingly.
K	1	District Made	Kindergarten Portfolio	Evaluate mastery of curriculum

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

- Standardized Measures:

Grade	Standardized Measure	Essential Element(s) Assessed
3-6,	PSSA	State Reading Standards
3-6,	PASA	

2. Process Data

a. Environmental Assessments:

Grade/Age	Assessment	Frequency
K-2	iAspire	2x Yearly (Fall & Spring)
K-2	Enrichment Informal Observation	On an as needed basis

Evaluation and Observation:

- Frequency – 2x
- Who- Administrators
- Debrief – Teachers & Administrators
- Plan for monitoring – Feedback given and follow-up observations
- Plan for maintaining validity and fidelity; inter-reliability – Consistency in administrator and teacher training and communication.

Walk-Throughs:

- Ongoing
- Who – Administrators
- Feedback – Teachers & Administrators
- Plan for monitoring – Feedback given and follow-up observations
- Plan for maintaining validity and fidelity; inter-reliability – Consistency in administrator and teacher training and communication.

3. Data-Based Decision Making:

- How will data be used to make decisions at the systems level?
 - Curriculum – Needs based dependent upon strengths and weaknesses identified
 - Resource allocation (schedule, title staff, staffing) Needs based dependent upon strengths and weaknesses identified
 - Professional development – Needs based dependent upon strengths and weaknesses identified
- How will data be used to make decisions at the building level?
 - Curriculum – Review and update based upon data
 - Resource allocation (schedule, title staff, staffing) – Needs based dependent upon strengths and weaknesses identified
 - Professional development – Differentiate based upon strengths and weaknesses identified through data
 - Data to make instructional decisions for students.
- How will data be used to make decisions for instructional groups and individual students?
 - Plan for data-driven decision making at the class/student level
 - Data Analysis: Within two weeks of the administration of DIBELS Next, teachers meet in grade level teams at each building to analyze the data. Students who require additional skill inventories are identified.
 - Following the administration of the skill inventories, grade level teams at each building form small groups that are skill focused for interventions.
 - The goal is for intervention groups to meet daily.
 - Student Intervention Response Session (SIRS) Fall/Winter Session
- Support the role of the building leader in the data collection, analysis and application of the data to improve instruction.
 - Instructional Planning

Grade	Data	Necessary Data
K-2	Within 2 weeks of the BOY and MOY Benchmarks	DIBELS Next, Skill Inventories
3-6	Within 3 weeks of assessments	Projected use of common district assessments

Progress Monitoring (refer to b under Student Data: Progress Monitoring)

Grade	Risk Level	Measure Monitored	Frequency
K-2	Blue/Green Core	FSF, PSF, NWF, DORF	1x per benchmark
K-2	At-Risk Core (Bubble)	FSF, PSF, NWF, DORF	Monthly
K-2	Strategic	FSF, PSF, NWF, DORF	2x per month
K-2	Intensive	FSF, PSF, NWF, DORF	Weekly

1. Student Data

Junior and Senior High Assessment Plan

a. Screening

Currently PSSA is the tool used to determine student progress towards state standards.

b. Progress Monitoring

- Process for Assessing and Placing New Students (e.g., How quickly can this assessment take place?):
- A system is not currently in place for general education.

c. Other Formative Assessments

1. Skill Inventories (Currently not in place for general education.)

- Target Students (Criteria for determining who will receive diagnostic testing):

2. Diagnostics

- Target Students (Criteria for determining who will receive diagnostic testing):
Grades 7-12
- List Standardized Diagnostic Measures:

Target Skill Area	Diagnostic Measure	Evidence of Reliability and Validity
PA State Reading Standards	PSSA	

○ Curricular (Core/Supplemental Assessments)

Grade	Tier	Source	Title	Purpose
7-12	1	District Made	Common District Assessments	Evaluate mastery of curriculum presented to date
7-12	1	Teacher Made/ Publisher Made/ SAS Website	Chapter/Unit Assessments	Evaluate mastery of curriculum presented to date. Adjust instructional practices accordingly

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

- Standardized Measures:

Grade	Standardized Measure	Essential Element(s) Assessed
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7,8	PSSA	State Reading Standards
9-12	Keystone Exams	State Reading Standards
7,8	PASA	

2. Process Data

a. Environmental Assessments:

Grade/Age	Assessment	Frequency
7-12	Teacher Effectiveness Tool	20% of faculty

b. Evaluation and Observation:

- Frequency
- Who
- Debrief
- Plan for monitoring
- Plan for maintaining validity and fidelity; inter-reliability

c. Walk-Throughs:

- Frequency
- Who
- Debrief
- Plan for monitoring
- Plan for maintaining validity and fidelity; inter-reliability

3. Data-Based Decision Making:

- How will data be used to make decisions at the systems level?
 - Curriculum – Content adjustments based on data from quarterly and PSSA Assessments
 - Resource allocation (schedule, title staff, staffing)
 - Professional development
- How will data be used to make decisions at the building level?
 - Curriculum
 - Resource allocation (schedule, title staff, staffing)
 - Professional development
- How will data be used to make decisions for instructional groups and individual students?
 - Plan for data-driven decision making at the class/student level
 - Data Analysis
 - Student Intervention Response (SIRS)
- Define the role of the building leader in the data collection, analysis and application of the data to improve instruction.

Grade	Date	Necessary Data
7-12	October	PSSA
7-12	End of Quarter	Quarterly Assessments
		Keystones

- Instructional Planning

Grade	Date	Necessary Data
7-12	End of 1 st quarter	Previous year's PSSA data
7-12	Quarterly	Quarterly assessments
		Keystones

Perceptual Data:

1. What are our goals?

We would like to collect data from students, teachers, administrators, and parents in the elementary, Jr. high, and high school settings based on their perceptions regarding our school district and their individual schools.

2. What do we want to learn/know?

We would like to know how teachers feel about their school's environment, academics, communication, and self-reflection as well as their school's approach to literacy. In addition, we would like to know how teachers feel about those topics as they relate to the school district.

We would like to know how administrators feel about the district in regard to its environment, academics, communication, self-reflection, and its approach to literacy.

We would like to know how parents feel about their child's school environment, academics, communication as well as their own self-reflection.

We would like to know how students feel about their school's environment and academics.

3. What is our plan for the data collected?

We would like the data to be shared with teachers, administrators, parents, and students. Results could be shared during building/district in-services. At these in-services, we would propose recommendations to address the results learned from the data. We will post results on the Wilkes-Barre Area website.

4. When will we do this?

We would like to extend the window for completing student surveys by the end of May 2016 so that results can be compiled before the school year ends or through the summer. Results can then be posted for the beginning of the 2015-2016 school year for parents and students to view. We will begin meeting with teachers and administrators to share results at start of school year.

(a) These goals were part of the KTO grant that concluded in 2016.

(b) 2016 to present - Parent and Family Engagement events utilize literacy surveys for feedback and literacy event decision making.

5. Why do we want to collect this data?

We feel by collecting and analyzing this data, we can determine both strengths and weaknesses in our district and in the individual schools. We would be able to determine what we are doing well and what we are not doing well. In looking at both strengths and weaknesses, we will be able to make changes to our environment, academics, communication, and approach to literacy where needed.

6. How will we collect this data?

We will use a Likert scale perception survey either through Survey Monkey or Google to collect building and grade level specific data for all participants. We will also have hard copies for those that do not have access to a computer or those that prefer to work with a hard copy. The surveys will be anonymous and results will be compiled and analyzed by the perception survey team and a member of our technology department.

7. See District Website for Parent Survey Questions under Federal Programs.

8. Plan for Collection of Perceptual Data

Target Audience	How?	Data/Frequency	Person(s) Responsible
Internal Stakeholders	Survey Monkey	As needed	Technology Department
External Stakeholders	District Website/Survey Monkey	As needed	Technology Department

Part B: Instruction and Intervention

“Oral language is the foundation for literacy development (PaCLP).”

“Differentiation of instruction is key to enhancing students’ ability to learn (PaCLP).”

“Fostering engagement and academic resiliency are keys to developing literate students (PaCLP).”

Tiered Instruction Model

The literacy plan aligns with the core mission of WBASD and assists the district in further achieving its literacy goals. The mission of the WBASD, a diverse and progressive educational system, is to nurture and enhance literacy development as well as to support the mission of providing purposeful authentic literacy instruction based on best practices. This mission is accomplished through both a dynamic, comprehensive curriculum and mutual collaboration among school, family and community, in order to create lifelong learners who are prepared to meet the challenges of the 21st Century.

Through research and the PACLP, concepts in instruction and intervention include the development of foundational skills which emphasize print concepts, phonological awareness, phonics, word recognition, and fluency. Students from K-6 should be able to link previous learning and new knowledge and have the ability to comprehend and evaluate deeper comprehension with instruction and word study and fluency. Research also indicates that differentiated instruction be implemented in order to meet all of the needs of all students. Currently, the WBASD has implemented sources that help meet the needs of students and their literacy goals. The current curriculum includes the use of data-driven instruction in order to recognize the achievement/progress of students, K-6. Included in the curriculum assessments are DIBELS K-2, and in Reading Streets in grades K-6. In order for the district to meet the PDE and the PACLP goals of the comprehensive literacy plan, the district needs to stay in alignment with the PA core standards, emphasize the importance of data information relating to the strengths and weaknesses based on the students’ performance. Instruction must be aligned to PA Core Standards and continually be revised based upon data. Also, it must be responsive through interventions necessary to meet all levels of students and their highest learning potential.

The current curriculum of the WBASD is aligned to the PA core standards. The WBASD acknowledges the district’s responsibility to each student and need for continuous growth and improvement. The district recognizes that quality teaching matters and that strategic, intensive, and focused literacy instruction accelerates student learning. Teachers must provide students with clear understood expectations and feedback, marking authentic connections to build on students’ strengths, while respecting individual student differences.

- This focus can be enhanced by increasing the emphasis on reading in the content area while increasing parent and community awareness and involvement in our literacy goals and provide support and additional resources.
- The WBASD aligns practices with the principle that literacy is a critical foundation for all learning through the use of relevant, efficient, and on-going professional development. Professional development will identify, organize, and deliver instructional strategies that are aligned to the Pennsylvania Core Academic Standards and PDE recommended best practices. The educators will be instructed on how to integrate literacy strategies into their classrooms in order to increase student achievement, based on best instructional practices and data-driven instruction with the goal of creating lifelong learners.

- In addition, the WBASD provides literacy workshops and opportunities to enhance stakeholder collaboration between school, family and community.

All learners are capable of gaining literacy skills. There is a system within the district that fully ensures students who are academically at risk or gifted are identified early and are supported by a process that provides interventions based upon student needs.

The following are processes and procedures implemented by the district to address the needs of all learners, in grades K-6.

1. Screening processes are in place to proactively identify students academically at risk, including Child Find, study teams, referral processes, staffing, The Otis-Lennon School Ability Tests. DIBELS data and PSSA results are used as well.
2. Diagnostic assessments are used to target appropriate interventions for students academically at risk.
3. An intervention infrastructure exists in the school, which identifies appropriate materials and resources that are linked to student needs at all three levels of RTI.
4. The school staff conducts ongoing monitoring of student progress based on appropriate data to determine the effectiveness of interventions.
5. School staff members adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.
6. Multiple criteria are used to assess and identify gifted and special education students for placement into specially designed instructional programs. Instruction is provided based on individualized education plans developed by multidisciplinary teams.

In the Wilkes-Barre Area School District, students are exposed to vocabulary instruction, comprehension strategies, and extended discussion as part of the 7th and 8th grade reading curriculum. Additionally, students in the English and reading classes write across a variety of text types in grades 7 through 12. In the English class, there is attention to both fiction and non-fiction. Some content area teachers also provide instruction practices incorporating non-fiction text. Communication attempts between the school and greater community have been made. Data to support literacy enhancement based on community involvement is limited.

Aspects of curriculum do support literacy across content areas, yet a more formal and consistent plan is required to increase student achievement across the curriculum. Several ways of achieving this goal have been identified including professional development focusing on reading comprehension strategies for all content areas that is consistently monitored. Next, alignment between curricular areas and scheduled classes to allow for cross-curricular instruction is necessary. Establishment of communication between the broader community and school population could bridge this gap.

Embracing cultural differences is celebrated in many ways throughout the school district. The school district works cooperatively with King's College through several Hispanic outreach programs. Curriculum materials incorporate a variety of cultural backgrounds reflected through the concepts and themes explored in daily content. Multicultural Clubs at all secondary schools value the differences amongst all community members. Opportunities for students of diverse backgrounds are included in-group activities that promote interaction-celebrating differences.

The district can enhance opportunities for students to gain a global perspective with a more consistent plan is required to increase student achievement across the curriculum. Several ways of achieving this goal have been identified including professional development focusing on reading comprehension strategies for all content areas that is consistently monitored. Next, alignment between curricular areas and scheduled classes to allow

for cross-curricular instruction is necessary. Establishment of communication between the broader community and school population could bridge this gap.

Through professional development and the implementation of PLCs, in the junior and senior highs, as well as a consistent method of monitoring, the district intends to establish high expectations for all learners. The development of grade-level planning teams and application of data-driven instruction along with modeled teaching practices will attempt to achieve this goal.

While literacy instruction is necessary in all content areas, the district recognizes that a more consistent implementation is required to achieve the goals of the literacy plan. To accomplish our vision/mission in literacy, collaboration among faculty from all content areas is needed to make data-driven decisions that will promote literacy. Additionally, the district should collaboratively evaluate the curriculum to identify gaps in literacy instruction to coordinate a meaningful sequence that emphasizes literacy. In order to facilitate this change, a focus on professional development, establishment of PLCs, and a system of data collection and evaluation is critical for success.

In order to continue the progress we have made in teaching students to read, we need to continue with what we are currently doing. We need to ensure that there is fidelity among all teachers in regards to delivery. In addition, we need to provide additional Tier II interventions throughout all grades. Finally, we need to supplement the core curriculum with skill based instruction. We must more consistently and effectively address skills that are heavily stressed in the PA Academic Standards for Reading, Writing, Speaking, and Listening. The key to this is implementation not only during reading class, but in a cross-curricular approach.

Our recommendations to close the gap are to implement research-based instructional practices across all classrooms.

- All classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.
- The administrative team has a working knowledge of effective instructional practices appropriate for all grade levels within the school.
- The administrative team holds all staff members accountable for consistent implementation of effective instructional practices.
- We will use data to identify the learning needs of staff and administration.

See Action Plans and targeted tasks at the end of the Literacy Plan.

Elementary Schools

1. Tiered Instructional Model

a. Tier I: Core Instruction: K-6 Reading Streets

Grade	Total Minutes	Minutes for Whole Group	Minutes for Small Group Differentiation	Core Materials (Research-based core)	Persons Responsible
K	120	105	Varied	Reading Street	Teacher
1	120	105	Varied	Reading Street	Teacher
2	120	105	Varied	Reading Street	Teacher
3-5	120	105	Varied	Reading Street	Teacher

*See School Schedules

Start Date for Reading Instruction:

- Kindergarten Day 4 of the school year
- Grades 1-5 Day 4 of the school year

End Date for Reading Instruction:

- Final Day of School Year

Plan for Monitoring Fidelity of Program Implementation:

- Classroom walkthroughs, modeling and coaching, peer observations, informal and formal observation

Various screening tools and formal and informal evaluations to include but not limited to:

- DIBELS Next (Acadience), Progress Monitoring and Edmentum: Exact Path
 - Each tool will be monitored and reviewed by district administration by checklist to confirm fidelity.
- Ongoing training for administrators to develop strategies for effective classroom walkthroughs to gather data.
- Analyze student achievement data on local and state assessments.
- Teachers and administrators will track weekly, bi-weekly, and monthly Progress Monitoring probes: Intensive – Weekly; Strategic – once every two weeks; Benchmark Students – once a month
- Kindergarten to 2nd Grade Teachers use intervention logs to track interventions utilized.
- Grade level teams conduct monthly data meetings to review intervention logs.

Differentiated Instruction of Core:

- Instructional Grouping for Small Group Differentiation:

Grade	How? Within-Class, Cross-Class, Cross-Grade	Frequency	Person(s) Responsible
K	Within-Class/Cross-Class	Daily	Classroom Teacher/Literacy Leader

1	Within-Class/Cross-Grade/Cross-Class	Daily	Reading Teacher/Literacy Leader
2	Within-Class/Cross-Grade/Cross-Class	Daily	Reading Teacher/Literacy Leader
3-5	Within-Class/Cross-Grade/Cross-Class	Daily	Teachers

Criteria for Small Group Formation During Reading Block:

- Ability based determined by DIBELS Screening, Edmentum: Exact Path, Student Data, Teacher Observation and Recommendation, PVAAS, eMetric
 - Ability groups range from two grade levels below to one grade level above age appropriate grades in an effort to meet all students' needs.

Timeline for Updating Standards Based Instructional Maps:

- Instructional maps are updated and reviewed annually
- Scope and sequence is revised annually.

Plan for Enhancing and the Core Program

- Title I Coaches will provide refresher training for all classroom teachers on use of the Literacy Pacing guide (Resource Documents) to ensure that essential skills are taught.
- Building administrators will monitor teacher fidelity of implementation of district-approved curriculum.
- Professional development will be provided on differentiated instruction and grouping/learning centers.
- All kindergarten teachers received classroom modeling and coaching provided by Step by Step Learning (SBSL) during the 2012-2013 academic year. Training will continue throughout the 2013-2014 academic year with the goal of providing this training for all teachers pending funding. All 1st grade teachers received classroom modeling and coaching provided by Step by Step Learning (SBSL) during the 2014-2015 academic year, & All 2nd grade teachers received classroom modeling and coaching provided by Step by Step Learning (SBSL) during the 2015-2016 academic year. All teachers received classroom modeling and coaching provided by Step by Step Learning (SBSL) during the 2016-2017 academic year.
- Teachers monitor and adjust instruction daily based on daily use of formative assessments.
*Schedule to provide push-in support from Reading Specialists during core instruction.
- Title I Specialists are scheduled to provide push-in/pull-out and whole group support during core instruction.
- Teachers will continue to receive professional development in best practices and differentiating instruction.
- All Kindergarten, 1st, and 2nd grade teachers received classroom modeling and coaching provided by the Title I District Literacy Leader and Building Literacy Leaders throughout the 2017-2020 academic years.

Timeline for Updating Pacing Goals:

- Plan for Enrichment – Pacing goals are updated and adjusted three times a year (Middle of the year, End of the year, and during the summer).

All Program/Levels are updated annually throughout the year as needed by curriculum committees.

- K-5 Integration of reading and writing with science and social studies content
- K-5 Integration of literacy skills throughout special area content
- K-5 Core Reading program
- K-5 Scope and Sequence

*See Current Instructional Pacing Guide for Each Grade Level

b. Tier 2: Supplemental Instruction

Plan for Supplemental Instruction

Grade	Total Minutes Scheduled	Frequency	Group Size	Criteria for Identifying Students	Persons Responsible
K	45	Daily	1-5	DIBELS Next	Teacher/Available Staff
1-2	45	Daily	1-5	DIBELS Next	Teacher/Title I Specialists/Available Staff
3-5	60-120	Weekly	2-6 & In-class	CBA, Teacher Recommendation	Teacher/Title I Specialist/Available Staff

*See School Schedules

Research-Based Supplemental and Intervention Programs:

Materials	Grade	Essential Element(s) Addressed	What Assessment Qualifies the Need for Resource?
SBSL Kits	K-2	Alphabetic Principle, Phonemic Awareness, Vocabulary, Fluency & Comprehension	DIBELS Next
Lakeshore Kits	K-2	Alphabetic Principle, Phonemic Awareness, Vocabulary, Fluency & Comprehension	DIBELS Next
FCRR	K-2	Alphabetic Principle, Phonemic Awareness, Vocabulary, Fluency, & Comprehension	DIBELS Next
Teacher-Made	K-5	Standards Based, Skill specific	CBA and Teacher observation

Start Date for Reading Instruction:

- Day 4

End Date for Reading Instruction:

- Last School Day

Plan for closing the gap:

- All Kindergarten teachers received classroom modeling and coaching provided by Step By Step Learning (SBSL) during the 2012-2013 school year.
This modeling and coaching will continue through the 2014 school year with the goal of providing the training for all teachers pending funding by Step By Step (SBSL).

- Modeling and coaching will continue through the 2014-2017 school years with the goal of providing training for all teachers by Step By Step Learning (SBSL).
- Modeling and coaching will continue through the 2017-2020 school year provided by the Title I District Literacy Leader and Building Literacy Leaders.

Criteria for Selection of Additional Supplemental and Intervention Programs:

- Standards Based
- Research-based
- Differentiated

c. Tier 3: Intensive Supplemental Instruction

While we have identified this group of students, not all are currently able to provide interventions due to limitations of resources. Schools that currently provide Intensive Supplemental Instruction are offered through after-school tutoring, SHINE program, Power Scholars, and Saturday Tutoring RAISE program through the 2017-2020 school year.

2. Instructional Delivery:

a. Research-based Instructional Practices

- Define the components of literacy and expectations for instructional delivery.

Whole Group

- Explicit/Direct
- Systematic
- Cooperative learning
- Differentiated
- Data-driven

Small Group

- Fluid and flexible
- Needs based
- Centers based
- Data-driven
- Multi-sensory

- Define expectations for student engagement.

- Partnerships (i.e. peer remediation, Think-pair-share...)
- Assume varied roles through implementation of cooperative learning (i.e. reporter, recorder)
- Active listening

Junior and Senior Highs

1. Tiered Instructional Model

a. Tier I: Core Instruction

Grade	Total Minutes	Minutes for Whole Group	Minutes for Small Group Differentiation	Core Materials (Research-based core)	Persons Responsible
7 th Grade	450 minutes per week (Reading and English)	450	0*		English, Reading, and ELL Teachers
8 th Grade	450 mpw	450	0		English, Reading and ELL Teachers
9-12 Grade 10 th Grade	225 mpw Add'l 90 mpw for Keystone Acceleration	225	0		
7 th Special Education	495	225	180	Language!	
8 th Special Education	450	225	135	Language!	
7 th & 8 th Entering/Beginning (Beginner)	At least 450 mpw			Hampton Brown Newcomer Series Off2class Online Program	ELL Teachers
7 th & 8 th Developing (Intermediate)	At least 450 mpw			Hampton Brown National Geographic - Inside	ELL Teachers
7 th & 8 th Expanding and Bridging (Advanced)	At least 450 mpw			Mcdougal Littell Literature	ELL Teachers

*Attach Sample School Schedule

- Start Date for Reading Instruction: Day 1
- End Date for Reading Instruction: Day 180
- Plan for Monitoring Fidelity of Program Implementation?

Differentiated Instruction:

- Instructional Grouping for Small Group Differentiation:

Grade	How? Within-Class, Cross-Class, Cross-Grade	Frequency	Person(s) Responsible
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7-12	Within-Class	Varies by instructor	English, Reading Teachers
7-12 Special Education	Within-Class and Cross-Grade	7-8 Reading 9-12 English	Special Education English and Reading Teachers
7-12 ELL	Within-Class and Cross-Grade	Varies	ELL Teachers

- Criteria for Small Group Formation During Reading Block:
Special Education: Language Placement Test
ELL: WIDA, WIDA Access for ELL's, w-APT, and State Defined Multiple Criteria including Home Language Survey
- Timeline for Updating Standards Based Instructional Maps:
 - Plan for Enhancing the Core Program

*Attach Current Instructional Map for Each Grade Level

- Timeline for Updating Pacing Goals:
 - Plan for Enrichment:

*Attach Current Instructional Pacing Guide for Each Grade Level

- b. Tier 2: Supplemental Instruction
 - Plan for Supplemental Instruction

Grade	Total Minutes Scheduled	Frequency	Group Size	Criteria for Identifying Students	Persons Responsible
7 th	Pull-out, Co-teaching	Varies	Varies	PSSA Scores, District Assessment	Title I Reading Teachers

*See School Schedule

- Research-based Supplemental and Intervention Programs: (None at this time)
- c. Tier 3: Intensive Supplemental Instruction
 - Plan for Supplemental Instruction: No formal plan at this time
 - Research-Based Supplemental and Intervention Programs

2. Instructional Delivery:

a. Research-based Instructional Practices

- Define the components of literacy at each grade level (application of CCSS and literacy research). In the Wilkes-Barre Area School District, students are exposed to vocabulary instruction, comprehension strategies, and extended discussion as part of the 7th and 8th grade reading curriculum. Additionally, students in the English and Reading classes write across a variety of text

types in grades 7 through 12. In the English class, there is attention to both fiction and non-fiction. Some content area teachers also provide instruction practices incorporating non-fiction text. Communication attempts between the school and greater community have been made. Data to support literacy enhancement based on community involvement is limited.

Aspects of curriculum do support literacy across content areas, yet a more formal and consistent plan is required to increase student achievement across the curriculum. Several ways of achieving this goal have been identified including professional development focusing on reading comprehension strategies for all content areas that is consistently monitored. Next, alignment between curricular areas and scheduled classes to allow for cross-curricular instruction is necessary. Establishment of communication between the broader community and school population could bridge this gap.

- Define expectations for instructional delivery (systematic, explicit instruction, multi-sensory, technology).
Throughout the school district, instruction includes varied models for instruction, flexible grouping, differentiation, and formative assessment. However, implementation varies considerably based on teacher and subject area.
- Define expectations for student engagement.
The district intends to establish high expectations for all learners. The development of grade-level planning teams and application of data-driven instruction along with modeled teaching practices will attempt to achieve this goal. The district expects all students to be engaged through varied instructional practices including incorporation of active listening, cooperative learning, and differentiated instruction.

b. ELL and Multi-cultural:

Student learning, motivation, and success are increased when linguistic, cultural, and personal experiences are valued, understood and represented in the curriculum. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.

One of the primary goals of the Wilkes-Barre Area School District is to orient students and their families to the school and the community. Mindful of the need to appreciate various cultural and linguistic backgrounds, district personnel partner with family members, professionals from agencies, and community members to realize the goal of improved performance for these students. School personnel strive to maintain regular communication and to increase the involvement of parents/guardians and families within school programs and activities. For example, parents/guardians attend family conferences and open house programs, Title I workshops, the annual Family Harvest festival, etc. that provide educational information, parent training, and the opportunity for shared family time with district personnel. Families are introduced to literacy and outreach programs. The district collaborates with local agencies, such as libraries, Commission on Economic Opportunity, local colleges and universities, Head Start, career and technical schools, homeless shelters and programs, Volunteers of America, etc. to provide needed information and services to families including alternate interpretation and translation services.

The District strives to insure that service delivery is culturally sensitive, family focused and community based. Currently the district has also developed in compliance with the Office of Civil Rights a

Nondiscrimination Policy. Comprehensive implementation of this policy includes training to all district constituent groups including a review of reporting procedures for harassment and bullying. Schools are providing a variety of anti-bullying programs, holding small group instructional programs on sensitivity and collaboration, organizing diversity committees and clubs, and providing counseling to victims, as well as bullies. The District continues to survey students and faculty as well as to assess the current climate of cultural awareness, discrimination, harassment, bullying, etc. In addition, the district has formed a committee to develop a research-based educational program to comprehensively address sensitivity and diversity awareness. This program will include ongoing instruction to all district constituent groups. Finally, data from nondiscrimination climate survey and the perceptual surveys will be analyzed. Results will be used to modify the curriculum and assist students during classroom time to practice and make connections between the linguistic, cultural, and personal experiences that they know and will learn.

- c. Plan for teaching reading across the content areas:
 - Timeline for updating standards based curricular maps
- d. Plan for monitoring instruction and delivery: to be determined

Part C. Leadership

...to enhance literacy learning of students there must be shared responsibility of educators, parents and caretakers and the broader community (PaCLP)."

There must be high expectations for all learners and the belief that all are capable of gaining literacy skills that enable them to be successful as adults (PaCLP)."

1. District Leadership

a. Role of district leadership in:

- Communicating the Mission, Vision, Core Values and Goals to all stakeholders
- Collaborative goal setting including relevant stakeholders throughout district (Central office, building level administration, and board members)
- District newsletters (Faces), district webpage, Literacy workshops, press releases, two way communications, and board meetings
- Monitoring, evaluating and modifying the implementation Literacy Plan
 - Assessment Plan
 - Instruction and Delivery
- The superintendent ensures that necessary resources including time, money, personnel, and material are located to accomplish district goals.
- Monitoring, mentoring and coaching building leadership in implementation of Literacy Plan; include intervention strategies
- The superintendent's role is to continually monitor the progress of the district toward achievement and instructional goals. In addition to this, the superintendent is responsible to confirm that these goals remain the driving force behind district decision making and/or actions.
- Ensuring shared ownership: Collaborative goal setting approach keeping various stakeholders involved in the process of reaching high expectations for achievement and instruction.

b. Role of building leadership in:

- Communicating the Mission, Vision, Core Values and Goals to all stakeholders
The building leadership will conduct building, grade and department level meetings throughout the year. Other forms of communication to stakeholders included are newsletters, school webpage, calendars, press releases, two way communication, and open house evenings.
- Monitoring, evaluating and modifying the implementation Literacy Plan : Assessment Plan and Instruction and Delivery
Administration will monitor through walk-throughs, informal and formal observations, building data meetings, screening tools, professional development based on data, local and state assessments, intervention logs, and grade level meetings.
- Monitoring, mentoring and coaching building leadership in implementation of Literacy Plan; include intervention strategies
Monitoring will include various screening tools, formal and informal evaluations to include but not limited to DIBELS Next and progress monitoring.
- Define Principal Involvement in Reading Activities:
 - Participation in teacher professional development
 - Planning and facilitation of data-driven professional development
 - Participation in process steps (data analysis, instructional planning, review of progress monitoring, grade level meetings):

- Actively participating in literacy and data trainings utilizing Performance PLUS software program along with identifying resources and supports needed. Participation in district level data meetings; professional development based on data; and walk-throughs/observations.
- Observations of Reading Instruction (Indicate type and frequency):
Bi-monthly walk-throughs, formal observations mandated by PDE and/or dependent on additional needs.
- Ensuring shared ownership
- Coordination of Title I, ELL, and special education with general education staff
Participate in grade level meetings, common planning period between professionals, inclusion team, IEP and ELL meetings, and Title I tutorial period.
- Define and schedule Mentor Coach, Literacy Coach to support staff and students
This is accomplished through monthly meetings, in-service time, and modeling of instructional practices if needed or requested by classroom teachers.

c. Role of primary Title I Reading Specialists in supporting the literacy plan:

- Provide instructional support, provide classroom modeling and coaching, oversee core program to make sure all teachers have materials. Participate in grade level meetings and conduct trainings.

Grade	Building or Team	Date/Time (list each meeting separately)	Topic for Discussion	Facilitator/Teacher Leader
K-2 & 3-5	Building	Monthly 8:10/3:15	Data	Administration Team
K-12	Building	Monthly 8:10/3:15	Data, Strategies, Curriculum, SIP	Administration team

- Role of birth five team:
 - Participants/Members: (insert as appendix)
Head Start Team
 - Objectives of birth to five team:
Develop transition plans, set up early literacy screenings, develop and implement family literacy nights.
 - Plan for Meetings and Peer Planning

2. Parent Involvement

The Wilkes-Barre Area School District's Webpage is designed to be more "parent-friendly". Information will continue to be posted in a timely fashion to allow the site to be the parent's "first stop" when looking for information regarding their child's school. Every parent also has a login to access Skyward, our student management system. Additionally, information is available to parents through our Title I Monthly Newsletter found on our District Website as well as each Title I Parent and Family Engagement Resource Center in our Schools.

One of the primary goals of the District's ELL program is to orient students and their families to the school and the community. The District strives to maintain regular communication and to increase the involvement of parents/guardians and families of our LEP and immigrant students within school programs and activities. Parents/guardians are invited to visit the school and participate in all parent/child activities; to attend family conferences and open house programs; to attend Title I workshops that provide educational information and parent training; and to volunteer and work with school PTO programs. Parents are introduced to family literacy and family outreach programs that provide vital community services and educational opportunities. As part of the ELL Summer tutoring program, ELL teachers facilitate literacy and language instruction through LEP parental workshops using Rosetta Stone technology. Collaboration also occurs with local agencies, e.g., community libraries, Commission on Economic Opportunity, King's College, Wilkes University, etc., who provide a range of services, including tutoring, translation/interpretation services, nutrition education, etc. to our LEP families. The district provides in-service training to faculty and staff regarding cultural awareness and sensitivity as well as appropriate methods of communication in the preferred language of the ELL program families, including the use of TransAct. Various school notices, policies, and procedures are translated for families, including the dress code, student handbook, parental notifications for school achievement, health and safety concerns, etc. Alternate interpretation and translation services are readily available upon request.

The District will again develop surveys to be distributed at both individual school and district level Title I events, meetings, parent-teacher conferences or to be made available in district buildings. Surveys may also be mailed to parents unable to attend events. These surveys contain items requesting parent input on various topics including the design of Title I programs within our schools as well as the subject matter of future Title I events and meetings. Invitations to serve on Parent Advisory Councils are included in the surveys. Survey results will be collected and reviewed by the Federal Programs Administrator. Concerns will then be discussed with and addressed by appropriate department administrators. Feedback will be provided to parents as necessary and appropriate. Based on the appointment of parent liaisons, parents will be invited to participate in the development of parent policies and Title I policy. Parent Liaisons will help to keep parents informed of upcoming meetings, conferences and Title I events. Opportunities to participate will be communicated via the district/school website, phone calls, Skyalerts, USPS, emails and/or informal and formal meetings. Surveys will be distributed to determine the best time, day and location for future meetings and events to enable the district to include the greatest number of participants. The Federal Programs Administrator will work closely with district and school liaisons to communicate the correct and appropriate information to parents and to extend the invitation to participate to a larger audience to enable even greater parental input. Parents will again be invited to participate in PDE's annual State Parent Advisory Council Conference designed to work with parents in education programs.

Our District Title I Parent Advisory Council will meet at least twice during the school year, as dictated by the ability of parents to attend, to discuss concerns or events with District team members. However, historically,

parent participation has been much lower than necessary to include a number representative of our student population. We continue to struggle with the organization of school-level parent councils as the ability and/or interest of parents to attend has not allowed the formation of a representative team to date.

Parents will be afforded opportunities to provide input in the writing of Title I parent involvement policies, compacts, professional development plans via surveys and/or meetings. Parent training may be scheduled to utilize our parent liaisons as our primary partners in communicating with a greater number of parents. Title I meetings will be scheduled at both building and district levels. Our District Parent Advisory Council may be reorganized with parent liaisons as principle members. Title I events, including our parent math and reading workshops and other Family Literacy events will continue to be held in the upcoming school year. Workshop topics include the modeling of mathematics and reading lessons by district teachers and are designed for parents to better help their children succeed in the classroom. These workshops are scheduled at a central location to allow a greater number of parents to attend. Attendance at these workshops has increased over the years and the feedback has been overwhelmingly positive. When surveyed, parents have requested that this type of event continue in the district. Evening events include our annual Family Literacy Program event. Title I parents are invited to attend with their children to enjoy a host of activities including “guest” readers, games, refreshments and reading and math resources. Appropriate age-level books are purchased for children so they may expand or begin to build home libraries. A plethora of information is distributed at these events. Presentations include information on the Title programs, School Performance Profiles, PSSA assessments, district demographics, home-school partnerships, Future Ready Index, parent involvement and the needs of parents. Resources are available on varying topics including homework, increasing academic performance, student attendance and technology to name just a few. Information provided by local agencies including Adult Learners, Head Start and local libraries is also available at these events. Parents are encouraged to discuss any concerns or to ask questions about school or district programs. Contact information is also shared.

Each building utilizes a variety of approaches to increase parent and family engagement including:

- Title I Parent and Family Engagement Programs
- Title I Parent and Family Engagement Meetings
- Title I Parent Advisory Council
- Open Houses
- PTA/PTO Meetings
- Math & Reading Workshops
- Books “n” Breakfast Program
- Kindergarten Orientation
- Grandparent “Special Friends” Breakfast
- Harvest Festival
- Parent and Family Resource Centers
- Science Fairs
- Family PSSA Preparation Days
- Financial Aid Nights
- CEO Food Pantry
- Parent/Student Book Fairs
- Multicultural Events
- School-Wide Positive Behavior Program

Part D: Professional Development

“Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners (PaCLP).”

Teachers must be able to plan instruction that accounts for the differences that exist in student’s skills, interests, cultures, and experiential backgrounds (PaCLP).”

The Wilkes-Barre Area School District believes that professional development activities are a vital part of the ESL program. The professional development program is multifaceted and provides ESL teachers with relevant educational experiences that assist students in their efforts to increase language proficiency and to maximize academic performance. ESL teachers and administrators attend relevant conferences and in-service workshops sponsored by the District and Luzerne Intermediate consortium. Current professional development topics include the following: Instructional Strategies for Newcomer ELLs; Increasing Cultural Awareness and Sensitivity in the Classroom; Common Core Standards for Language Arts; Review of Ethical Considerations in the Evaluation and Diagnosis of Disabilities in ELLs; Tips for Teaching English Language Learners - Interventions and Accommodations for Use by Content Area Teachers; and increasing parental involvement and communication, including the use of such services as TransAct. This grant includes ongoing training and support in the areas of assessments, data analysis, data interpretation, and data utilization. ESL teachers also attend a series of after-school workshops on the integration of software and technology within the classroom. Evidence of implementation includes in-service contracts with the Luzerne Intermediate Unit, power point presentations, in-service hand-outs, sign in/out sheets, Act 48 goals and objective forms, and evaluations.

1. Process for Determining School PD Needs: (refer to student, process, perceptual and demographic data)
 - Identified priorities, include brief explanation for priority:
 - District and Building leadership
 - Instructional staff
 - Para-professionals
2. Plan PD for district leaders and building leaders

Program/Topic	PD Provider	Number of Days	Participants	Dates
Literacy Leadership	TBA – LIU, District	1	Administrators	2019-2020
RTII	TBA – LIU, District	1	Administrators	2019-2020
SIP	TBA – LIU, District	1	Administrators	2019-2020

- Plan for using professional learning communities:
Grade-level/Department-level meetings quarterly through use of in-service time as well as common preparation periods. Performance PLUS software will be utilized to examine and discuss local and state assessment data. Results will be incorporated into instructional plans/district curricula.

3. Plan PD for primary Title I Reading Specialists

Program/Topic	PD Provider	Number of Days	Participants	Dates
Literacy Leadership	TBA – LIU, District	1	Literacy Leaders Reading Coordinator/Supervisor	2019-2020
RTII	TBA – LIU, District	1	Literacy Leaders Reading Coordinator/Supervisor	2019-2020
SIP	TBA – LIU, District	1	Reading Coaches Reading Coordinator/Supervisor	2019-2020

4. Plan for PD for teachers (Classroom Teachers, Substitute Teachers, and Specialists):

Program/Topic	PD Provider	Number of Days	Participants	Dates
Differentiated Instruction	TBA – LIU, District	2	All Teachers (Including Intervention Specialists, Special Education and ESL, and Substitute teachers)	2019 + Follow Up training dates
RTII	TBA – LIU, District	1	All Teachers (Including Intervention Specialists, Special Education and ESL, and Substitute teachers)	2019-2020
Writing Process	TBA – LIU, District	.5	All Teachers (Including Intervention Specialists, Special Education and ESL, and Substitute teachers)	2019-2020
Classroom Management	TBA – LIU, District	.5	All Teachers (Including Intervention Specialists, Special Education and ESL, and Substitute teachers)	2019-2020

5. Plan for PD for para-educators:

Program/Topic	PD Provider	Number of Days	Participants	Dates
Bullying	LIU	1	All	2013-present
CPR/First Aid	LIU	1	All	2013-present
PI (Restraint training)	LIU	1	All	2013-present

6. PD Plan for New Staff:

Program/Topic	PD Provider	Number of Days	Participants	Dates
Instruction & Curriculum	District Coordinators and Director of Elementary Education	1	All new teachers	08/2020 Prior to the start of the school year
All Professional development received by teachers during the 2020-2021 academic year				

7. Plan for Building Capacity with In-Building or In-District Trainers
Principal, Literacy Leader and District Personnel

8. Plan for ongoing support and coaching
Principal, Literacy Leader, and District Personnel

9. Plan for Professional Development funding
Grants
District Budget

10. Define the role of the building leader in supporting professional development; include monitoring, mentoring and coaching.
Planning: Acquiring and allocating resources both human and material; Arranging Peer Assistance; Walk-throughs; Ensuring data-driven instruction is occurring.

Literacy Goals Planning Sheet

Goal:

1. Kindergarten students will obtain 80% benchmark on DIBELS Next at the end of year of 2020.
2. First Grade students will obtain 70% benchmark on DIBELS Next at the end of year 2020.
3. Second Grade students will obtain 75% benchmark on DIBELS Next at the end of year of 2020.

Date for achieving goal: June 2020

Rewards for achieving the goal: (What would it mean for students? Teachers? Administrators? Community?)

- Teacher motivation increased
- Student pride increased
- Parent and Family Engagement increases within school community
- Potential increase in PSSA Scores & Growth towards goal
- Less Intervention Needed
- Increased instructional time
- Increase student engagement-decrease in off-task behavior & discipline problems

Consequences: (What will happen if you don't achieve your goal?)

- No growth achieved towards goal
- Teacher frustration increases/classroom management techniques
- More intervention/cost increases
- Lower student/family moral
- Decrease instructional time because of behavior issues
- More differentiation needed

Barriers: (Why haven't you achieved this goal?)

- Transient population
- Language barriers
- Teacher proficiency levels
- Low socio-economic status
- Teacher attitude
- Student attitude
- Parental involvement

Plan for overcoming each barrier to reach goals:

<u>Barrier</u>	<u>Possible Solutions</u>	<u>Action Steps</u>	<u>Data</u>	<u>Person(s) responsible</u>
Teacher Beliefs	More Resources Positive Reinforcement Professional Development	-student collaboration within the day -for round table discussion -administrative support -implement positive behavior -teacher of the month award -Teacher Recognition -Perfect Attendance (Dodson) -peer coaching -meaningful professional development	11/1/13 - present	Building Principal, Asst. Principal, Title I Department Chair Literacy Leaders Curriculum Supervisors
Student Diversity	-real life examples in the classroom -exposure to different cultures -assemblies	-professional development with cultural diversity assemblies -community involvement -cultural sensitivity training	11/1/13 - present	Building Principal Asst. Principal Faculty and Staff
Teacher Proficiency Levels	-Promote Lifelong Learning -In-house prof. dev.	-provide financial incentives for continuing ed. -continued district and building level professional development based on data analysis -observation of teacher instruction -feedback based on observations	3/1/14 - present	Building Principal Asst. Principal Literacy Leaders

Literacy Goals Planning Sheet (Solomon Plains Elementary)

Goal: To achieve 95% benchmark on the DIBELS Next assessment in Kindergarten by the end of the year.

Date for achieving goal: May 2020

Rewards for achieving the goal: (What would it mean for students? Teachers? Administrators? Community?)

- More students will enter 1st grade ready to read.
- Less intervention time will be required at the primary level
- Additional time to spend on core curriculum for first grade students
- More engagement leads to less disciplinary problems in the classroom.
- Pride within the community due to increased student success.

Consequences: What will happen if you do not achieve your goal?

- The gap between the low achieving learners and high achieving learners increases which will require more intervention, time, and resources.
- Increased intervention time required in the intermediate grades.
- Differentiation of core instruction becomes more challenging.
- Elevated teacher frustration leading to lower morale
- More negativity from the community.

Barriers: (Why haven't you achieved this goal?)

- Highly populated classrooms
- Loss of instructional time due to school choice – early dismissal, transportation
- School choice criteria – acceptance of lower achieving students
- Various teacher proficiency levels
- Transient students
- Lack of parental involvement

Plan for overcoming each barrier to reach your goal:

<u>Barrier</u>	<u>Possible Solutions</u>	<u>Action Steps</u>	<u>Date</u>	<u>Person(s) responsible</u>
Highly Populated Classrooms	PDE waiver to eliminate school choice element under NCLB	Hiring of additional staff or aides	August 2014	PDE School Board
Loss of Instructional Time	Improved transportation route if needed	Logistical study for transportation		District
School Choice	PDE waiver to eliminate school choice element from NCLB		August 2013	PDE
Transiency	Inter-district communication; Skyward; Performance Tracker	Increased teacher correspondence regarding transfer students	Ongoing	Administration Teachers
Parental Involvement	Open House; Head Start Literacy Night, PSSA prep for parents; P/T Conferences; Skyalert	In place	Fall and Spring	School Administration and faculty Head Start

Literacy Goals Planning Sheet

(Dodson, Flood, Heights, Kistler)

Goal: Achieve identified benchmark goals by the end 2019-2020 school year in kindergarten through second grade on DIBELS Next assessment, as out lined in the chart below.

	Dodson	Flood	Heights	Kistler	Solomon
Kindergarten					
2020	70	75	95	95	95
First Grade					
2020	62	75	85	85	80
Second Grade					
2020	70	80	85	85	85

Date to achieve goal: May 2020

Rewards for achieving the goal: (What would it mean for students? Teachers? Administrators? Community?)

- Most students enter first grade ready to read.
- Less intervention required in the primary grades.
- More time available to spend on core content in first grade.
- More engagement leads to less discipline.
- Pride within the community.

Consequences: (What will happen if you don't achieve your goal?)

- Achievement gap increases and students will require more interventions, time, and resources.
- Increase teacher frustration.
- Less time is available for core instruction.
- More discipline.
- Community pushback, negative publicity.

Barriers: (Why haven't you achieved this goal?)

- Transient population.
- Lack of parent engagement
- Socioeconomic status.
- Varying teacher proficiency levels.
- ELL population/special education.
- Attitudes.

Plan for overcoming each barrier to reach your goal:

<u>Barrier</u>	<u>Possible Solutions</u>	<u>Action Steps</u>	<u>Date</u>	<u>Person(s) responsible</u>
Parental and Family Engagement	Open house Parent and Family Engagement Events	Show parents Skyward	2019-2020	Principal Parent Liaison
Attendance	Referral card; Phone calls; Home/School Visitors	Truancy Elimination Plan	2019-2020	Home and School Visitor; Attendance Secretary; Principal
ELL	Increase frequency of aides in the classroom; increase time with teachers and aides	Strategic scheduling	2019-2020	Director of Pupil Personnel
Special Education	More interventions	Curriculum Revisions	2019-2020	Director of Special Education; Special Education Coordinators
Transiency	Inter-district communication	Develop a plan of communication	2019-2020	Principal
Teacher proficiency levels	Professional development; Consistency	Walk-throughs; Meet with teachers to be more effective	2019-2020	Principal

Additional Tasks and Actions To Support Literacy Plan

Elementary

1. Provide skill focused instruction to meet the needs of students
 - Data Analysis and Instructional Planning/SIRS (DIBELS® Next)– K-2
 - Scheduled intervention time
 - Monthly grade level
 - Title I program
2. All classroom teachers design standards aligned differentiated small group instruction based upon needs
 - Professional Development on Literacy Skills
 - Monthly grade level meetings to review student progress
3. Grade level meetings to analyze and chart student progress
 - K-6 monthly grade level meetings
 - K-2 will work Literacy Leaders and Title I Department Chair
 - Principals will continue meeting with K – 2 monthly to review progress monitoring data and student progress.
4. Hold professional development meetings
 - In-service dates are scheduled
 - K-2 teachers will attend Literacy training.
 - K-2 teachers will work with Literacy leaders and Title I Department Chair to receive support in data analysis, instructional planning, small group instruction
5. Skill inventories and diagnostic testing for at risk students
 - K- will use Really Great Reading Phoneme Awareness Inventory, Quick Phonics Screener.
 - 2nd will receive Quick Phonics Screener
 - Study Island (possible solution)
 - Performance Tracker Plus
6. Align with common core
 - Reading across the content – K-6 Reading, Math, and Science teams to work this summer 2020 to align standards to lessons.
 - K-6 teams to work on alignment to current core in summer of 2020
 - Performance Tracker Plus
7. Emphasize data to inform instruction
 - Monthly grade level meetings
 - Performance Tracker Plus
8. Review outcomes and update curriculum based upon data
 - Teams review data and update curriculum in summer for upcoming school year.

9. Administrative team (leadership) has working knowledge of effective instructional practices appropriate for all grade levels within school.

- Monthly leadership meetings
- Leadership attends PILS
- Academic Courses
- Meet with Curriculum Supervisor multiple times a year

10. Administrative team holds all staff members accountable for consistent implementation of effective instruction

- Complete walk-throughs (at least two per quarter)
- Formal Observations
- Use of Danielson's Teacher Observation Tool

11. Use data to identify the learning needs of staff and administration

- Perceptual data
- Administrator reports
- Review of walk-through data at least twice during the year

Additional Tasks and Actions To Support Literacy Plan

Secondary

1. Expand data teams to provide strategies for teachers to address needs identified by data
 - Using PSSA, Keystone, District-wide quarterly assessment data, teams will identify weaknesses in student performance as well as curricular gaps following assessment administration. (Performance Plus is a tool that can help to provide a snapshot of student performance based on multiple measures)
2. Include content teachers in the data teams:
 - Data teams, traditionally, composed of English, Reading and Math Teachers, will be expanded to include Social Studies, Science and Special Education Teachers.
 - School Year- Monthly data team meetings
3. Implement intervention teams
 - Using data from monthly data team meetings, students in need of intervention are identified.
 - Implementation of intervention and remediation services
 - Keystone Acceleration Course
 - Summer School – when funding available
4. Consistent plan for reading across the content through professional development, alignment between curricular areas and schedules for cross-curricular instruction, improved communication across departments and schools
 - English, Reading, Social Studies and Science Summer Curriculum committees have worked collaboratively to implement Common Core Reading Standards in the Content Area Curriculum.
 - Professional Development- presentation of Common Core Reading Standards for Science and Social Studies in district curriculum
 - Cross-curricular professional development including teaching strategies for teaching literacy in the content areas
5. More consistent use of small group instruction
 - Professional development will be provided on differentiated instruction, including small group instruction.
 - Small group instruction could be increased through the year.
6. Implementation of PLC to enhance sharing of experiences, cultures and instructional techniques establish high expectations for all learners - grade level planning teams and modeled teaching
 - Professional Learning Communities to English, Reading, and Special Education teachers
 - Formation of PLC's
 - SMART Goal planning- PLC's will identify goals and action plans for upcoming school year.
 - Review of data, adjustment of SMART goals, identification of PD possibilities as well as modeling/mentoring

Addendum:

Head Start Surveys

Student Survey

Each student survey question will have two answer options – yes or no.

1. Do you like learning in school?
2. Do your teachers care about you?
3. Do you feel safe at school?
4. Do your teachers make learning fun?
5. Do your teachers believe that you do a good job?
6. Do you like story time?
7. Do you look at books in school?
8. Do you like writing?
9. Do you like to act out stories?
10. Does your family read to you at home?

Parent Survey

Each parent survey question will have four answer options- strongly disagree/disagree/agree/strongly agree

1. I feel welcome at my child's school.
2. I feel my child's school gets them ready for kindergarten.
3. I complete the monthly parent activity with my child.
4. During Parent/Teacher conferences, my child's teacher tells me about their progress.
5. I know what my child's teacher expects from my child.
6. It is important for my child to go to school every day.
7. It is important to read and write with my child at home.
8. I enjoy reading with my child.
9. My child enjoys reading.

10. There are books in our home.

Sample Perceptual Survey Questions for Teachers

Please select a number below that best represents how you feel about each particular statement regarding your district or school.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Environment

I enjoy working for my school district.

I enjoy coming to work at my school.

I work with people who treat me with respect.

My students enjoy coming to school.

Academics

I feel the curriculum in reading at my school is aligned to state standards.

I feel the curriculum in math is aligned to the standards.

The district's reading curriculum is very effective in increasing student achievement.

A strong curriculum has the greatest influence on student achievement.

Communication

I feel my principal effectively communicates with me regarding our school's goals.

Literacy

My district provides current literacy/research and best teaching practices for teachers.

Self-Reflection

I believe student achievement can increase by utilizing student assessment data to drive instruction.

I integrate literacy in my lessons often.

I keep up-to-date on current literacy/research and best teaching practices.

I believe my students can become grade level readers.

I believe student achievement can increase through effective instruction.

Teacher effectiveness has the greatest influence on student achievement.

I teach literacy throughout the entire curriculum.

I feel like I have a significant impact on student achievement in our district.

I feel I can strengthen a student's literacy skills teaching other subjects like math, science, or social studies.

Literacy skills can be strengthened in math, science, and social studies classes.

Sample Survey Questions for Administrators

Please select a number below that best represents how you feel about each particular statement regarding your district or school.

Strongly Disagree

Disagree

Agree

Strongly Agree

1

2

3

4

Environment

I enjoy working for my school district.

I work with people who treat me with respect.

I feel respected by teachers in the district.

I feel like I contribute to the success of the district.

Academics

I feel the academics in the district are challenging and aligned to the standards.

Communication

I believe that there is consistent communication amongst the administrative team in the district.

I feel that there is opportunity for collaboration amongst the administrators in the district.

Literacy

My district provides current literacy/research and best teaching practices for administrators.

Self-Reflection

I use data like the PSSA and district assessments to write curriculum and make decisions.

I use data like the PSSA and district assessments to create goals for our teachers and students.

I keep up-to-date on current literacy/research and best teaching practices.

I believe that opportunities are provided to work cooperatively with administrators and teachers in the district.

Sample Survey Questions for Parents

Please select a number below that best represents how you feel about each particular statement regarding your district or school.

Strongly Disagree

Disagree

Agree

Strongly Agree

1

2

3

4

Environment

I feel welcome at my child's school.

Academics

I feel my child's school meets the academic needs of the students.

I think my child's teachers are effective in helping my child become a better reader.

My child has reading assignments to complete at home.

I think the reading curriculum at my child's school is effective.

My child receives extra help in math and reading when needed.

My child has writing assignments to complete at home.

I think my child's homework assignments are designed to improve their literacy skills.

My child's homework assignments require them to read, write, and think.

Communication

I am informed about my child's progress in school.

I know what my child's teacher expects of my child.

Self-Reflection

It is important to read and write with my child at home.

My child reads often at home.

I encourage my child to read and write at home.

I enjoy reading with my child.

I try to provide reading opportunities for my child at home.

My child enjoys reading.

There are books, magazines, and newspapers in our home.

Sample Survey Questions for Students

School: _____

Grade Level: _____

Please select a number below that best represents how you feel about each particular statement regarding your district or school.

Strongly Disagree

Disagree

Agree

Strongly Agree

1

2

3

4

Environment

I enjoy learning in school.

I like my school.

My principal cares about me.

I feel safe at my school.

At school, I feel respected.

Students are treated fairly at my school.

My teachers make learning fun.

My teachers believe that I can be successful.

I am acknowledged for my success.

Academics

I enjoy going to reading class.

I enjoy going to math class.

I enjoy going to science class.

I enjoy going to social studies class.

My teachers explain why reading is important outside of school.

My teachers encourage me to read often.

My teachers enjoy teaching my class.

My teachers show me how reading is important in other subjects besides reading.

My teacher shows me good study habits.

I enjoy reading about science and social studies.

My teachers require me to use reading skills in all subjects.

I know it will be important for me to be a good reader and writer when I am finished with school.

My teachers help me when I have questions about something I read.

I know what I am supposed to be learning in my classes.

I am expected to work hard at school.

My parents encourage me to read at home.

Self-Reflection

It is important to come to school every day.

I am a good student.

I can be a better student.

I spend time reading at home.

I behave well at school.