

BPS Literacy Plan Update to School Committee

May 24, 2022



Bedford Public Schools

3-Year Literacy Plan 2020-2023

Members of Literacy Planning Team:

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Matthew Brennan, ESL teacher, JGMS
Christine Butler, Social Studies Program Administrator
Donna Clements, Technology Director
Tricia Clifford, Ed.D, Assistant Superintendent
Kim Comeiro, Instructional Coach
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Josh Spirn, AAC teacher, BHS
Kristen Tracy, Instructional Coach
Carol Wait, Kindergarten teacher, Davis Elementary
Tricia White, ESL teacher, Davis Elementary

BPS Literacy Plan Vision Statement

Bedford Public Schools is committed to making literacy a priority. We believe that through quality tiered literacy instruction, our students will be prepared for college and career and life beyond Bedford Public Schools. We want all of our students to have the skills to become literate citizens and pursue their dreams when they graduate from high school.

Literacy Plan

Goals

Goal 1: Vision/Leadership/Communication

Goal 2: Assessment

Goal 3: Intervention Processes

Goal 4: Core Curriculum and Instruction

Goal 5: Professional Development/Coaching



Goal 1: Vision/Leadership/Communication

District and school-based initiatives and goals will be aligned to the Literacy Plan, including the alignment of K-12 literacy curricula.

Action Step 1: Goals on District and School Improvement Plans will draw from the Literacy Plan

- **District**
2.1 Implement the BPS Literacy Plan at all levels and for all students
- **Davis/Lane**
Strategic Objectives # 1,2,3
Core Tier I literacy instruction will be strengthened and differentiated so as to reduce the need for literacy interventions.
- **JGMS**
Strategic Objectives # 1,2,3
Core Tier I literacy instruction will be strengthened and differentiated so as to reduce the need for literacy interventions.
- **BHS**
Goal #1-LiteracyContinue to examine how our students read, write, listen, speak and think critically in a way that is meaningful within the content area and advances learning for all students.

Action Step 2: Central office will provide oversight of funding for and purpose of *literacy programs* and *materials* as aligned with district goals

- Literacy Programs (UoS, Foundations /Wilson, Grade 6, OG)
- Materials (UoS, DIBELS, TMP, F and P, classroom libraries, Lexia, Raz Kids, TMP, iReady,)

Action Step 3: Literacy Plan, Goals, and Action Steps will be shared with district staff, school committee, and families. (This was completed in spring of 2020 and fall of 2021)



Action Step 4: Evaluation of progress and next steps will be shared with district staff and school committee, and families.

- Evaluation of progress through data sweeps/data meetings at each school, three times a year
- District staff updated in the fall and through representatives from the Literacy Committee
- Evaluation of progress and next steps communicated to families through the Data Dashboard, school based information, school committee presentation, blog and Superintendents Friday Newsletter periodically.

Action Step 5: Literacy implementation (Literacy Committee) will meet bimonthly to make decisions, assess progress, and make adjustments as needed.

Goal 2: Assessment

Consistent administration of literacy assessments will be conducted at every grade level throughout the year; data will be shared across schools, grade levels, and district; and data will be used to inform instruction and intervention.

Action Step 1: K-12 Literacy Assessment inventory

Year 2

- Grades K-5 DIBELS
- Grades K-5 Fountas and Pinnell
- Grades 1-8 TMP
- Grades 9 and 10 iReady
- Grades K-10 Writing


For 2021-22 ONLY: Data Sweep Assessments/Screening Tools		Make this able to be a range of grades... (Pinn)		Testing Window							
Assessment / Screening tool NAME	Focus Area	Grade	School	#1 Fall	Date Fall data will be in Master spreadsheet	#2 Winter	Date Winter data will be in Master spreadsheet	#3 Spring	Date Spring data will be in Master spreadsheet	Who administers this assessment?	
ELA Synthesis Essay	MCAS Skills	9	BHS	Sept 27-10/4		Jan 18-21		May 2-5		Classroom Teachers	
ELA Synthesis Essay	MCAS Skills	10	BHS	Sept 27-10/4		Dec 13-17		Feb 28-Mar4		Classroom Teachers	
ELA Synthesis Essay	MCAS Skills	11	BHS	Sept 27-10/4		Jan 18-21		May 2-5		Classroom Teachers	
Track My Progress (TMP)	Mass ELA Frameworks	1	Davis	Sept. 9-30	Oct. 1	Jan 10-28	Feb. 3	May 16 - June 3	June 10	Classroom Teachers	
Track My Progress (TMP)	Mass ELA Frameworks	2	Lane	Sept. 9-30	Oct. 1	Jan 10-28	Feb. 3	May 16 - June 3	June 10	Classroom Teachers	
Track My Progress (TMP)	Mass ELA Frameworks	3	Lane	Sept. 9-30	Oct. 1	Jan 10-28	Feb. 3	May 16 - June 3	June 10	Classroom Teachers	
Track My Progress (TMP)	Mass ELA Frameworks	4	Lane	Sept. 9-30	Oct. 1	Jan 10-28	Feb. 3	May 16 - June 3	June 10	Classroom Teachers	
Track My Progress (TMP)	Mass ELA Frameworks	5	Lane	Sept. 9-30	Oct. 1	Jan 10-28	Feb. 3	May 16 - June 3	June 10	Classroom Teachers	
DIBELS	Early Literacy & Reading Skills	K	Davis	Sept. 9-30	Oct. 1	Jan. 24 - Feb 10	Feb. 11	May 23 - June 3	June 7	Classroom Teachers & Literacy Staff	
DIBELS	Early Literacy & Reading Skills	1	Davis	Sept. 9-30	Oct. 1	Jan. 24 - Feb. 10	Feb. 11	May 23 - June 3	June 7	Classroom Teachers & Literacy Staff	
DIBELS	Early Literacy & Reading Skills	2	Davis	Sept. 9-30	Oct. 1	Jan. 24 - Feb. 10	Feb. 11	May 23 - June 3	June 7	Classroom Teachers & Literacy Staff	
DIBELS	Early Literacy & Reading Skills	3	Lane	Sept. 9-30	Oct. 1	Jan. 10 - Feb. 3	Feb. 4	May 31 - June 10	June 13	Classroom Teachers & Literacy Staff	

Action Step 2: K-12 Assessment Calendar

Year 2

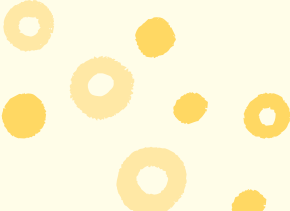
- Fall (early October) and Winter (January/February)

Action Step 3: Data meetings scheduled



	Assessment	Fall 2021	Who gives the assessment	When would data meetings happen
Grade 3				
Literacy	DIBELS Cohorts A-C	Oct. 5-9	cl. teacher & support	Oct. 28
	DIBELS Cohorts D	Oct. 5-9	cl. teacher & support	Oct. 28
	Track My Progress - Literacy	Oct. 5-9	Online- classroom teacher	Oct. 28
	BAS (F&P)	Oct. 13-27	cl. teacher & support	Oct. 28
	Narrative Pre-Writing prompt	Oct. 13-27	whole class / rubric	Oct. 28
	UoS in Rdg Pre Assessment unit	Sept. 28-Oct. 2	cl teacher & support	Oct. 28

Action Step 4: Progress monitoring (common assessments) across the district

- Formative Assessments (i.e. the common assessments in writing)
 - Progress monitoring to check on decoding/fluency/comprehension
- 

Action Step 5: Data management tools

What is a benchmark assessment?

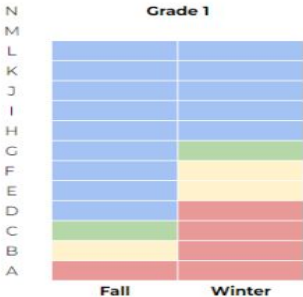
Benchmark Assessments are given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals. The word "benchmark" means a standard against which to measure something. Below is a list of the benchmark assessments regularly used K-5. Because no assessment is perfect and the conditions of each assessment are different, we look at the information from all of these assessments in conjunction to better understand student strengths and needs.

Fountas & Pinnell (F&P)

Fall (Sept. 2021)
Winter (Jan. 2022)

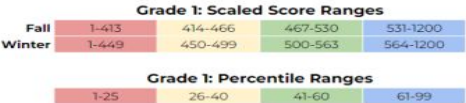
G K

The Fountas & Pinnell Benchmark Assessment System (BAS) is an assessment that helps teachers determine students' independent and instructional reading levels. Students' levels are determined by a child's comprehension level, accuracy, and fluency rates. This 1:1 assessment is administered 3 times a year, with additional progress monitoring as appropriate. This assessment allows teachers to observe student reading behaviors, engage in an open-ended comprehension conversation that goes beyond retelling, and helps teachers make informed decisions that connect assessment to instruction.



Track My Progress (TMP)

	Scaled Score	Percentile
Fall (October 2021)	693	94
Winter (January 2022)	733	94



Track My Progress is an online assessment that measures students' learning against the Common Core State Standard. It is a computer adaptive test. This means that the difficulty of the test questions adapt to the individual learning zone of the student. If a student is above grade level and answers initial questions correctly, the test will become more challenging as harder test questions are selected. If a student is below grade level, poor performance on initial questions will lead the test to provide easier test questions. This group-administered assessment is administered 3 times a year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. All subtests are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade. This 1:1 assessment is administered three times a year, with additional progress monitoring as appropriate. This assessment helps teachers make informed decisions that connect assessment to instruction.

Goal 3: Intervention Processes

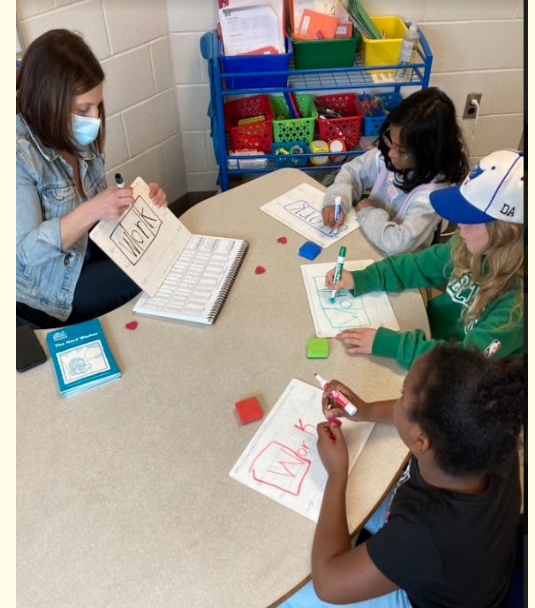
Consistency and alignment of literacy interventions K-12, including processes for identifying students, informing stakeholders, and delivering interventions, will be strengthened.

Action Step 1: Processes, and data-driven criteria for Tier II and Tier III

- **Processes:** data sweep, data meetings, RTI and progress monitoring
- **Criteria:** meeting benchmark

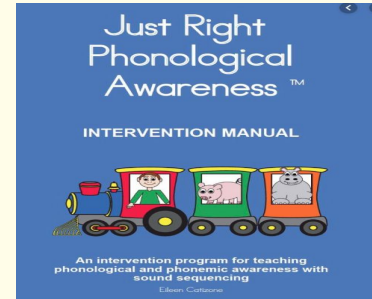
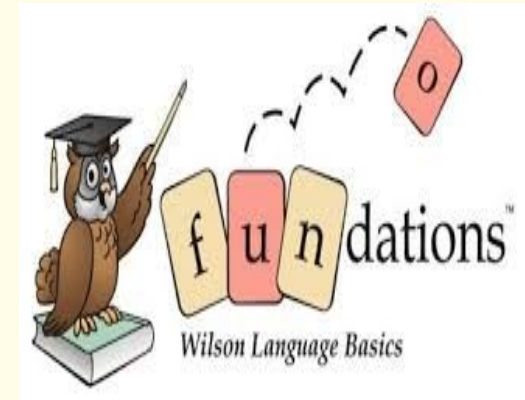
Action Step 2: Informing parents about children's assessment results and interventions

- **Data Dashboard at Parent/Teacher conferences (new during 2021-22)**
- **RtI:** classroom teacher calls parent/caregiver, letter from reading team.
- **Teachers receive weekly updates on interventions, 3 contact points per intervention cycle.**



Action Step 3: K-12 Reading program inventory

K-5	<ul style="list-style-type: none">• K: Just Right Phonemic Awareness• K: Super Powers from UoS• K-3: Foundations (phonics)• K-5 Units of Study in Writing• 1-5 Units of Study in Reading
6-12	<ul style="list-style-type: none">• Grade 6 Units of Study for Reading, 3 Units.• ELA 6-12 (writing and reading) Teacher created



Along with the programs taught to all students, are interventions utilized both in regular education and special education, those include:

- Orton Gillingham (Phonics)
- Wilson (Phonics)
- Linda Mood-Bell (Phonemic Awareness)
- Talkies (LMB) (Oral Language Comprehension and Expressions)
- Visualizing and Verbalizing (LMB) (Comprehension)
- Leveled Literacy Intervention (F and P) (Automaticity)
- Rave-O (Phonics/Fluency/Comprehension)

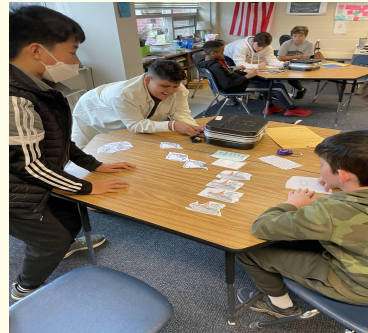
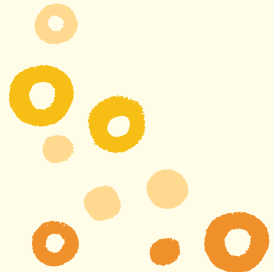
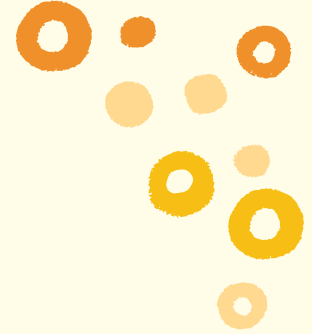


Action Step 4: Evaluate schedules to allow for further scheduling flexibility

- K-5 Literacy Block
- Grade 6 Reading and Writing Block
- JGMS Schedule, i.e. student needs

Action Step 5: Dedicated, small group literacy Tier II and Tier III interventions delivered outside of the reading/writing block.

Action Step 6: Allocate support staff based on data



Goal 4: Core Curriculum and Instruction

Core Tier I literacy instruction will be strengthened and differentiated so as to reduce the need for literacy interventions.

Action Step 1: Consistency in core, Tier I literacy instruction will be created at all grade levels. *(via educator evaluation, professional development, i.e. Studying Skillful Teacher, Differentiation Course)*

- Challenging and measurable mastery objective
- Objective should be worthwhile
- Students should know what the objective is
- Learning experiences/activities that are engaging for all students and clearly aligned with the target learning
- Formative assessment is ongoing throughout the lesson and the data collected is used to make adjustments

Action Step 2: Core, Tier I literacy instruction will be differentiated at all grade levels.

Action Step 3: The SST process will be refined in order to respond more efficiently and with more accountability to student need as they arise at the secondary level.

Units of Study Updates (Reading and Writing)

- **August 11, 2022 new Units of Study in Reading/Writing are coming out**
 - **Shorter, more lively, developmentally appropriate content (song, dramatic play)**
 - **Added phonemic awareness and phonics skills (Reading)**
 - **Addition of decodable texts (Reading)**
 - **Additional spelling/grammar (Writing)**
- **Stronger links to preceding units**
- **Strengthened instructional arc**
 - **Blueprints for each learning bend within each unit**
- **Addition of Responsive Teaching**
 - **Suggestions for differentiation**
 - **Support for Multilingual Learners**
- **Addition of Knowledge Generation**
 - **Prior knowledge, vocabulary mapping and development, text sets**

Literacy Team Support for new Units of Study

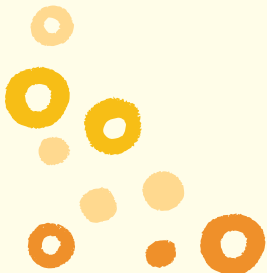
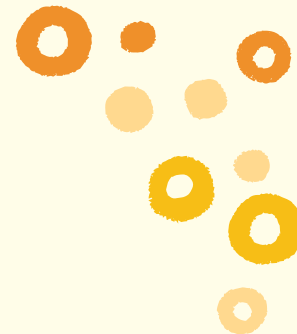
- Purchase new units
 - Credit from publisher
- Davis School Literacy Team working over the summer to adjust the current units
- Davis School Literacy Team to review the units in late summer
- Working with Teachers College to build a strong transition into new units
- Planning professional development day with Teachers College in the Fall

Action Step 4: Co-Teaching practices and structures will be evaluated for purposes, objectives and assessment of effectiveness.

- Landmark Consultant (BHS, and JGMS sixth grade reading)

Action Step 5: A clear scope and sequence for reading and writing in the content areas will be created, using a common template for curriculum mapping.

- K-5 Units of Study, Foundations (extended K-5, including scope and sequence).
- JGMS, based on the standards and addition of sixth grade reading and writing classes, and common assessments in writing.
- BHS, curriculum template work, in multi-year implementation, NEASC.



An example of sixth grade reading class, and where the scope and sequence occurs...

padlet



Erin Sarpard + 16 · 2d

P5: Research Gallery Walk

Students have been engaged in a unit of study, "Tapping the Power of Nonfiction" for several weeks. Please enjoy this Gallery Walk displaying a research presentation from each student!


♡

REMAKE

SHARE

...





Chernobyl disaster

google docs

reading slides


Chernobyl disaster happened a while ago but still has very many dangers .

♡ 7

3

2d

I like the images that you used and

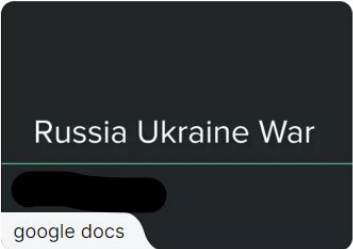


ia-Ukraine War

google docs

Russia-Ukraine War

This year, Russia invaded Ukraine. Do you wonder who caused the president of Russia to invade? Do you want to the effects of the war? Read this slideshow to find out.



Russia Ukraine War

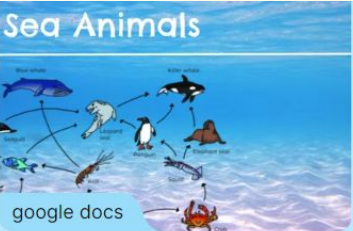
google docs

Russia Ukraine War

Recently, Russia has invaded Ukraine. Why have they done this? This slide will answer all your questions about the Russia Ukraine War.

♡ 5

3



Sea Animals

google docs

Sea animals

Have you ever wondered what happens every single day in the ocean that's harder to explore than outer space? Have you ever wondered about the amazing animals that lurk in the deep, salty, chilly ocean waters? Read this to find out!

Goal 5: Professional Development/Coaching

Appropriate and sufficient professional development and coaching will be provided for all staff who are providing and evaluating literacy instruction.

Action Step 1: Clear vision for literacy instruction and clear measures to accurately assess professional staff.

- **RBT Evaluation coaching**

Action Step 2: High quality professional development on literacy within the areas of:

- **Data Collection and analysis (Data Wise, i.e. Problem of Practice)**
- **Cross-disciplinary transferable skill instruction (Differentiation course, Studying Skillful Teacher and PD specific to content/grade level throughout the district)**
- **Discipline-specific literacy (Keys to Literacy, PDC Science of Reading and Data Wise, Foundations training in March, Units of Study PD in November, *Shifting the Balance* K-2 book groups at Davis and Lane)**

Action Step 3: Consistent coaching for staff on literacy practices.

Action Step 4: Evaluators provided with professional development on literacy instruction.

- RBT Evaluation Coaching

Action Step 5: Refresher courses provided over time, to ensure longevity of implementation.

- Literacy Committee
- PDC
- Professional Development/Trainings for Interventions since 2020

Interventions	Skill Area	Number of Faculty trained by BPS		
Orton Gillingham	Phonics	20		
Wilson	Phonics	3		
LiPs (LMB)	Phonemic Awareness	5		
Talkies (LMB)	Oral Language Comprehension and Expression	1		
Visualizing and Verbalizing (LMB)	Comprehension	16		
Leveled Literacy Intervention	Automaticity	1		
Rave-O	Phonics/Fluency/Comprehension	11		

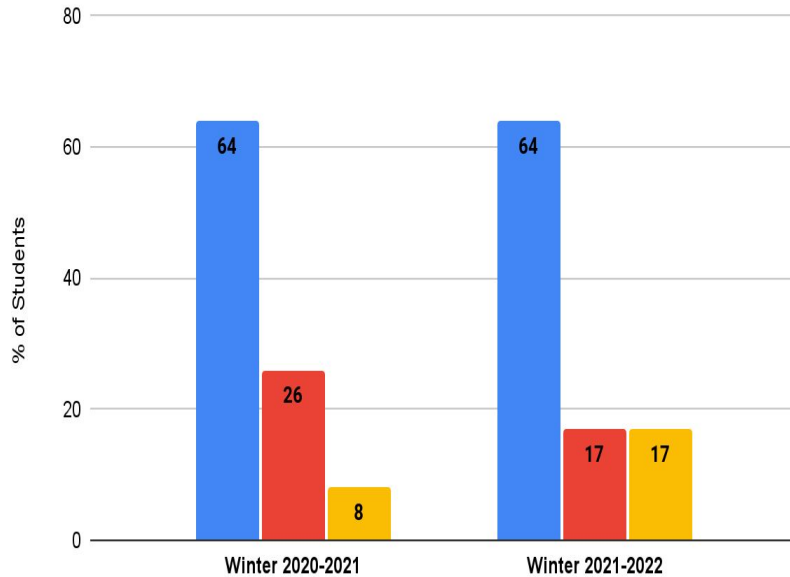
Action Step 6: Additional reading material and resources will be provided/curated to reinforce training.

Literacy Data Update

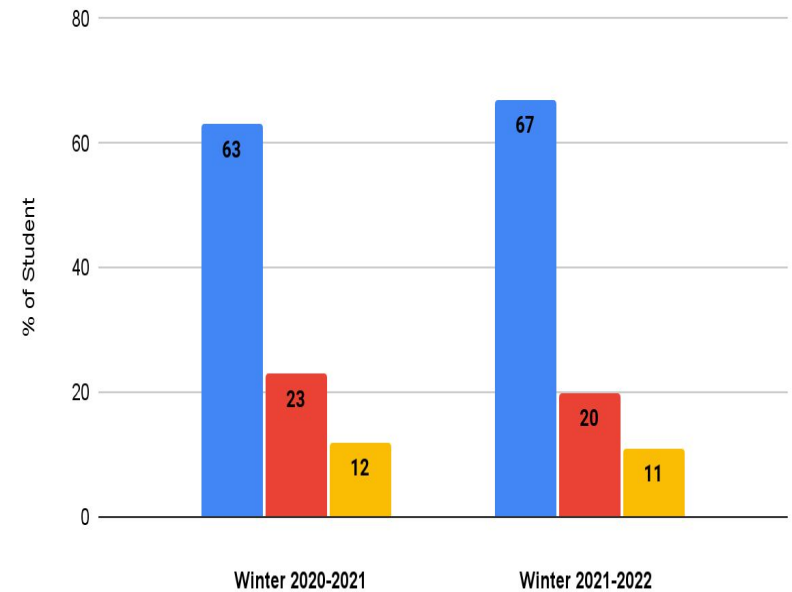
Track My Progress ELA Grades 1-2 Winter 2021 and Winter 2022

- Meeting/Exceeding
- Partially Meeting
- Not Meeting

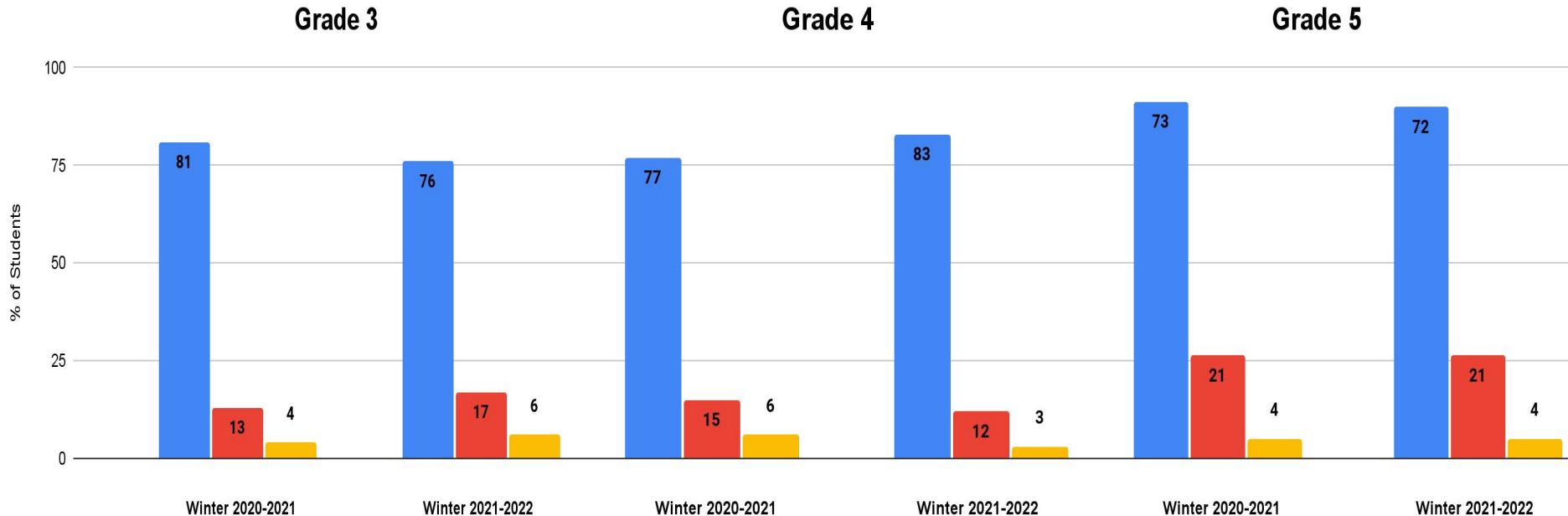
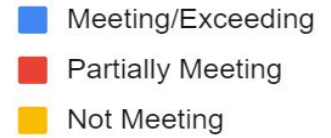
ELA Track My Progress . . . Grade 1



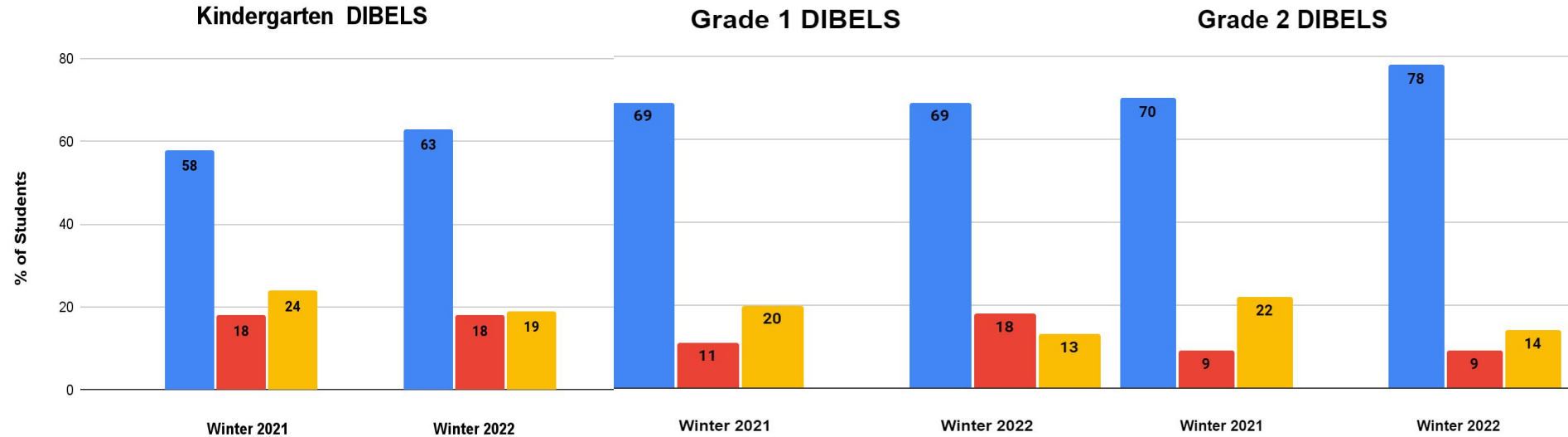
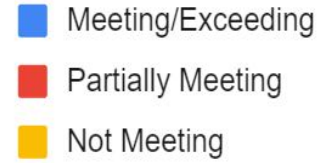
ELA Track My Progress . . . Grade 2



Track My Progress ELA Grades 3-5 Winter 2021 and Winter 2022

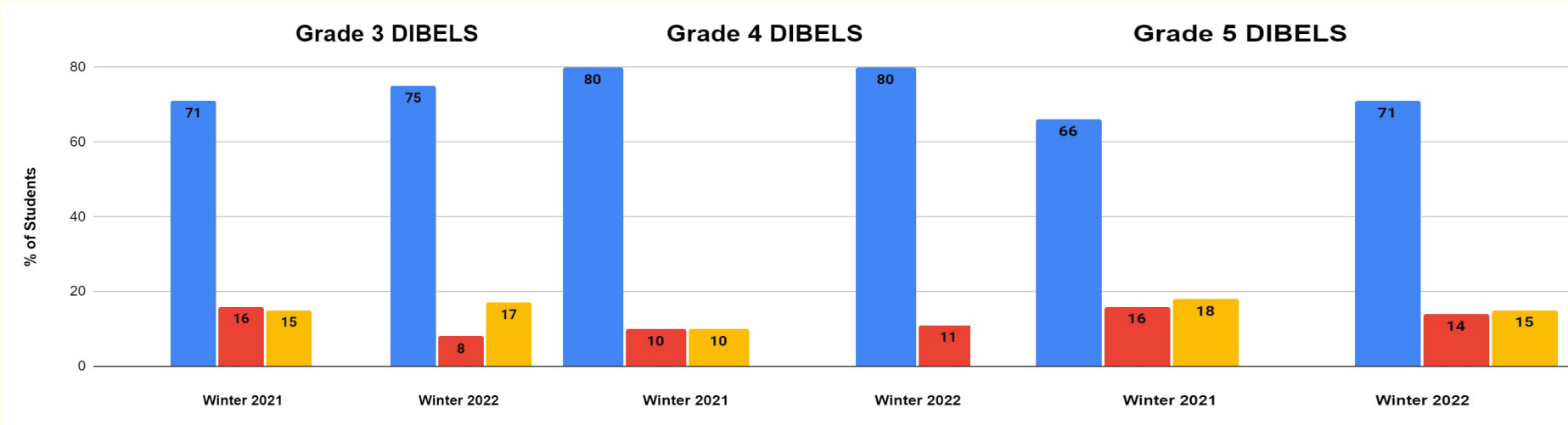
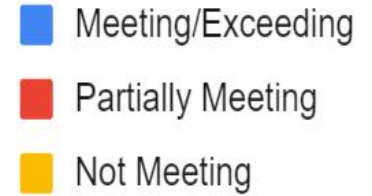


DIBELS Grades K - 2 Winter 2021 and Winter 2022



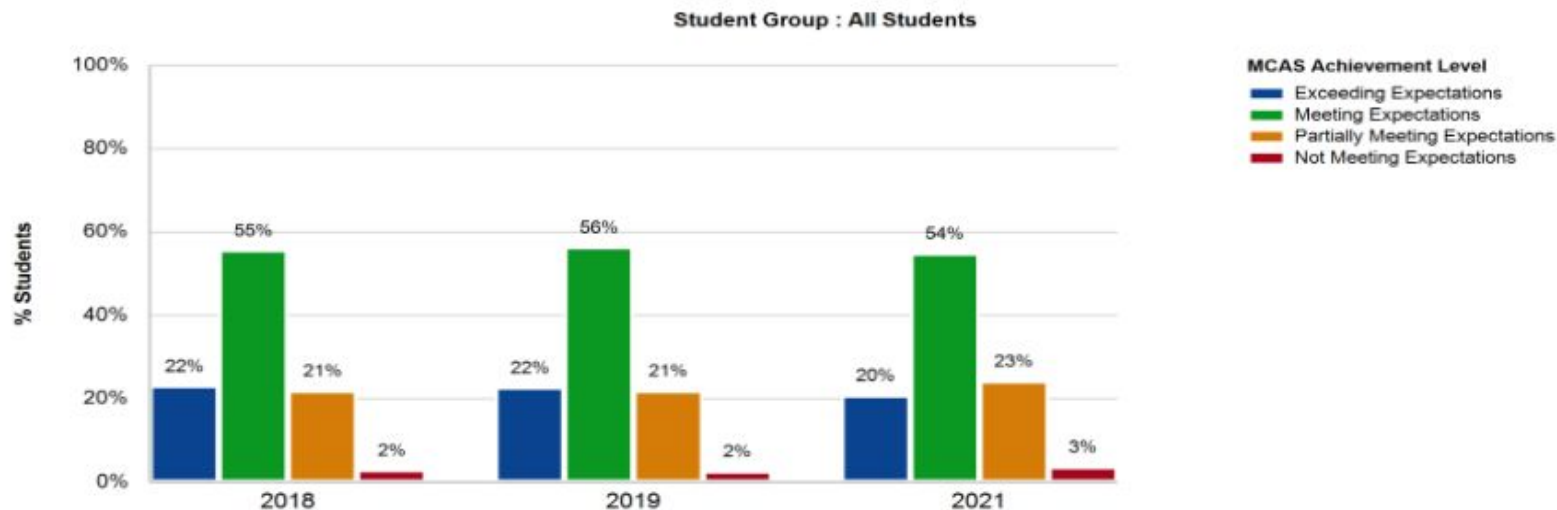
DIBELS Grades 3-5

Winter 2021 and Winter 2022



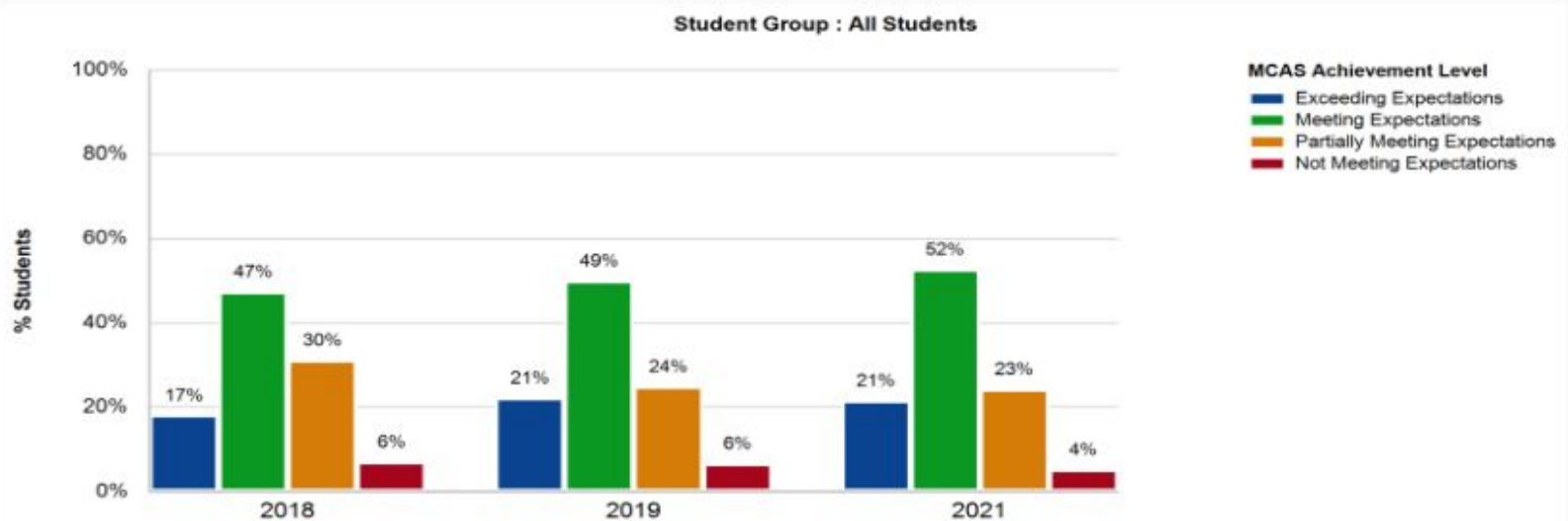
MCAS

2018-2021 MCAS English Language Arts-Lane School (Grades 3-5)

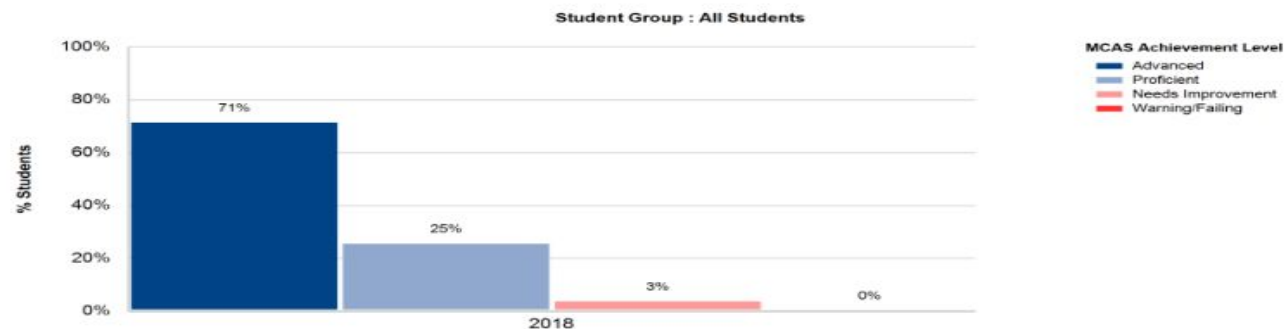
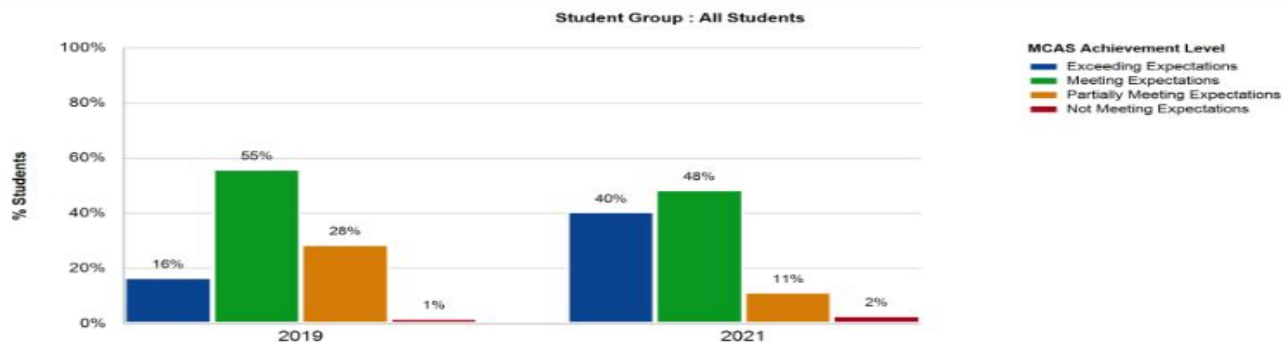


MCAS

2018-2021 MCAS English Language Arts-JGMS (Grades 6-8)

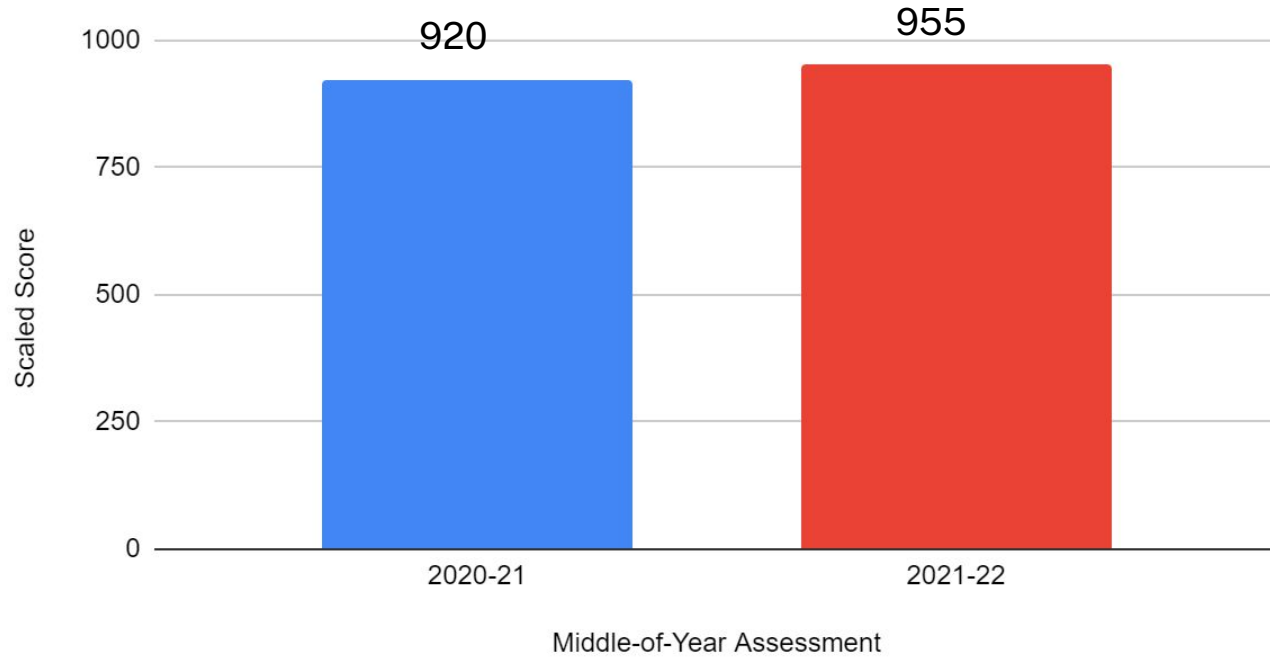


English Language Arts-Grade 10



Track My Progress

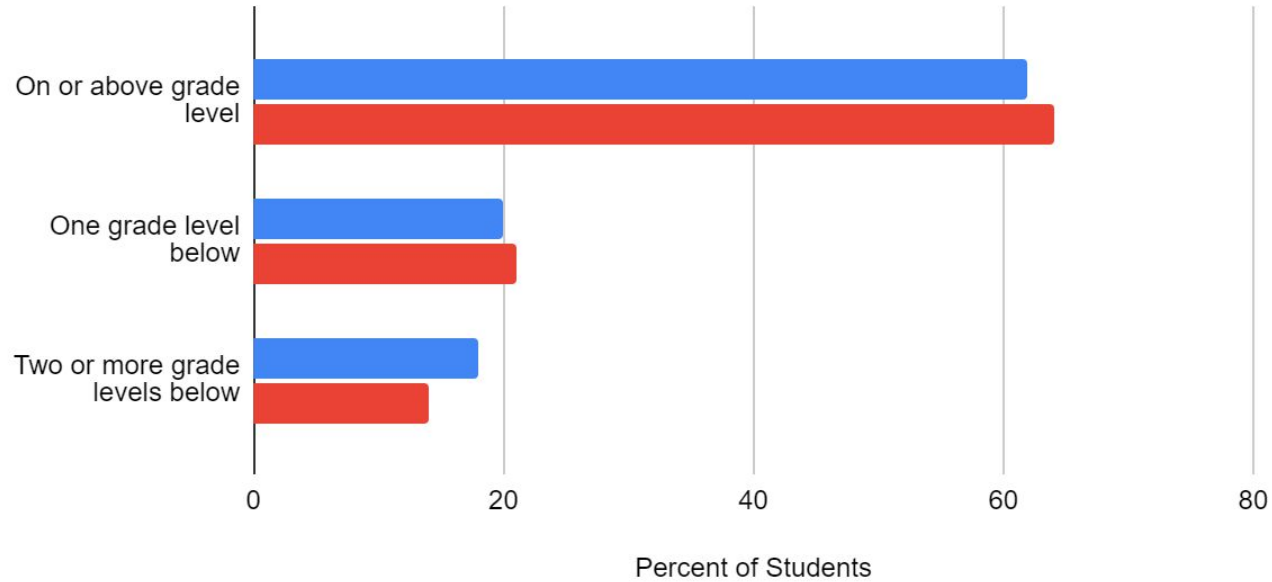
John Glenn Middle School



Midyear iReady

Bedford High School

2020-21 2021-22



Update from June 2021-May 2022

June 2021:

- Continue bi-monthly meetings with Literacy Committee
- Continue focus on District Improvement Goals, and School Improvement Plans, and Teacher Goals.
- Communicate with families
- Use information (data) to inform our instruction and progress over time
- Check in regarding goals and action steps, update continually.

May 2022:

- Literacy Committee meetings for 22-23 on Wednesday Calendar.
- Included Literacy Plan district and school plans. Included also on individual faculty members goals.
- Data Dashboard was a new addition to communication to families
- Review of Literacy Plan goals, happens continually.

BPS Literacy Plan

**Looking Ahead to
2022-2023**

- **Utilize Data Wise Work**
- **Implementation of District and School Improvement plans, 3-years.**
- **Update staff/faculty on plan in the fall.**
- **Superintendent's Newsletter**
- **Complete Data Dashboard.**
- **Tier I**
- **Continue to refine and improve Rtl and SST processes (i.e. JGMS).**