

**MSAD #53
Five – Year Strategic Plan for Literacy
2008-2013**

Philosophy

We believe that literacy forms the basis for understanding. Literacy includes reading, writing, speaking, listening, observing, and interpreting media in all content areas. These components are intricately related developmental processes. It is the responsibility of teachers, administrators, parents, and other community members to support and encourage the development of literacy. Success in literacy is essential in all disciplines as well as in all areas of life. An integrated language environment supports students' search for meaning in their individual experiences, enlarges their understanding of the world, allows them to communicate more effectively, and promotes a self-confident attitude towards problem solving and life-long learning.

Mission

MSAD #53 students will have ample and appropriate opportunities to interact with a broad spectrum of literacy events, including reading and writing different genres, investigating multi-cultural works, and reading and writing informational texts. These opportunities and texts will reflect not only the richness of the human experience, but also an integration of learning experiences that promote active, effective participation in society.

**Five Year Strategic Plan for *Literacy*
2008-2013¹**

GOAL #1: All teachers will become highly proficient teachers of literacy.

Strategies

- Implementation of professional development activities related to literacy and portfolio development.

Evaluation:

Staff Portfolios will document participation in literacy related professional development.

- Staff self-evaluation related to literacy proficiency.

Evaluation:

Portfolio reflection by staff.

- School and individual goal-setting related to development of literacy proficiency.

Evaluation:

Staff Portfolio will reflect at least one literacy-related goal that aligns with the District and schools' literacy goals.

- Participation in workshops and conferences related to literacy and portfolio development.

Evaluation:

Staff portfolios will document participation in workshops and conferences related to the teaching of literacy as well as to portfolio development.

- Training of staff for *coordinated literacy* instruction and assessment.

¹ All bold, italicized words or terms appear in THE GLOSSARY in Appendix A.

Evaluation:

Reports from Literacy Specialists; log of staff activities; a curriculum team composed of teachers and the Curriculum Specialist whose charge is to review curriculum and assessment changes and make recommendations regarding both.

GOAL #2: All students will enhance their academic development as they develop strategies that can help them gain an understanding of the literacy techniques needed in all genres and media formats.

Grades PK – 3

Classroom Expectations:

- Students will read independently in and outside of school. Students in 3rd grade will read at least 25 books per year. Classroom teachers will encourage students to read broadly with a variety of genres, topics, themes, and authors.

Evaluation:

Literature read will be documented in a journal that reflects classroom reading response practices, such as summaries, connections, illustrations, and sticky notes.

- Students will increasingly know, access, and utilize decoding and comprehension strategies adopted by the district through the Language Arts curriculum.

Evaluation:

Students will be assessed using the modified *DGEL* and the *DRA* to determine their achievement and document their progress over time.

All students in grades PK-8 will have a literacy record located in a computer database, easily accessible to staff for instructional decision-making.

Students will be assessed and monitored using data from reading and writing assessments.

- Through *process-writing*, students will focus on developing their skills with different types of writing.

Evaluation:

Students will publish different types of writing that demonstrate full implementation of the writing process as described in the MSAD #53 Language Arts curriculum.

- Students will produce *on-demand* and *constructed-response* writing as developmentally appropriate.

Evaluation:

Students will complete writing prompts three times per school year which will be evaluated using the modified *Developmental Guide to Early Literacy (DGEL)*.

- Students will develop and implement the strategies of public speaking and discourse.²

Evaluation:

Students will present orally and participate in activities such as literature circles and group discussions using level-appropriate vocabulary.

- Students will develop and implement strategies for listening.

Evaluation:

Students will listen for a variety of purposes and follow rules of conversation and group discussion.

- Students will engage in word study in all curricular areas that may include word meaning, structure, history and cultural connections, and spelling patterns.

Evaluation:

Students will keep a word study notebook or journal to document spelling and vocabulary work.

Students' spelling achievement will be assessed annually using the DSA.

Student writing will be assessed with the DGEL for evidence of effective word choice and spelling.

Classroom Interventions:

- Teachers will use *Response to Intervention (RTI)* procedures employing differentiated and documented instruction, such as *Running Records*, student journal pages, writing samples, developmental sight words, word lists, and *DSA* results.

Evaluation:

Student data will be collected by classroom teachers and analyzed for targeted instruction.

² Strategies as stated in the MSAD #53 Board-adopted Language Arts curriculum.

Title IA Interventions (Short Term)

- Students identified as in need of Title IA services will receive direct intervention. Students will work with the literacy specialist or Title IA educational technicians in and out of class in small group and/or one-on-one settings. As students reach grade level expectations, they will be released from the program. Title IA services will continue for those needing long term intervention.

Evaluation:

Student data will be collected, analyzed for growth, and housed in individual Title IA folders.

- Students in grades K-4 identified as in need of Title IA services will be targeted for the extended year program (summer school) which will be geared toward maintaining academic growth and preventing regression.

Evaluation:

Based on collected and recorded student data, current classroom teachers (K-4) and literacy specialists will make recommendations for potential participation in the Title I extended year program.

Spring literacy assessments (*DGEL* K-3, *DRA* 4, writing prompt) will be used as a baseline for student achievement. Students will be administered literacy assessments such as: *DGEL* (K-3), *DRA* (4-8), writing prompts, running records, letter identification, etc. as needed to determine maintenance of academic growth. Data will be recorded in the computer database.

Title IA Interventions (On-Going)

The need for Title IA interventions on an on-going basis shall be determined based on student achievement, student eligibility for other intervention services, and district ability to provide Title I services:

- Students who continue to demonstrate ability at least one benchmark below grade-level and are not eligible for other intervention services shall continue to have Title IA intervention.
- Title IA interventions will continue to be provided to eligible students based on Title IA funding and district ability to provide the services at particular grade levels.

Gifted/Talented Programming

- Students identified as Gifted and Talented in reading and/or writing will receive support under the directions of the Literacy Specialist and classroom teacher.

Evaluation:

Student progress toward individual goals will be measured at least twice per year by the appropriate *NWEA* assessment.

Grades 4-8

Classroom Expectations:

- Annually, students in grades 3-8 will independently read at least 25 individual books. Classroom teachers will encourage and guide students to read broadly within a variety of genres, topics, themes, and authors.

Evaluation:

Students in grades 3-8 will track their reading through a documentation journal that reflects classroom reading response practices, such as connections, theme statements, sticky notes, summaries, and illustrations.

Students will continue to develop the reading strategies of decoding and comprehension, as adopted by the district, across content areas.

Students will be assessed using the *Developmental Reading Assessment (DRA)* in grades 4-8 and the Maine Educational Assessment (MEA) in grades 3-8 to determine their achievement and document their progress.

All students will have a literacy record located in a computer database, easily accessible to staff for instructional decision-making.

- Through *process writing* across content areas, students will focus on developing their skills with different types of writing.

Evaluation:

Students will publish different types of writing that demonstrate full implementation of the writing process as described in the MSAD #53 English Language Arts curriculum.

- Students will produce *on-demand* and *constructed-response* writing across all content areas.

Evaluation:

Students in grade 4 will complete three writing prompts per school year which will be evaluated using the MSAD #53 *Developmental Writing Guide*. Students in grades 5-8 will complete writing prompts two times per school year which will be evaluated using the same tools.

- Students will continue to develop and implement the strategies of public speaking and discourse across all content areas, using level-appropriate vocabulary, adopted by the district in the curriculum.

Evaluation:

Students will produce oral presentations and participate in activities such as literature circles and group discussions. Students will use appropriate verbal and nonverbal techniques for oral presentations.

- Students will continue to develop listening strategies across all content areas.

Evaluation:

Students will listen for a variety of purposes and follow rules of conversation and group discussion.

- Students will engage in word study in all curricular areas that may include word meaning, structure, history and cultural connections, and spelling patterns.

Evaluation:

Students will keep a word study notebook or journal to document spelling and vocabulary work.

Students' spelling achievement will be assessed annually using the DSA.

Student writing will be assessed with the DGEL for evidence of effective word choice and spelling.

Classroom Interventions:

- Teachers will use *Response to Intervention (RTI)* procedures employing differentiated and documented instruction, such as student journal pages, writing samples, spelling and vocabulary lists, and reading responses.

Evaluation:

Student data will be collected by classroom teachers and analyzed for targeted instruction.

Title IA Interventions (On-Going)

The need for Title IA interventions on an on-going basis shall be determined based on student achievement, student eligibility for other intervention services, and district ability to provide Title IA services:

- Students who continue to demonstrate ability at least one benchmark below grade-level and are not eligible for other intervention services shall continue to have Title IA intervention.

- Title IA interventions will continue to be provided to eligible students based on Title IA funding and district ability to provide the services at particular grade levels.

Gifted/Talented Programming

- Students identified as Gifted and Talented in reading and/or writing will receive support under the directions of the Literacy Specialist and classroom teacher.

Evaluation:

Student progress toward individual goals will be measured at least twice per year by the appropriate *NWEA* assessment.

The Literacy Team recommends that students in grades 5-8 who have not met standards according to the district grade level chart (see Appendix B) will be targeted for an extended school year program geared toward meeting their needs.

GOAL #3: All students in grades K-8 determined to be in need of long-term intervention will receive supplemental services.

Strategies

- Continue extended year programming (summer school) and lengthen number of days in the program
- Develop extended day programming
- Add support staff in all regular classrooms to work with students
- Increase support staff in intervention programs as needed to sustain a high level of support for identified students
- Use the expertise of Literacy Specialists to model for and coach classroom teachers in effective literacy practices
- Continue Title IA programming in grades K-4
- Develop intervention programming in grades 5-8
- Continue to utilize alternative education for middle level students as appropriate

APPENDIX A

Definitions

constructed response writing: a written response, usually relatively brief, to a question; also known as short-answer questions/responses.

coordinated literacy instruction:

- class-to-class within a grade (PreK-4); team-to-team (5-8)
- grade-to-grade
- building-to-building
- regular ed-to-special ed/Title IA

DGEL: Developmental Guide to Early Literacy

DRA: Developmental Reading Assessment

DSA: Developmental Spelling Assessment

literacy: Literacy is the concurrent development of receptive (reading, viewing and listening) and expressive (speaking & writing) skills, strategies and insights necessary to successfully use and understand the rapidly changing information and communication technologies beginning at birth and continuing throughout one's lifetime.

motivated: Students choose to read.

NWEA: Northwest Evaluation Association online, subject area achievement tests

on-demand writing: students respond to prompt with a specific purpose and audience in a limited time frame; writing for standardized tests such as the MEA is on-demand

on-going/long-term intervention: more than 20 weeks

process-writing: prewriting/conferencing, draft/conferencing, revising/conferencing, editing/conferencing, publishing/conferencing.

proficient: Students are able to read and write at their grade level or higher.

RTI: Response to Intervention is prevention-based, early and responsive, targeted instruction and assessment used to identify and meet students' learning needs. There are three levels of intervention:

Tier 1: Classroom – ongoing instruction and formative (diagnostic) assessment with all students;

Tier 2: Intermediary interventions such as tutoring and Title IA support in literacy;

Tier 3: Special Education.

Running Records: A running record is a tool for coding and analyzing a student's precise reading behaviors. It becomes an integral part of teaching, not only for documenting student's reading behaviors for later analysis and reflection but sharpening the teacher's observational power and understanding of the reading process. Definition source: www.groton.k12.ct.us/curric/lacurric/lagloss.htm

short-term intervention: 10-20 weeks

strategic: Students can help themselves by independently drawing from a repertoire of strategies.

Take-Home Reading Program (Baggie Books in K-1): provides daily reading practice for children in GR K-2. Children take home one or two books at their independent reading level ("just right") each day. The main purposes are a) to provide opportunity to learn high frequency words (sight words or basic words) that lead to automaticity and fluency, and b) to establish an expectation that reading is a daily activity.