Bedford Public Schools

3-Year Literacy Plan

2020-2023

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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.

Assessment Data
Our MCAS scores demonstrate that we have made progress, yet we still have room for improvement, particularly in our sub-groups. At no grade, and in no subject tested, do we have greater than 81% meeting or exceeding expectations in 2019. Some grade levels and subjects, such as Grade 7 ELA (YOG 2024), where only 60% of students are meeting or exceeding expectations, are even more concerning.

2019 MCAS Scores - Percentage of Students Meeting and Exceeding Expectations

Grade 3	ELA	81%
Grade 3	Math	74%
Grade 4	ELA	70%
Grade 4	Math	75%
Grade 5	ELA	79%
Grade 5	Math	70%
Grade 5	Science	68%
Grade 6	ELA	78%
Grade 6	Math	75%
Grade 7	ELA	60%
Grade 7	Math	72%
Grade 8	ELA	70%
Grade 8	Math	69%
Grade 8	Science	68%
Grade 10	ELA	68%
Grade 10	Math	76%

ELA MCAS scores by cohort from 7th to 8th grade (YOG 2023) demonstrate, for example, that the percentage of students scoring Meeting or Exceeding Expectations has improved for all students, for economically disadvantaged students, for African American students, and for Hispanic/Latino students. However, the percentage of students with disabilities Meeting or Exceeding Expectations has declined.

| Spring 2018 Grade 7	Spring 2019 Grade 8	G/D
64% all students M/E	71% all students M/E	+7
33% economically disadvantaged M/E	42% economically disadvantaged M/E	+11
27% students w/disabilities M/E	23% students w/disabilities M/E	-4
30% African American students M/E	38% African American students M/E	+8
	*15% African American Students NM	
50% Hispanic/Latino students M/E	67% Hispanic/Latino students M/E	+17

ELA MCAS scores by cohort from 8th to 10th grade (YOG 2021) demonstrate that the percentage of students scoring Meeting or Exceeding Expectations has improved for all students, for economically disadvantaged students, for students with disabilities, and for Hispanic/Latino students.

Spring 2018 Grade 8	Spring 2019 Grade 10	G/D
63% all students M/E	68% all students M/E	+5
38% economically disadvantaged M/E	47% economically disadvantaged M/E	+9
16% students w/disabilities M/E	43% students w/disabilities M/E	+27
African American students M/E <9	40% African American students M/E _____ *0% African American students NM	
31% Hispanic/Latino students M/E	50% Hispanic/Latino students M/E _____ *5 Hispanic/Latino students did not meet	+19

Despite the growth within cohorts, however, we still see significant gaps in the achievement and growth percentiles between students in several subgroups and all students. For example, ELA MCAS (YOG 2025) scores in 2018 and 2019 demonstrate a significant gap between all students Meeting or Exceeding Expectations and economically disadvantaged students, students with disabilities, and African American students, gaps that significantly widened in the same cohort from 2018 to 2019.

These gaps were particularly pronounced in the YOG 2024 cohort, where 0% of African American students Met or Exceeded Expectations on the ELA MCAS in 2018 or 2019, only 5% in 2018 and 11% in 2019 of students with disabilities Met or Exceeded Expectations, and less-pronounced gaps existed in economically disadvantaged and Hispanic/Latino subgroups.

ELA Subgroup Data 18-19

ELA Subgroup Data 18-19
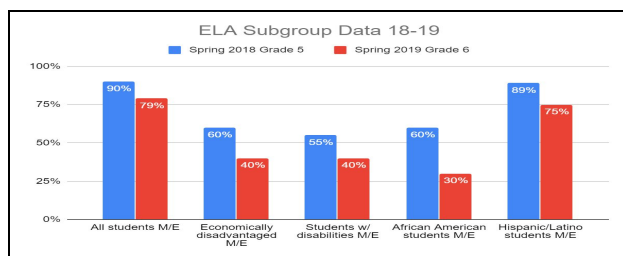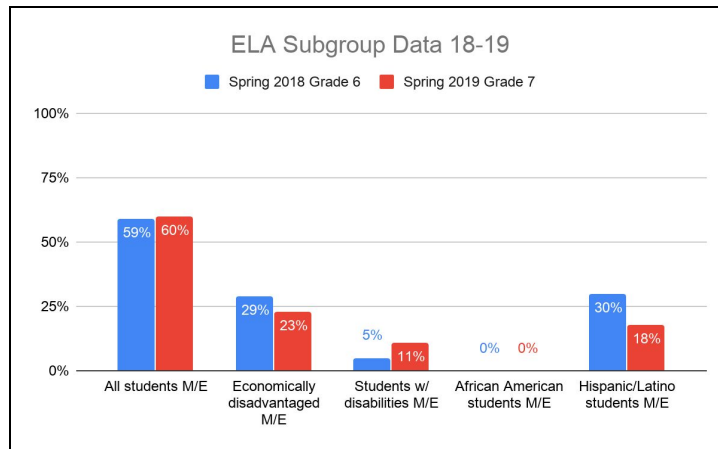
As the literacy demands of learners continue to increase, it is imperative that the Bedford Public Schools develop assessment and intervention plans (including a scope and sequence of developmental outcomes) that lead all students to acquire the literacy skills necessary for the 21st century. Reading proficiency develops over time, and students of all abilities need sustained and intentional reading instruction throughout their K-12 schooling in order to be ready for the demands of college and the workplace.

All of our teachers need a clear and consistent message that literacy is the responsibility of all members of the Bedford Public School community.   The district literacy program must be organized to identify students' needs, to provide teachers with strategies to support students in tier 1 instruction in their classrooms, and to include extra literacy support for students who need additional Tier II literacy instruction.

Purpose
We present this literacy plan 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.

Definitions

In this plan, core instruction or Tier I is considered to be the standards-based instruction and curriculum all students receive in general education, academic classroom settings. All students participate in core instruction; whereas Tier II or III interventions are in addition to and aligned with this basic component of a comprehensive instructional framework. Even though core instruction is designed to provide all students with a rigorous and relevant curriculum, it may not sufficiently meet the needs of every learner. Some students will require intervention, additional support and instruction on reading skills, strategies, and behaviors to successfully master grade-level expectations. A systematic framework should outline how data can be used to determine those students who need additional support. Intervention then is based on the screening, diagnostic, formative, and summative data collected on students at risk, and instruction is provided with evidence- and research-based practices that are specific to the needs of a struggling reader.

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 and/or special educators 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.

CURRENT STATUS OF LITERACY IN THE DISTRICT

Literacy Leadership, District Structures Supporting Literacy

Summary of Current Status

The District Improvement Plan includes a focus on literacy. There has been a long term commitment to improving literacy K-12. Each school in the district also includes a focus on literacy. At each individual building the School Improvement Plan outlines what the focus is, which includes:

Davis: Complex texts
Lane: Complex texts
JGMS: Nonfiction literacy
BHS: Disciplinary literacy

There are structures in place throughout the district to research, develop, and facilitate a district literacy plan. There is a K-12 district wide literacy planning committee, which includes several leadership positions, Program Administrators, Principals and the Assistant Superintendent. The literacy planning committee is made up of subcommittees to address each area. There is broad support for the development of a literacy plan, and the committee is composed of 29 faculty members throughout the district.

There are several current structures that support literacy currently, K-5 and 6-12 Directors of Student Achievement, both of whom provide data analysis. We also have Student Insights at the K-5 level to help track students' information year to year. At both the K-5 and 6-12 level there is a Literacy Program Administrator. At JGMS and BHS MCAS data analysis meetings are held which include various administrators.

There are several current initiatives related to literacy within the district. Co-teaching exists at each school in the district. At the K-5 level, co-teaching exists in the subject areas of reading, writing and math. At JGMS co-teaching exits in ELA and math classes, and at BHS in ELA, math, science and social studies classes. There are initiatives related to literacy at the K-2 level in regards to phonemic awareness curriculum implementation. At the K-5 level the Units of Study/Readers' Workshop curriculum is being implemented, with the goal of full implementation of Units of Study for Reading and Writing in grades K-5. At JGMS there is a literacy/social studies partnership and school-wide Keys to Literacy. At BHS, the focus is on discipline specific work regarding literacy.

Schools communicate with families about literacy in several ways.   At Davis and Lane the School Improvement Plans include ways to engage families in the educational process. At JGMS, the Librarian and Literacy Department plan to redesign the Back to School Night format for parents of reading students to provide resources and inform them of ways they can support literacy at home. Parents were informed that all students in grades 6-8 were assessed using the GRADE assessment.

Summary of Strengths and Weaknesses

The district and building improvement plans all include a focus on literacy in some way. Improvement plans impact all students. All content areas and schools are represented on the Literacy planning committee. There are structures and leadership positions related to literacy already in place. K-5 initiatives are aimed at achieving consistency and vertical alignment. The initiatives at the 6-8 are aimed at intermediate literacy strategies, and those at 6-12 level are aimed at improving disciplinary literacy. All of the schools are looking for ways to engage families around literacy.

Assessment and Use of Data

Summary of Current Status

There are several different assessments being used across all four buildings. There has been a focus on reading assessments, and this had led to a lack of a focus on writing. There are no consistent screeners for grade levels, in reading, writing, or math. There is also no systematic use of diagnostics. In order to assess students who need RTI there have not been clearly designed data collection plans, and progress monitoring tools are not used in a coordinated way.

Summary of Strengths and Areas of Growth

At the elementary level, there has been inconsistent use of screening tools. At the kindergarten level, DIBELS has been used at the beginning, middle and end of the year of the year to gauge elements of reading, mostly letter identification. There have been no screeners used for reading at the grade 1 and 2 levels. The only tool used at the grades 1-5 level has been the Benchmark assessment, which only provides a guided reading level, and is somewhat subjective in its implementation and interpretation. It was not designed to be a screening tool. There are currently no writing screening tools universally used at the K-5 level. At the 3-5 level, the ELA MCAS has provided larger data related to the standards and question types.

At the 6-12 level, at grades 5, 6, 7, 8, and 10, ELA MCAS provides both standards-based data and question type data. At the 6-9 level the GRADE assessment was just implemented this year, and provides another data point for reading at those levels. Before school closure, the intention was to conduct a GRADE assessment at the end of grade 6 for placement purposes in the middle school.

The need for reading screeners and diagnostics throughout the grade levels, especially at the elementary levels, is clear.

Core Literacy Instruction (Tier I), Grades K-5

Summary of Current Status

Specific literacy programs and methodologies are being used in the Davis and Lane Schools, but with varying degrees of fidelity and consistency.   All kindergarten classes are implementing Just Right Phonological Awareness with full fidelity. All classrooms K-5 implement a Guided Reading workshop approach to literacy instruction with varying implementation styles. All classrooms 3-5 implement The Units of Study in Reading. Writing instruction K-2 is grounded in The Units of Study in Writing, although there is inconsistency in which edition teachers use. Inconsistency can also be said for writing in grades 3-5. Some teachers use Empowering Writers, while others base their instruction in The Units of Study in Writing. Regarding phonics instruction, all teachers K-3 ground their instruction in Fundations, but with varying degrees of fidelity.

Summary of Strengths and Areas for Growth in English Language Arts

Strengths
- Staff willingness to improve core instruction
- Just Right Phonological Awareness is being used with fidelity in all Kindergarten classes
- All teachers K-3 have a strong understanding of Fundations which meets the standards for grade level phonics instruction
- All teachers K-2 meet students in small, targeted Guided Reading groups
- All teachers 3-5 implement the Units of Study in Reading

Areas for Growth
- Consistent instruction and programming in Writing K-5
- Consistent data-analysis to determine effectiveness of literacy instruction as it relates to student achievement with literacy skills
- Creation of longer, uninterrupted literacy blocks
- Differentiation of core instruction prior to intervention
- Additional assessments that target skills and minimize subjectivity

Core Literacy Instruction (Tier I), Grades 6-12

Summary of Current Status

There are no specific programs that all teachers within departments or across all departments use at JGMS or BHS. Teachers and administrators across the ELA, Social Studies, Science, and Math Departments are currently working on common assessments (on-demand literacy tasks, research, and other). They report availability and use of common resources, curriculum maps, Understanding by Design units, and other guides, and collaboration time and PD. Teachers in the Social Studies Department report use of common practices, and a focus on reading comprehension and writing. Teachers in the Science and Math Departments report wide use of the Claim-Evidence-Reasoning to teach and assess writing a scientific argument, and teaching of disciplinary literacy, including interpretation of graphs, tables, charts, diagrams, data, etc. Teachers report that literacy instruction is scaffolded using Newsela, and that explicit instruction of content vocabulary is provided.

Summary of Strengths and Areas for Growth in English Language Arts

Strengths
- NewsELA and Common Lit are resources used by almost all staff to some degree.
- There is a focus on multi-text analysis throughout all grades.
- A growing number of teachers are incorporating aspects of independent reading in classrooms.

Areas for Growth
- Common assessments - their development, use, implementation, and calibration - are in various stages across grade levels.
- Curriculum maps - their development, use, and implementation - are in use in various stages across grade levels.
- Teachers report a need for more PD time to collaborate over assessments and resources.

Summary of Strengths and Areas for Growth in Social Studies

Strengths
- Programs and resources address rigor.
- Decisions around curriculum are made as teams and the state standards guide the content and decisions.
- PD is available and used for Social Studies content-specific areas.

Areas for Growth
- Teachers are looking for additional guidance for differentiation of programs and resources in widely heterogeneous groupings.
- Valuable and interesting PD is available; however, teachers feel that there is limited time to process, discuss, and apply.

- Common assessments - their development, use, implementation, and calibration - are in various stages across grade levels.

Summary of Strengths and Areas for Growth in Science and Math

Strengths
- Departments analyze MCAS and discuss challenges students may have had due to literacy.
- The science dept shares writing prompts, student work, and monitors student growth in a particular skill.
- Teams of teachers within a subject work together to create curricula.

Areas for Growth
- Lack of consistent use of strategies in classes to support literacy.
- Word problems on the common assessments aren't as challenging as the ones on the SATs and MCAS.

Intervention Literacy Instruction (Tiers II and III)

Summary of Current Status

The district and teachers are committed to addressing literacy and improving student achievement. However, across the district, there seems to be a lack of consistency and understanding in how to provide differentiated literacy instruction in core content areas that meets the needs of all students, thus intervention is required. In the elementary schools, there is insufficient and inconsistent use of universal assessments. This issue makes it difficult to use data to inform instruction and provide targeted intervention. In addition, availability of intervention is largely based on class placement. As a result, some students are not receiving sufficient intervention. At the upper levels, intervention for general education students is compromised due in part to the Literacy Specialists acting as service providers for Special Education students; thus they are not available to provide literacy intervention for general education students. Current attempts have been made to strengthen literacy instruction by Special Educators in all buildings. In all schools, scheduling "in addition to" instructions proves to be an ongoing challenge.

Summary of Strengths and Areas for Growth

Strengths
- Capacity to evaluate and intervene; 3 Reading Specialists in each building
- Skilled staff members that can analyze data
- Volume of additional literacy assessments to administer as needed
- Wide variation of research-based intervention programs at the elementary levels
- Keys to Literacy training provided at JGMS 2018-2019 school year
- Newly created criteria for assessing literacy classes in the upper grades

Areas for Growth
- Provide a sufficient number of universal literacy screeners K-8
- Create clear/consistent criteria to determine which students receive Tier II/III intervention
- Consistently schedule data meetings including all necessary departments
- Provide sufficient time for additional literacy intervention outside of the reading/writing blocks, especially with students who have multiple needs
- Provide access to additional literacy intervention by a specialist regardless of class placement
- Create a robust rollout in utilizing *Student Insights* as a means to document intervention and communicate between buildings

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Literacy Professional Development

Summary of Current Status

Results from a short survey which received 28 responses, from classroom teachers, specialists, and administrators, ranging from brand new to having many years of experience, indicate that Bedford personnel feel that professional development across all schools in literacy has been offered over the past 5 years; however, implementation has been inconsistent. They feel that Reading and Writing professional development has been disjointed from K-12, new hires are not necessarily up to speed, and there are no district systems in place that indicate needs for areas of professional development (how they are planned, approved, tracked, etc.).

Summary of Strengths and Areas of Growth

Strengths
- Many dedicated, talented teachers across all schools are trying to meet the needs of all students.
- There are literacy specialists and reading teachers in all buildings with a high knowledge of literacy and willingness to facilitate PD in some cases.
- Many teachers have volunteered to take part in PD offerings, and there is a lot of interest in improving literacy practices.
- A lot of resources are available in the district for PD.
- Efforts to be more inclusive/culturally responsive with literacy instruction and more overall awareness of culturally responsive practices are in evidence.

Areas of Growth
- Teachers, ESL teachers, and special educators report a desire for PD on differentiated instruction for all students, especially students below grade level.
- Bedford personnel report a desire for more knowledge of the developmental continuum of literacy and how all components of literacy fit together.
- Bedford personnel report a desire for PD that helps them use resources more effectively.

Scheduling and Grouping

Summary of Current Status

Information for our current status of scheduling and grouping was collected via conversations with individual administrators, grade-level teachers, and subgroups within departments. Our findings show that our current grouping models, in all schools, is an area of consideration at this time. Each model (cluster, pod, team) K-8 offers strengths but presents limitations for accessing appropriate supports. Current cluster, pod, team structures allow for grade-level collaboration, and at the elementary level, opportunities and some autonomy in building daily schedules. In the upper grades, most students are afforded flexible options within their schedule to include electives. Gathered information shows that students with identified needs are prioritized in all buildings for both placement and scheduling, although some challenges arise when trying to meet more moderate literacy needs. All schools use various means regarding student placement that includes, but is not limited to, specific assessment data points and teacher recommendations.

Summary of Strengths and Areas for Growth

Strengths
- Davis & Lane have some teacher autonomy in building a daily schedule
- BHS provides a wide variety of course offerings that strive for equity and access
- We prioritize students with high needs in all 4 buildings
- Cluster/Pod/team model provides opportunities for teacher collaboration
- Each school has one, consistent facilitator for their Child Support Team

Areas for Growth
- Create universal language K-12 regarding programming, structures and supports
- Provide tiered supports for all students regardless of placement
- Placing students new to the district
- Davis and Lane:
  - Create a building schedule that allows for uninterrupted learning blocks
  - Create a building schedule that allows each building the ability to provide "in-addition-to" intervention outside of the content block
- JGMS:
  - Create opportunities for all students to participate in Exploratories
  - Focus on maintaining team model vs. leveled classes
  - Design systems that allow the school to efficiently respond to student needs as they arise
- BHS:
  - Create schedules that provide the ability for all students to take Electives
  - Create schedules where there are there are entry points in electives for

        students who no longer require additional supports
- ○ Efficiently respond to student needs as they arise
- ○ Involve parents in the process of getting students into support programs

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Resources, Staffing

Summary of Current Status

Many faculty were surveyed to find out more about what the current status was at this time. Roughly half of the faculty agreed that there were resources available to support literacy in Bedford. Time to collaborate was not as high, with only about 40% of the respondents stating they had enough time to collaborate with colleagues. Faculty members also commented that they would like to have more time to work with literacy specialists and coaches. Faculty reported having ample opportunities to participate in literacy-related professional development. Almost all faculty responded that they use Google suite.

Summary of Strengths and Areas of Growth

One of the important pieces that came out of this subcommittee's work was the listing of programs at the elementary and secondary level in relation to literacy. There were several comments about how to best select programs, and utilize new programs, and programs we already have. This listing defines where we currently are, and leads to a clearer examination of potential gaps in our literacy curriculum.

Davis/Lane
Just Right Phonological Awareness (K)
Guided Reading (K-2)
Units of Study in Writing (K-2)
Fundations (K-3)
Units of Study in Reading (3-5)
Words Their Way (4)

JGMS and BHS
Keys to Literacy
Wilson Language System
Rewards
Reading Milestones
Words Their Way
Magawords
Word Generation
NewsELA
Classical Roots

<center>**LITERACY IMPROVEMENT GOALS**</center>

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.

GOAL ACTION STEPS

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	Action Step 2	Action Step 3
ACTION STEPS	Goals on District and School Improvement Plans will draw from the Literacy Plan.	Central office will provide oversight of funding for and purpose of literacy programs and materials, as aligned with district goals.	Literacy Plan, Goals, and Action Steps will be shared with district staff, School Committee, and families
Timeline	Years 1, 2, and 3	Years 1, 2, and 3	Year 1
Person(s) Responsible	Superintendent and Assistant Superintendent Principals	Superintendent, Assistant Superintendent, Director of Finance	Assistant Superintendent, Literacy Program Administrators, Literacy Committee
Specifics	Year 1: Summer 2020		District and School Improvement Plans shared September 2020
Resources Needed	Assistant Superintendent and Literacy Program Administrators will provide support on developing literacy goals in District and School Improvement Plans.		
Measure of Success	Teacher goals reflect District and School Improvement Plans and Literacy Plan		

	Action Step 4	Action Step 5	
ACTION STEPS	Evaluation of progress and next steps will be shared with district staff, School Committee, and families	Literacy Implementation Team will meet bimonthly to make decisions, assess progress, and make adjustments as needed.	
Timeline	Years 2 and 3	Years 1, 2, and 3	
Person(s) Responsible	Assistant Superintendent, Literacy Program Administrators	Assistant Superintendent Literacy Program Administrators	
Specifics		2 people from each school	
Resources Needed			
Measure of Success		Calendar of bimonthly meetings	

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	Action Step 2	Action Step 3
ACTION STEPS	A K-12 Literacy Assessment Inventory will be created, including screening assessments, diagnostic assessments, common assessments, and progress monitoring.	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.	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.
Timeline	Year 1	Year 1	Year 1

Person(s) Responsible	Literacy Program Administrators	Assistant Superintendent, in consultation with Literacy Program Administrators and Principals	Assistant Superintendent, in consultation with Literacy Program Administrators and Principals
Specifics			
Resources Needed		Funding for GRADE, TMP, DIBELS	Time in schedule Funding for subs
Measure of Success	Completed inventory (gaps, overlaps, recommendations)	Completed calendar of assessments	Completed calendar of Data Meetings

	Action Step 4	Action Step 5	
ACTION STEPS	Progress monitoring (common assessments) across the district will be implemented to inform curriculum and instruction.	Data management tools will be selected to coordinate collection and analysis of literacy data.	
Timeline	Year 1 -ELA Year 2 - Social Studies	Year 1 and 2	
Person(s) Responsible	ELA Program Administrator, Social Studies Program Administrator	Assistant Superintendent, Director of Technology	
Specifics			
Resources Needed	Time for collaboration Funding for summer work Time for calibration and scoring	Potentially funding in Year 2	
Measure of Success	Common Assessments established and administered	Data management tool that is accessible, accurate, and powerful	

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	Action Step 2	Action Step 3
ACTION STEPS	Processes, using data-driven criteria, for identifying students who need Tier II or III intervention will be developed or refined. ● Literacy Specialists' caseloads will be focused on Tier II general education students who need reading intervention. ● Common terminology for literacy interventions and structures across the district will be adopted.	Processes for informing parents about their children's assessment results and recommended interventions/services will be developed or refined.	A K-12 inventory of age-appropriate and research-based reading programs and interventions used in the district will be developed.
Timeline	Processes - Year 1 Literacy Specialist Caseloads - Davis & Lane - Year 1, JGMS - Year 1, BHS - Year 2 Common Terminology - Year 1	Year 2	Year 1
Person(s) Responsible	Literacy Program Administrators	Literacy Program Administrators	Literacy Program Administrators
Specifics			
Resources Needed	Sufficient personnel in Literacy to provide services to general ed students		Funding for literacy programs, materials, and training as needed

Measure of Success	Established, published criteria for interventions	Timeline for reporting data to parents	Completed inventory of reading programs

	Action Step 4	Action Step 5	Action Step 6
ACTION STEPS	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.	Dedicated, small group literacy Tier 2 and 3 interventions will be consistently delivered outside of the reading/writing block.	Allocate support staff based on student data.
Timeline	Year 2	Year 2	Year 1
Person(s) Responsible	Assistant Superintendent, Literacy Program Administrators, Principals	Literacy Program Administrators, Principals	Principals, in consultation with Literacy Program Administrators
Specifics			
Resources Needed			
Measure of Success	Changes in schedules if necessary to best serve students' needs (e.g. semester classes, etc.)	RtI Blocks at elementary level	

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	Action Step 2	Action Step 3
ACTION STEPS	Consistency in core, Tier I literacy instruction will be created at all grade levels.	Core, Tier I literacy instruction will be differentiated at all grade levels.	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.
Timeline	Years 1, 2, and 3	Years 1, 2, and 3	Year 1
Person(s) Responsible	Content Area Program Administrators	Content Area Program Administrators	Directors of Student Achievement, Principals, Content Area Program Administrators
Specifics			
Resources Needed			Program Administrators and Principals will hold teams accountable for SST action plans
Measure of Success	Curriculum maps for core literacy instruction will be developed or refined	Teachers will be able to clearly articulate differentiation plans Evaluators will be able to observe differentiation in classes	SST process will be refined at each school SST action plans will provide sufficient Tier 1 support for students or will move students to Tier 2/3 interventions as needed

	Action Step 4	Action Step 5	
ACTION STEPS	Co-teaching practices and structures will be evaluated for purposes, objectives, and assessment of effectiveness.	A clear scope and sequence for reading and writing in the content areas will be created, using a common template for curriculum mapping.	
Timeline	Years 1 and 2	Years 2 and 3	

Person(s) Responsible	Assistant Superintendent, Special Education Director and Program Administrators	Content Area Program Administrators, in consultation with Literacy Program Administrators	
Specifics			
Resources Needed			
Measure of Success	Data to show success of co-teaching model	Scope and sequence for reading and writing in the content areas	

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	**Action Step 2**	**Action Step 3**
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.	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: ● Data collection and analysis to inform instruction (1) ● Cross-disciplinary, transferable skill instruction (2) ● Discipline-specific literacy (3)	Consistent coaching, based on coaching model, for staff on literacy practices will be provided by academic coaches and/or literacy specialists. ● Allocation of literacy specialist schedules and time available to support faculty will be analyzed. ● Literacy partnerships with content area teachers will be evaluated and utilized when appropriate.
Timeline	Year 1	Years 1, 2, and 3	Years 1, 2, and 3

Person(s) Responsible	Assistant Superintendent, Superintendent, Literacy Committee	Assistant Superintendent, Literacy Program Administrators	Assistant Superintendent, Literacy Program Administrators
Specifics			
Resources Needed	Time and funding for subs for developing Literacy Plan		Funding for training in coaching model and strategies for coaches
Measure of Success	Literacy Plan Survey instrument for assessing professional development needs	PD provided based on results of needs assessment	Identified coaching model Coaches' schedules allow for coaching time

	Action Step 4	**Action Step 5**	**Action Step 6**
ACTION STEPS	Evaluators will be provided professional development on literacy instruction practices and how to evaluate literacy instruction.	Refresher courses will be provided over time to ensure longevity of implementation, particularly for new teachers and long-term substitutes.	Additional reading material and resources will be provided/ curated to reinforce training.
Timeline	Years 2 and 3	Year 3	Year 3
Person(s) Responsible	Assistant Superintendent	Assistant Superintendent	Assistant Superintendent
Specifics	Keys to Literacy administrative evaluation		
Resources Needed	Funding for training for evaluators Administrative walk-through checklists	Funding for PD based on needs	Time to curate PD resources Funding for PD resources that have associated costs
Measure of Success	Evaluation of and feedback on literacy practices in observations	Establishment of regular literacy PD each year (in-house or external)	Survey of teachers

EXPECTATIONS FOR SCHOOLS

1. Schools will be asked to align their School Improvement Plans with the District Literacy Plan. Two faculty members from each school will be asked to be members of the Literacy Implementation Team, which will meet bimonthly to make decisions, assess progress, and make adjustments as needed.

2. School leaders, in consultation with the Assistant Superintendent, will be asked to help create and then carry out a calendar of valid, reliable, and instructionally relevant literacy assessments focused on essential skills at least 3 times/year. Schools will be asked to create time in the schedule for data meetings (including data sweeps meetings 2 times/year) throughout the year, as coordinated by the central office to discuss student progress and changes in intervention services. Schools will be asked to release teacher teams to create, implement, and analyze results of progress monitoring (common assessments) to inform curriculum and instruction.

3. School leaders, in consultation with Assistant Superintendent, will 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. They will ensure that the schedule allows for dedicated, small group literacy Tier 2 and 3 interventions outside of the reading/writing block, and that support staff are allocated based on student data.

4. School leaders will support Program Administrators and teachers as they develop or refine curriculum maps for core literacy instruction and clearly articulated differentiation plans, and evaluators will observe differentiation in classes through the evaluation process. Schools will support the SST process as they attempt to respond more efficiently and with more accountability to student needs as they arise at the secondary level, and Program Administrators and Principals will hold teams accountable for SST action plans. Schools will support the development of a clear scope and sequence for reading and writing in the content areas.

5. Schools will support and contribute to plans for professional development and coaching for all staff who are providing and evaluating literacy instruction.

IMPLEMENTATION AND SUSTAINABILITY PLAN

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 this initial 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.

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.