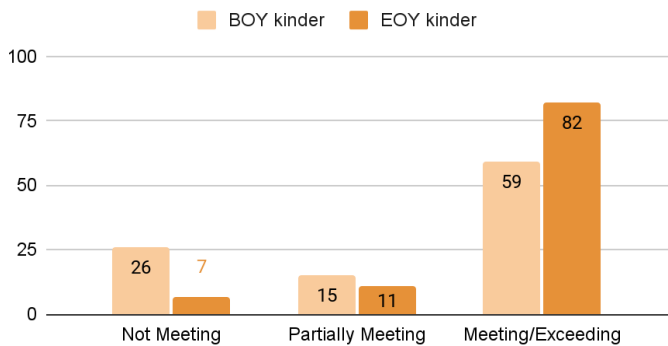


BPS Literacy Plan Progress as of June 2023

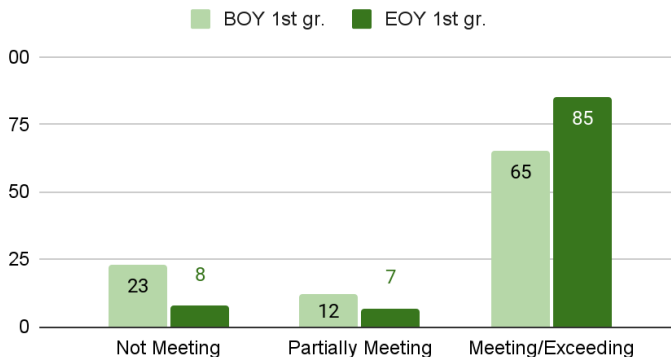
Goal	Status	Highlights from our work
<p>Goal 1: Vision/Leadership/Communication District and school-based initiatives and goals will be aligned to the Literacy Plan, including the alignment of K-12 literacy curricula.</p>	Complete/ Structures in Place	<ul style="list-style-type: none"> - Literacy Plan integrated into District Improvement Plan - District purchased and faculty implemented classroom libraries, decodable texts (including Geodes and Whole Phonics), reading assessment tools - Annual updates reported to School Committee and community
<p>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.</p>	Complete/ Structures in Place	<ul style="list-style-type: none"> - Reading assessments implemented multiple times per year grades K-10 - Common Writing assessments implemented 3x/year in grades K-10 - Data inventories maintained K-12 - Common assessment calendar K-12 - Data meetings to examine data at team, teacher, and school level throughout the year - Instructional leader group selected a new assessment tool to be used 1-10 starting SY23-24
<p>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.</p>	Complete/ Structures in Place	<ul style="list-style-type: none"> - Literacy assessment data reviewed at Data Meetings K-12 - Criteria developed for entry and exit from reading intervention - Schedules created to include intervention blocks K-12 - Processes for communication with families, faculty, and administration regarding response to intervention
<p>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.</p>	Ongoing	<ul style="list-style-type: none"> - Focus for Literacy Implementation Team in SY 23-24 - Continued use of decodable texts, instruction rooted in science of reading - Continued focus on scope and sequence of literacy skills in K-5 - Continued training and focus on Keys to Literacy strategies in 6-12 - Continued focus on consistency and fidelity of implementation of evidence-based instructional practices, including formative assessment
<p>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.</p>	Complete/ Structures in Place	<ul style="list-style-type: none"> - Needs assessment surveys administered to staff to determine foci of future professional development - Internal and external trainings offered in the following areas: phonological awareness, orthographic mapping, teaching with decodable texts, data-driven instruction, Skillful Teaching, differentiation, dyslexia, Keys to Literacy, Orton-Gillingham, goal setting for targeted intervention - Coaches participated in or facilitated trainings; available to continue

DIBELS DATA K-5

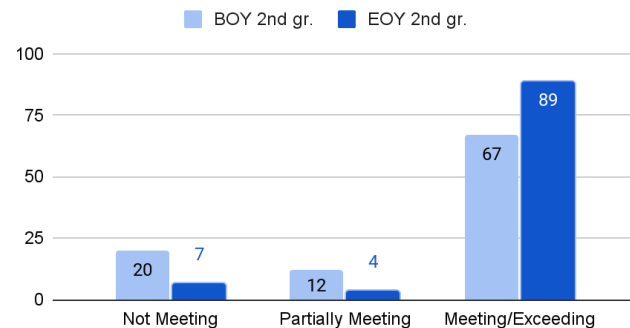
2022-2023 K DIBELS Data



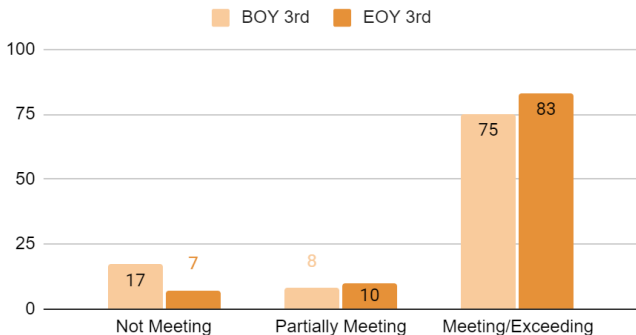
2022-2023 Grade 1 DIBELS Data



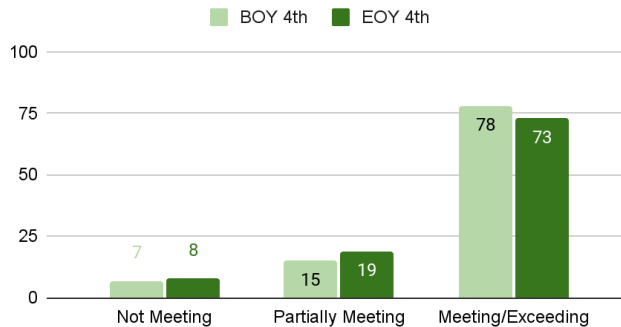
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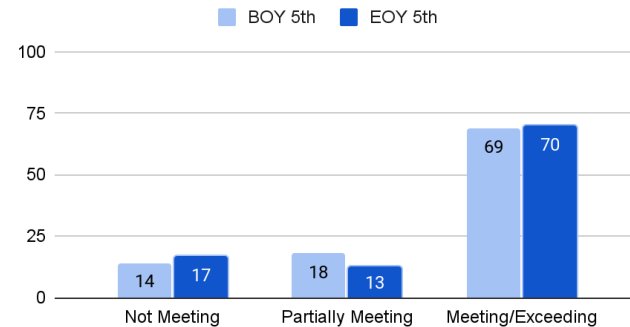
2022-2023 Gr. 3 DIBELS Data



2022-2023 Gr. 4 DIBELS Data



2022-2023 Gr. 5 DIBELS Data

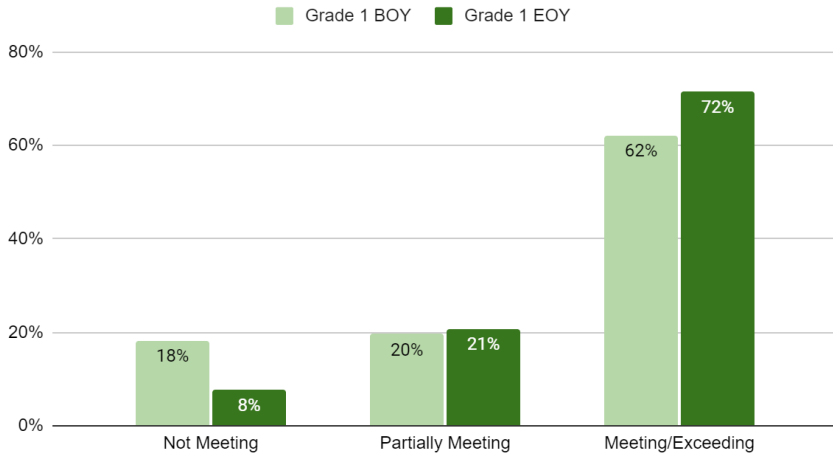


Gr. 4 Oral Reading Fluency: Students grew in the quality of their reading from 97% accurate to 99% accurate, employing strong reading behaviors, rather than word calling.

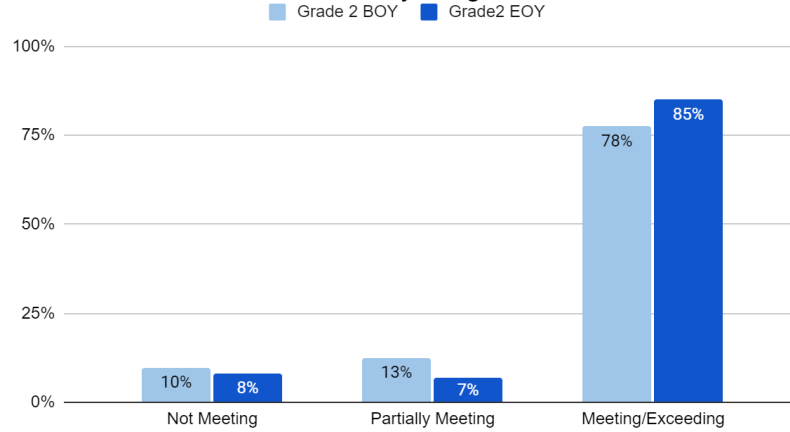
Gr. 5: Oral Reading Fluency: Students grew in the quality of their reading from 96% accurate to 99% accurate, employing strong reading behaviors, rather than word calling.

Track My Progress Gr. 1-5

2022-2023 Track My Progress Data Grade 1

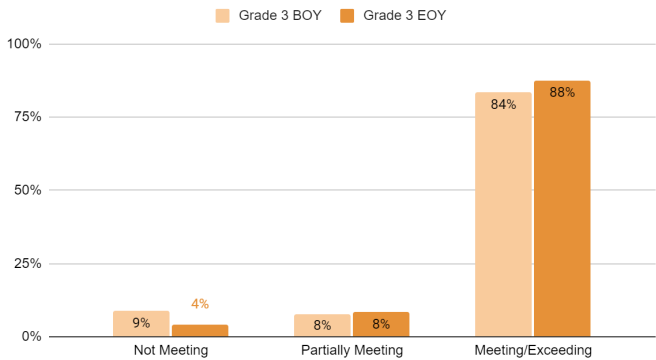


2022-2023 Track My Progress Grade 2

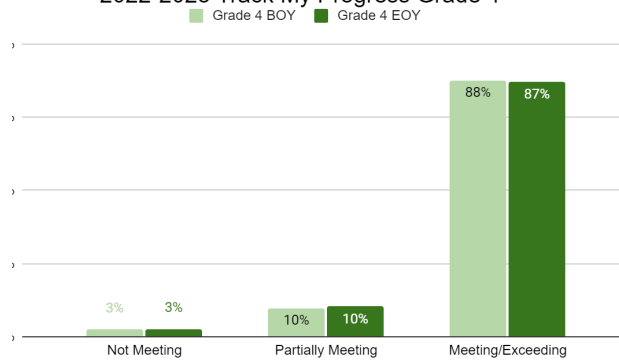


The below represents the grades 3-5 data as of 6/8/23.

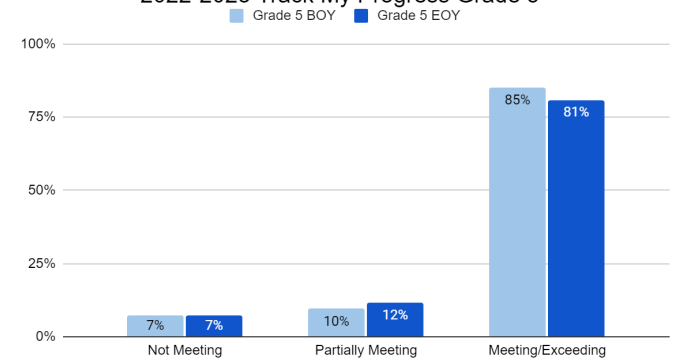
2022-2023 Track My Progress Data Grade 3



2022-2023 Track My Progress Grade 4

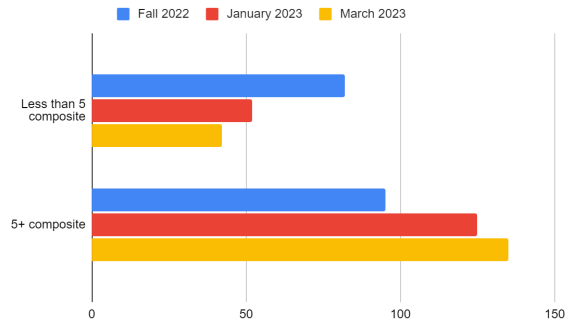


2022-2023 Track My Progress Grade 5

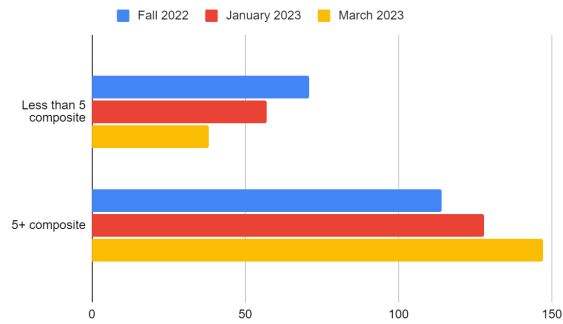


DATA/CHARTS 6-8

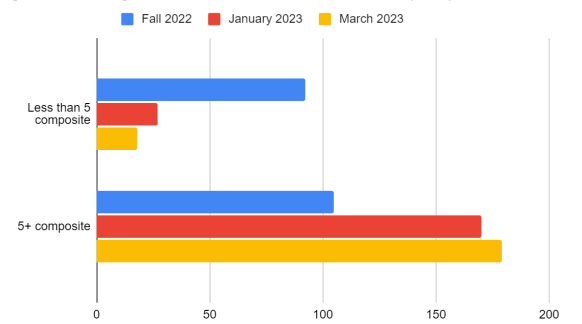
6th grade Writing Common Assessment scores (of 8)



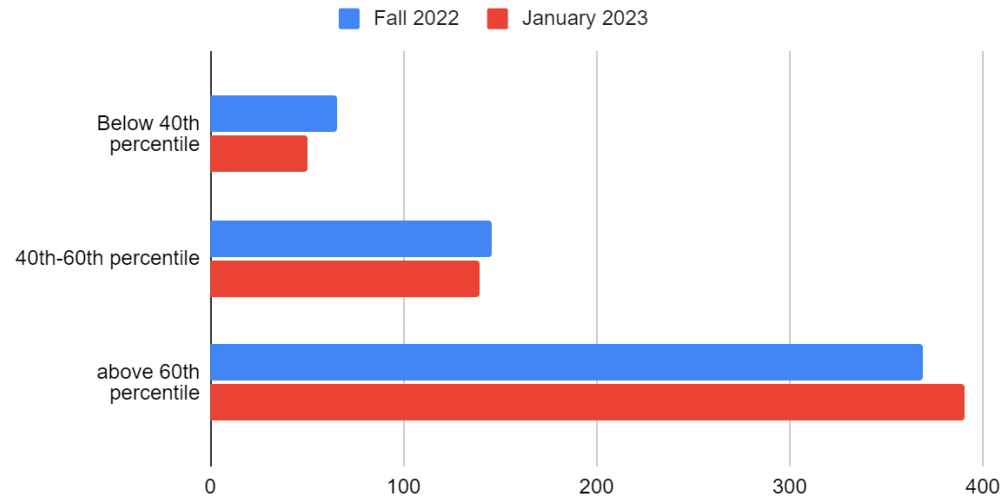
7th grade Writing Common Assessment scores (of 8)



8th grade Writing Common Assessment scores (of 8)

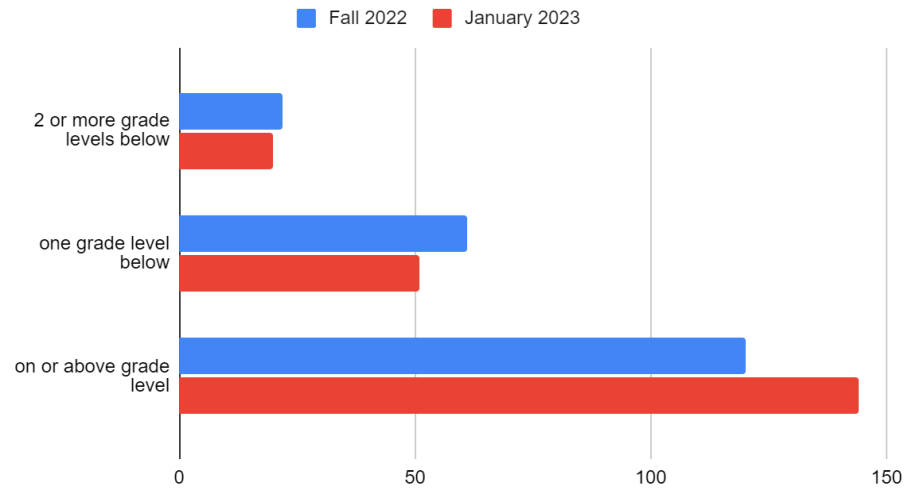


Grades 6-8: Comparing Fall 2022 and January 2023 TMP Reading

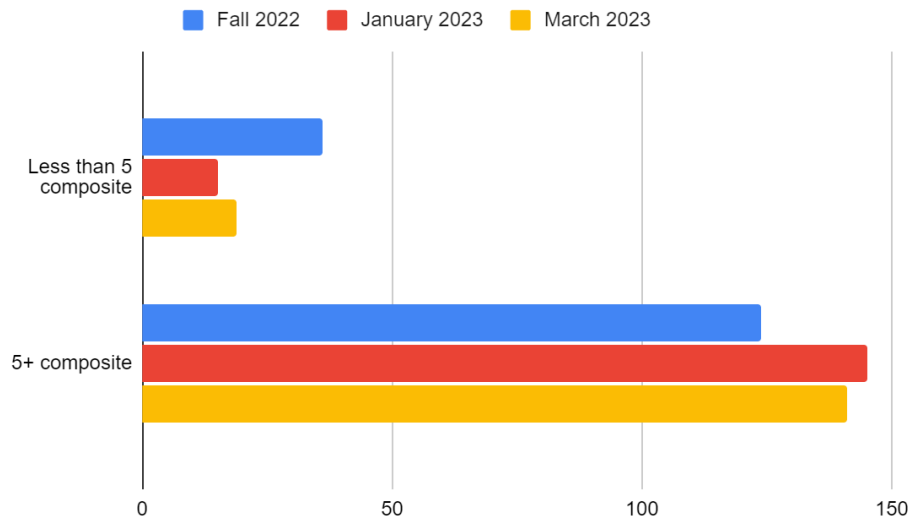


DATA/CHARTS 9-12

9th grade: i-Ready Reading results



10th grade Writing Common Assessment scores (of 8)



Ongoing Work for Literacy Implementation Team in 2023-24

Action Step	Person(s) Responsible	Next Steps
<p>Goal 1, Action Step 1: Goals on District and School Improvement Plans will draw from the Literacy Plan.</p>	<p>Assistant Superintendent, Literacy Implementation Team</p>	<ul style="list-style-type: none"> - The Literacy Implementation Team will propose a streamlined literacy plan to be integrated into the 2024-2027 District Improvement Plan.
<p>Goal 1, Action Step 5: Literacy Implementation Team will meet bimonthly to make decisions, assess progress, and make adjustments as needed.</p>	<p>Literacy Implementation Team</p>	<ul style="list-style-type: none"> - Literacy Implementation Team will continue to meet bimonthly during the 2023-24 school year.
<p>Goal 4, Action Step 1: Consistency in core, Tier I literacy instruction will be created at all grade levels.</p>	<p>Assistant Superintendent, K-12 Program Administrators, Curriculum Coordinators</p>	<ul style="list-style-type: none"> - Continued professional development in evidence-based literacy strategies and onboarding for new administrators and faculty - Reinforcement of expectations around integration of programs and instructional practices through faculty and departmental time, as well as through the evaluation tool (ex. Foundations, Keys to Literacy) - Continue to design, share, and align instructional resources and practices for integration and implementation during faculty and departmental time
<p>Goal 4, Action Step 2: Core, Tier I literacy instruction will be differentiated at all grade levels.</p>	<p>Assistant Superintendent, K-12 Program Administrators, Curriculum Coordinators, Instructional Coaches</p>	<ul style="list-style-type: none"> - Faculty and administrators K-12 will receive professional development on administering the Star Reading assessment and analyzing data to inform instruction, including through differentiation. - Data Dives, Student Support Team meetings, and Child Action Planning meetings will be leveraged to collaborate around targeting instruction to specific student needs. - Training and support will continue to be provided in using research-based practices and strategies to address conclusions drawn from data (aligned with science of reading). - Continued focus on formative assessment and subsequent differentiation 6-12 in classroom observations and evaluation tool.
<p>Goal 4, 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.</p>	<p>Assistant Superintendent, K-12 Program Administrators, Curriculum Coordinators</p>	<ul style="list-style-type: none"> - Review current scope and sequence maps and curriculum templates to ensure they adequately capture literacy skills continuum. Determine gaps. - Explicitly integrate reading and writing skills and standards into scope and sequence charts and curriculum maps across the content areas. - Connect common and summative assessments with literacy skills and standards across the content areas.