

BPS Literacy Plan

Fall 2020



The Great Wave, Katsushika Hokusai, ca. 1830-1832, Woodblock print, ink and color on paper, Metropolitan Museum of Art, New York, NY

Thank you!

Thank you to all members of the Literacy Steering Committee-the work you've done has been outstanding and has been integral in the crafting of our district literacy plan.

Thank you to Andrea Salipante and Jen Rabold for all of the hours of “regular meetings”, zoom meetings and hours pouring over the 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.

Purpose of the Literacy Plan

The purpose of literacy plan is to meet a number of goals:

- To inform instructional leaders and teachers about current, researched best practices for reading assessment, instruction, and intervention.
- To develop a comprehensive, system-wide plan for reading assessment, instruction, curriculum, and intervention, including a literacy scope and sequence that builds on students' skills as they develop K-12.
- To address the unique considerations necessary to bridge the gap between students' current reading abilities and grade-level expectations by accelerating learning.
- To inform the professional development goals and needs of the district in the area of literacy.
- To inform the development and implementation of curriculum for specific courses, programs, and differentiated plans of instruction and intervention.

Beliefs and Assumptions

It is important to acknowledge that there are a variety of beliefs and assumptions that underlie the development of this plan:

- **Students that are significantly behind their peers in grade-level reading achievement need:**
 - An intervention plan that will accelerate their literacy growth.
 - Additional support above and beyond reading in language arts and other content areas.
 - Instruction from a licensed reading professional during time specified for reading instruction.
 - Intervention in addition to other services such as special education or ESL.
- **Students reading at or above grade level will also benefit from explicit reading instruction to encourage ongoing growth and development of critical thinking skills.**
- **An instruction and intervention plan should be data driven and based on students' needs to assure growth in reading development and to support the independent application of strategic reading throughout the school day.**
- **Triangulation of multiple data measures which includes norm-referenced, criterion-based, and informal assessments should be used to create or redesign reading intervention plans and for moving students into, between, and out of appropriate interventions.**

Literacy Improvement Goals

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.

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.

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.

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.

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.

Goals and Action Steps

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 Steps:

- Goals on District and School Improvement Plans will draw from the Literacy Plan. (1, 2, 3)
- Central office will provide oversight of funding for and purpose of literacy programs and materials, as aligned with district goals. (1, 2, 3)
- Literacy Plan, Goals, and Action Steps will be shared with district staff, School Committee, and families in Year 1. (1, 2, 3)
- Evaluation of progress and next steps will be shared with district staff, School Committee, and families in Years 2 and 3. (2, 3)
- Literacy Implementation Team will meet bimonthly to assess progress, make adjustments as needed, etc. (1, 2, 3)

Goals and Action Steps

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 Steps:

- A K-12 Literacy Assessment Inventory will be created, including screening assessments, diagnostic assessments, common assessments, and progress monitoring. (1)
- A K-12 calendar of valid, reliable, and instructionally relevant literacy assessments focused on essential skills will be designed and implemented at least 3 times/year. (1)
- Data meetings (including data sweeps meetings 2 times/year) will be scheduled throughout the year and coordinated by central office to discuss student progress and changes in intervention services. (1)
- Progress monitoring (common assessments) across the district will be implemented to inform curriculum and instruction. (1 - ELA, 2 - Social Studies)
- Data management tools will be selected to coordinate collection and analysis of literacy data. (1)

Goals and Action Steps

Intervention Processes

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

Action Steps:

- Processes, using data-driven criteria, for identifying students who need Tier II or III intervention will be developed or refined. (1)
 - Literacy Specialists' caseloads will be focused on Tier II general education students who need reading intervention. (JGMS-1, BHS-2, Davis & Lane-1)
 - Common terminology for literacy interventions and structures across the district will be adopted. (1)
- Processes for informing parents about their children's assessment results and recommended interventions/services will be developed or refined. (2)
- A K-12 inventory of age-appropriate and research-based reading programs and interventions used in the district will be developed. (1)
- Evaluate schedules to allow for further scheduling flexibility, e.g., unleveling/unclustering at the elementary level and semester courses at BHS to allow for "graduating" from interventions. (2)
- Dedicated, small group literacy Tier 2 and 3 interventions will be consistently delivered outside of the reading/writing block. (2)
- Allocate support staff based on student data. (1)

Goals and Action Steps

Core Curriculum and Instruction

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

Action Steps:

- Consistency in core Tier I literacy instruction will be created at all grade levels. (1, 2, 3)
- Core Tier I literacy instruction will be differentiated at all grade levels. (1, 2, 3)
- A clear scope and sequence for reading and writing in the content areas will be created, using a common template for curriculum mapping. (2, 3)
- The SST process will be refined in order to respond more efficiently and with more accountability to student needs as they arise at the secondary level. (1)
- Co-teaching practices and structures will be evaluated for purposes, objectives, and assessment of effectiveness. (1, 2)

Goals and Action Steps

Professional Development/Coaching

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

Action Steps:

- A clear vision for literacy instruction and clear measures to accurately assess professional staff abilities to teach reading and writing to all students will be developed and communicated. (1)
- High quality professional development on literacy, based on needs assessment, will be provided, with time to process, discuss, and apply, especially in the following areas:
 - Cross-disciplinary, transferable skill instruction (2)
 - Discipline-specific literacy (3)
 - Data collection and analysis to inform instruction (1)
- Refresher courses will be provided over time to ensure longevity of implementation, particularly for new teachers and long-term substitutes. (3)
- Additional reading material and resources will be provided/curated to reinforce training. (3)
- Consistent coaching for staff on literacy practices will be provided by academic coaches and/or literacy specialists. (1, 2, 3)
 - Allocation of literacy specialist schedules and time available to support faculty will be analyzed. (1)
 - Literacy partnerships with content area teachers will be evaluated and utilized when appropriate. (1, 2)
- Evaluators will be provided professional development on literacy instruction practices and how to evaluate literacy instruction. (2, 3)

Implementation and Sustainability

The Literacy Planning Team recognizes that this District Literacy Plan should not be a “static” document. Over time, and with ongoing attention to details in the plan, the team believes that it will be a “living” document that changes over time. The goals and action steps identified in the District Literacy Plan will be a catalyst and the foundation for improving student achievement with literacy skills over years to come.

How will we share the plan with the community?

- The Literacy Plan, Goals, and Action Steps will be shared with district staff, School Committee, and families in Year 1 by the Assistant Superintendent and Literacy Program Administrators.
- The District and School Improvement Plans will draw from the Literacy Plan, and teachers’ goals will reflect the District and School Improvement Plans and the Literacy Plan.
- Evaluation of progress and next steps will be shared with district staff, School Committee, and families in Years 2 and 3.

Implementation and Sustainability

How will we complete and monitor implementation of action steps?

- Individual staff members who are responsible for each action step are assigned.
- The Literacy Implementation Team, with two members from each school, will meet bimonthly to make decisions, assess progress, and adjustments as needed.

How will we update the plan annually?

- A plan will be developed to rotate members of the Literacy Implementation Team over the coming years.
- Assessment and instructional data collected throughout the year will be analyzed to provide evidence for plan modification at the end of each school year.
- The Assistant Superintendent and Literacy Program Administrators will develop revisions for the Literacy Implementation Team's review.

Questions