



Interboro School District Comprehensive Literacy Plan

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Acknowledgements

This document is a result of dedicated professionals and community members working together to develop a comprehensive plan of literacy experiences for Interboro children (Birth-grade 12). The Keystones to Opportunity (KtO) Striving Readers Grant provided funding and informational resources necessary for the completion of the plan. The district's core KtO Grant leadership team served as the lead writers for the CLLP through facilitating group discussions across all statutory areas, as well as writing, revising, and editing the content. Many district teachers, specialists, administrators, parents, and community members contributed their time, perspectives, and ideas necessary for the completion of the Interboro CLP. The Pennsylvania Comprehensive Literacy Plan (PaCLP) provided a framework for guiding the development of the plan and the completed district Needs Assessment identified priority areas within the district's literacy instruction to focus a literacy improvement plan upon. Participation in KtO Content Area Trainings provided research-based best practices and opportunities for discussion for teachers and administrators. Team members utilized their new knowledge to improve current practices and build resources necessary to support student achievement in literacy.

Margie Stern, Youth Services Coordinator for Delaware County Library System, was a contributor to the PaCLP and joined Interboro team members to review and discuss our local CLP. She provided insightful feedback regarding the Early Childhood portion of the CLP. Ms. Stern has also partnered with a district team to provide opportunities and resources to preschool children to prepare them as they transition into the Interboro School District.

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Section I: Literacy Plan Team

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Timeline

The Interboro CLP team worked collaboratively in a variety of configurations as they gathered information, discussed, created, reviewed, and revised this comprehensive document. A timeline of events is listed below.

April 20, 2012	KtO Leadership Team meeting to develop ISD CLP team
June 1, 2012	CLP Leadership Team meeting to finalize Introductory Meeting agenda
June 15, 2012	CLP Team Introductory meeting
June 26, 2012	Facilitators meeting to discuss statutory area work sessions
June 28, 2012	Mission and vision statements work session
Summer 2012	Statutory area work sessions to complete Guiding Principles and Needs Assessment Review
August 27, 2012	Whole CLP Team meeting
September 1, 2012	Narratives for Guiding Principles and Needs Assessment submitted to KtO Grant Manager for compilation
November 9, 2012	CLP Leadership Team meeting to review and discuss Goal Action Plan
December 4, 2012	CLP Leadership Team meeting to review CLP rubric from PDE
December 12, 2012	Consultation with Margie Stern, Coordinator of Youth Services, Delaware County Library System
January 2013	Building level faculty meetings to review progress of CLP
January 17, 2013	Create cross-statutory level flex groups to align Guiding Principals and Needs Assessment Review
February 7, 2013	CLP Leadership Team meeting discuss cross-statutory level flex group goals
February/March 2013	Cross-statutory level flex group meetings
April 2013	CLP Leadership Team meetings to review, revise, and edit CLP
April 26, 2013	Interboro CLP Draft completed
Fall 2014	Collection of perceptual data through surveys completed by administrators, teachers, parents, students and school board members
Spring 2014	Analysis of perceptual data
Summer 2014	Revision of Mission and Vision statements

Section II: Mission and Vision Statements

Interboro School District's Mission Statement:

Interboro School District provides a challenging and supportive learning environment for all students to succeed academically, socially, and emotionally while becoming college and career ready citizens within a global community.

Interboro School District's Vision:

Curriculum	<ul style="list-style-type: none">• All students will receive high quality, standards-based curriculum that promotes critical thinking skills and high expectations.• All students will have an understanding of what they are learning and why they are learning it.
Instruction	<ul style="list-style-type: none">• All educators will deliver high quality and engaging instruction tailored to students' specific learning needs.• All educators will utilize research-based instructional practices to ensure maximum success for all students.
Assessment	<ul style="list-style-type: none">• Student progress and growth will be measured through multiple and varied assessments that are aligned with standards.• Student performance will guide instructional practice, curriculum design, and classroom procedures.• As confident learners, all students will demonstrate creativity, think critically, and problem solve.
Environment	<ul style="list-style-type: none">• All students and staff will thrive in a safe and caring environment that fosters confidence and promotes academic, social, and emotional growth.• The learning environment will be characterized by positive, respectful interactions with expectations established for all.

Revised: August 2014

Interboro School District’s Literacy Vision Statement:

All students in the Interboro School District will become literate citizens with the ability to collect, analyze, and interpret information to problem solve, collaborate, and contribute responsibly in a global community.

Interboro School District’s Literacy Mission Statement:

The Interboro School District Comprehensive Local Literacy Plan will guide the path to literacy success for our students by providing high quality research-based literacy instruction, using a rigorous, aligned curriculum with a tiered system of support for all learners.

It is the belief of Interboro School District that literacy instruction must be driven by evidenced-based research, supported by a “gradual release of responsibility” model where the teacher serves as a facilitator. ISD believes that all teachers are “teachers of reading”, providing opportunities for students to read critically, problem solve, and collaborate with their peers within all special and content areas. We value the role of assessments in making key decisions regarding student core and intervention instruction and have embraced the Response to Instruction and Intervention (RtII) model to make ensure students are supported with a tiered system of interventions. We believe that collaboration, communication, problem solving, and technology are key skills necessary in today’s ever-changing world. We strive to consistently improve the literacy environment in the district through on-going professional development to support all teachers with effective literacy instruction, as well as continually review and revise our literacy plan to guarantee all Interboro students are prepared with the necessary 21st century skills to be successful citizens as they leave our classrooms and enter college, careers, and life.

Section III: Guiding Principles

Guiding Principle # 1 – Literacy as a Critical Foundation

Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (Birth-Grade 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community. !

Guiding Principle # 2 - Culture and Learning

Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others. !

Guiding Principle # 3 – Meeting the Needs of All Students

There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child’s needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education. !

Guiding Principle #4 – Evidence-based Instruction

Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development. !

Guiding Principle # 5 – High Quality Teaching

Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.

Guiding Principle # 1 – Literacy as a Critical Foundation!

Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (Birth-Grade 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.

Reading!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Phonological Awareness • Sound-Symbol Correspondence • Print- rich Environment • Authentic Literature • Read Alouds • Choral Reading 	<ul style="list-style-type: none"> • Standards-aligned Curriculum • Phonological Awareness • Phonics • Print- rich Environment • Authentic Literature • Reading Fluency and Accuracy • Vocabulary Fluency • Comprehension • Disciplinary Literacy • Community- Family Partnerships 	<ul style="list-style-type: none"> • Standards-aligned Curriculum • Print- rich Environment • Authentic Literature • Vocabulary • Text Structure • Comprehension • Critical Reading • Disciplinary Literacy • Community -Family Partnerships 	<ul style="list-style-type: none"> • Standards-aligned Curriculum • Print- rich Environment • Authentic Literature • Vocabulary • Text Structure • Comprehension • Critical Reading • Disciplinary Literacy • Community Family Partnerships

Writing!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Sound Symbol Correspondence • Labeling • Drawing • Writing 	<ul style="list-style-type: none"> • Writing Process • Writing Domains • Writing Fluency • Variety of Genres • Responding to Literature • Conventions 	<ul style="list-style-type: none"> • Writing Process • Writing Domains • Writing Fluency • Variety of Genres • Responding to Literature • Conventions 	<ul style="list-style-type: none"> • Writing Process • Writing Domains • Writing Fluency • Variety of Genres • Responding to Literature • Conventions

Speaking and Listening!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Language Development • Articulation • Authentic Conversations • Syntax • Listening Skills 	<ul style="list-style-type: none"> • Listening Skills • Language Development • Articulation • Authentic Conversations • Syntax • Public Speaking • Effective Turn-taking • Collaboration Use 	<ul style="list-style-type: none"> • Listening Skills • Authentic Conversations • Public Speaking • Effective Turn-taking • Collaboration • Clear, Precise Expression 	<ul style="list-style-type: none"> • Listening Skills • Authentic Conversations • Public Speaking • Effective Turn-taking • Collaboration • Clear, Precise Expression

Language: Focus of Instruction!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Model Effective Language • Use Language as an Effective Tool for Communication • Vocabulary • Experiences • Sharing ideas (pretend read & Write) 	<ul style="list-style-type: none"> • Descriptive Language • Model Effective Language • Language as an Effective Tool for Communication • Vocabulary Acquisition • Content Vocabulary • Conventions of Standard English • Knowledge of Language (grade-appropriate words, non literal meanings) 	<ul style="list-style-type: none"> • Descriptive Language • Model Effective Language • Language as an Effective Tool for Communication • Vocabulary Acquisition • Content Vocabulary • Conventions of Standard English • Knowledge of Language 	<ul style="list-style-type: none"> • Descriptive Language • Model Effective Language • Language as an Effective Tool for Communication • Vocabulary Acquisition • Content Vocabulary • Conventions of Standard English • Knowledge of Language

Guiding Principle # 2 – Culture and Learning

Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.

Interboro School District strives to provide opportunities to acknowledge cultural differences and appreciate multiple perspectives. We offer experiences in global awareness through the use of, but not limited to: dialogue, technology, primary sources, literature, role playing, assemblies, field trips, cultural festivals and charitable donations. We encourage students to value and respect cultural differences within our global community.

Cultural differences are acknowledged, shared, and celebrated by providing diverse opportunities for exposure to different cultures. Parents are invited in the classrooms to highlight their individual cultures, including: food, clothing, music, daily routines, language, celebrations, etc. These opportunities provide rich experiences, promoting cultural responsiveness, robust language, and vocabulary. It is through these meaningful relationships and experiences, which students gain confidence in their ability to explore and learn from the world around them. When families and other adults share part of their heritage, they not only model literacy skills but also provide students with experiences that support language and diversity as a foundation for literacy development.

Oral language is the foundation for literacy development. Speaking and listening are the tools of communication that become the basis for the written word. Family and cultural differences impact language and vocabulary acquisition. Acknowledging, appreciating, and developing such differences promote active engagement and resiliency, which supports oral language development. When educators value students' cultural differences, they are vested in their educational experiences.

<p style="text-align: center;">Language Variation</p>	<p style="text-align: center;">English Language Learners (ELLs) and Language Development</p>
<p>Valuing and understanding the varied linguistic skills of culturally and linguistically diverse students is a first step toward engaging students and supporting their success (PaCLP, 2012). Our district recognizes variations of the English language; teachers model and encourage students to use academic and informal language appropriately, based upon audience and task. Many ELLs require support with recognizing and making these shifts. For example, we use strategies like situational role-playing and daily-editing of formality mistakes to teach ELLs how to move from informal, familiar talk at home or with friends to the more formal style of talk needed in a job interview. We use examples to illustrate the continuum between informal speech and formal writing through modeling, using examples such as:</p> <ul style="list-style-type: none"> ○ One might say to a younger brother, “Give it to me now!” However, in a book we might see the same idea written as, “Could you please pass that to me?” ○ While talking to a friend outside, one might say “Hey, how ya doin?” However, in a written letter we would write, “Hello, I hope this correspondence finds you well.” 	<p>In order for ELLs to progress in language development and content mastery, they must have access to meaningful language and concepts (Lau v. Nichols, 1974; Krashen, 2004). Meaningful access to the curriculum requires that students have access to reading materials and content at their proficiency level, thereby providing multiple opportunities for success. Interboro School District participates in Delaware County Intermediate Unit Title III Consortium, which provides support personnel and resources to teachers and ELLs. Instruction is language based and targeted at building our students’ reading, writing, listening and speaking skills and is aligned with the PA English Language Proficiency Standards and WIDA (World Class Instructional Design and Assessment).</p>

Interboro School District encourages students to use their rich “funds of knowledge” to help them make connections between what they know and what they are learning. We recognize and value diversity; not only language, but ethnic, cultural and learning needs. We provide for diversity in our approach, our curriculum, our materials, and our understanding of language variation and what it means for instruction (Gonzales, Moll, and Amanti, 2005).

Guiding Principle # 3 – Meeting the Needs of All Students

There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.

It is the responsibility of all educators to customize instruction to meet the varying levels, needs, and learning styles within their charge. Learners' goals are based on individual strengths and needs. Instruction is diversified and achieved through variations in areas such as: content, instructional delivery, time, grouping, materials, and learning environment to support the literacy potential of the broad spectrum of learners in the Interboro School District. In order for differentiation to be effective, two elements must be present: quality instruction that is aligned to the standards with clearly stated learning outcomes and quality assessments that are analyzed to accurately describe student needs and learning differences.

Additionally, flexibility is vital to ensure student success. This is achieved through the collaboration of the Universal Design for Learning (UDL) and Response to Instruction and Intervention (RtII) frameworks.

UDL is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture in which environments are designed to include features that minimize or remove barriers and allow access for all possible users. (For example, ramps and curb-cuts are used by people pushing strollers or pulling luggage, those with temporary injuries, individuals who use wheelchairs or motorized scooters, and even some who may simply prefer ramps to steps). A UDL approach to education assumes that students with varying needs will be actively engaged in learning, and that the curriculum, the goals, the instructional methods, the instructional materials, and the assessments address this diversity (National Center of Universal Design for Learning, 2012)

UDL draws on brain research and media technologies to respond to individual learner differences through effective teaching by providing multiple means of presenting information (the "what?"), demonstrating knowledge (the "how?"), and engaging learners (the "why?"). In

addition, Response to Instruction and Intervention (RtII) is a framework that contributes largely to effectively addressing the needs of all learners. This multi-tiered system of support uses student performance data to organize differentiated practices and interventions in order to meet student needs efficiently and effectively.

The district continues to move toward a collaborative literacy plan coordinated across statutory areas. Teaching literacy skills to all students is a complex task. No one statutory area can work on its own because there is a delicate balance of transitions in literacy instruction from one area to another. The ever increasing challenge to meet the diverse literacy needs of all students requires well-coordinated efforts that begin with teacher preparation and continues through ongoing professional development for practicing teachers and administrators to deliver quality instruction.

The chart below highlights the district’s structure to meet the diverse literacy needs for all students.

Customized Instruction			
Birth – 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Individual goals • Environment • UDL • Partnerships 	<ul style="list-style-type: none"> • Standards Aligned Curriculum • UDL • RtII • Title I • Special Education • 504 Service Plans • Gifted Education • ESL • Data-driven Culture • Effective Instruction • Disciplinary Literacy 	<ul style="list-style-type: none"> • Standards Aligned Curriculum • UDL • RtII • Title I • Special Education • 504 Service Plans • Gifted Education • ESL • Data-driven Culture • Effective Instruction • Disciplinary Literacy 	<ul style="list-style-type: none"> • Standards Aligned Curriculum • UDL • Special Education • 504 Service Plans • Gifted Education • ESL • Data-driven Culture • Effective Instruction • Disciplinary Literacy

Guiding Principle #4 – Evidence-based Instruction

Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.

Educators use various modes of reliable, valid, and fair assessment to inform instructional practices and enhance student learning. Instructional decisions are based on both the data collected, as well as research-based best practices. Using these tools, data is collected and reports are generated to inform stakeholders of student performance.

Teachers and administrators meet routinely within grade-level teams to discuss multiple measures of data based upon a model developed by Victoria Bernhardt: student learning, processes, demographics and perceptions. Teams use analyzed data to inform instruction, set goals, and design/modify interventions. This information is also periodically shared with parents and students so that they may become an integral part of the learning experience.

A comprehensive assessment plan includes summative, formative, benchmark, and diagnostic tests, each of which is used for a specific purpose. Assessments are administered before, during, and after instruction to provide feedback and adjust ongoing teaching and learning. All data pertaining to subgroups (special education, English Language Learners, socioeconomic status, etc.) is considered to further improve student achievement and is also consulted during planning for all transition phases.

Examples of assessments administered district-wide are indicated in the charts, below.

Summative Assessments seek to make an overall judgment of progress made at the end of a defined period of instruction. They occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. They are designed to produce clear data on the student’s accomplishments at key points in the student’s academic career.

Birth -5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Creative Curriculum • Progress Planning Report • Portfolios 	<ul style="list-style-type: none"> • Curriculum Based Assessments <ul style="list-style-type: none"> ○ Basal Series ○ Novel Units ○ Project Read • Portfolios • PSSAs 	<ul style="list-style-type: none"> • Curriculum Based Assessments <ul style="list-style-type: none"> ○ Basal Series ○ Novel Units ○ Gateways ○ Mid-term/Final Exams • PSSAs 	<ul style="list-style-type: none"> • Curriculum Based Assessments <ul style="list-style-type: none"> ○ Gateways ○ Mid-term/Final Exams • PSSAs • Keystone Exams

Formative Assessments are classroom-based assessments that allow teachers to monitor and adjust their instructional practices in order to meet individual student needs. Teachers use formative assessment strategies during instruction to provide feedback to students. This feedback allows teachers to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Such assessments can occur during lessons or observations of students in classrooms, or they can consist of more formalized instruments that also require qualitative analysis by teachers.

Birth-5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Observational Tools • Anecdotal Records 	<ul style="list-style-type: none"> • Observational Tools (i.e.: thumbs up) • Anecdotal Records • Portfolios • Running Records • Writing Rubric • Response Journals • LoTi Observation Tool (HEAT) 	<ul style="list-style-type: none"> • Observational Tools (i.e.: think-pair-share) • Curriculum Based Measures • Anecdotal Records • Portfolios • Running Records • Writing Rubric • Response Journals • LoTi Observation Tool (HEAT) 	<ul style="list-style-type: none"> • Observational Tools (i.e.: exit slips) • Curriculum Based Measures • Anecdotal Records • Portfolios • Writing Rubric • Response Journals • LoTi Observation Tool (HEAT)

Benchmark Assessments are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on state grade-level standards. Well-designed benchmark assessments are standards-based assessments that measure concepts, skills, and/or applications. Benchmark assessments are reported by referencing the standards, not other students' performance. They also measure performance regularly, not only at a single moment in time.

Birth-5	Elementary	Middle School	High School
<ul style="list-style-type: none"> Developmental Milestones Work Sampling Supplemental Assessment Tool 	<ul style="list-style-type: none"> DIBELs Next Emergent Reader Checklist 4Sight Study Island 	<ul style="list-style-type: none"> 4Sight Study Island 	<ul style="list-style-type: none"> 4Sight Study Island

Diagnostic Assessments determine each student's strengths, weaknesses, knowledge, and skills. Administering diagnostic assessment permits the instructor to intervene at the point in which the students begin to struggle, through the RtII Model, or remediate students that are falling below grade level. Diagnostic assessments allow teachers to adjust the curriculum to meet pupils' individual needs.

Birth-5	Elementary	Middle School	High School
<ul style="list-style-type: none"> Hawaiian Early Learning Profile (HELP) Learning Accomplishment Profile (LAP) The GRADE© 	<ul style="list-style-type: none"> The GRADE© Study Island QRI KTEA 	<ul style="list-style-type: none"> The GRADE© Study Island QRI Classroom Diagnostic Tools 	<ul style="list-style-type: none"> The GRADE© Study Island QRI Stanford Achievement Test Classroom Diagnostic Tools

A highly developed assessment system includes authentic reading and writing tasks, a balanced approach to using formal and informal assessments, classroom-based evidence, progress-monitored growth over time, and more involvement of students in the evaluation of their own work. Teachers can use assessment before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for all students at their instructional levels. Students are also encouraged to evaluate their own work, as a means of developing their knowledge and understanding of what was already known, what has been learned, and what they still need to

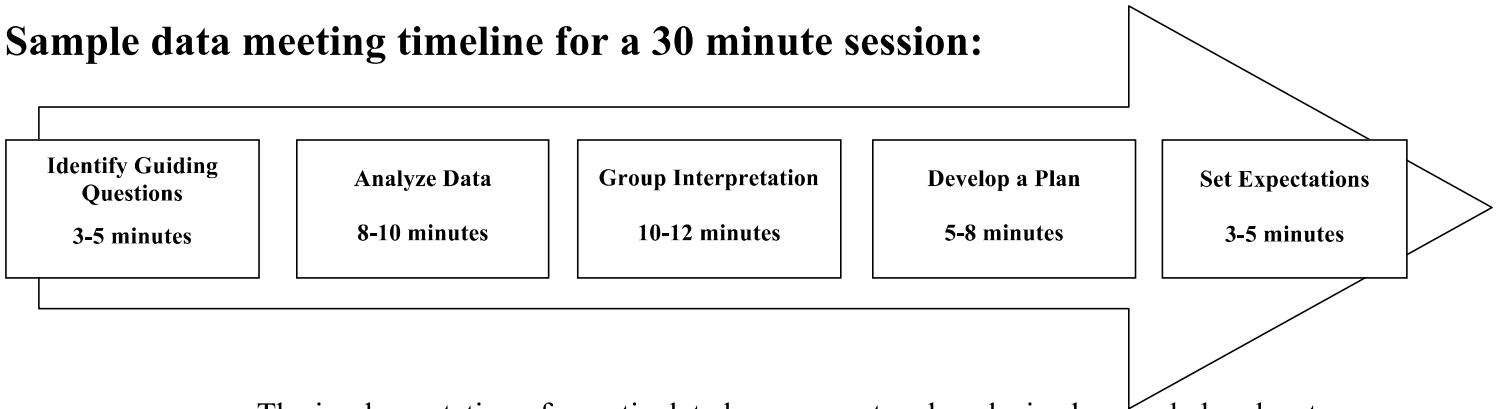
learn more about.

The success of this process requires several important considerations. First and foremost, those responsible for planning and delivering instruction must have access to relevant data regarding their students, and must also be data-literate. While schools today are often data-rich, responsible use requires guidance and instruction on the value, analysis, and interpretation of information gleaned from data. Therefore, carefully designed learning is essential, beginning with those in teacher preparation programs. It is in these programs that teachers must be prepared to think like scientists, and begin to be reflective about their actions and observations. Therefore, specialized and contextually relevant professional development about the interpretation and use of data must be provided for practicing teachers and administrators.

Classroom instructional decisions are guided by year-round data team meetings, using Victoria Bernhardt's model for Multiple Measures of Data (demographics, school processes, student learning, and perceptions). Aside from the analysis of data, these meetings are comprised of thoughtful discussion, guided questioning, group interpretation, development planning, and expectation setting.

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Sample data meeting timeline for a 30 minute session:



The implementation of an articulated assessment and analysis plan can help educators move from data to information. The information can then be used to support program and curricular choices, as well as impact and affect instruction. By selecting specific assessments, articulating their purpose, and using the data to drive instruction schools can capitalize on resources they already have while at the same time provide customized educational experiences for their students.

A rigorous assessment cycle is in place in grades Kindergarten through 5th. As evidenced in our needs assessment, a priority goal is to continue to research and refine our current Middle School and High School assessment practices. The keystones to Opportunity Grant has enabled us to implement The G.R.A.D.E. © from preschool through grade 9. This schedule is provided to staff members at the beginning of each academic year, and is posted on our district's common U://drive.

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Guiding Principle # 5 – High Quality Teaching

Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.

The ability of professionals to access outside training is an essential characteristic of effective professional learning. Professional learning is the cornerstone for strengthening the capacity of educators and building interdisciplinary learning communities to deliver higher literacy standards for every child (PaCLP, 2012). We strive to implement the best research-based instructional practices, curriculum and assessments, but effective and ongoing professional learning opportunities are necessary in enabling us to understand how to use these systems as a means of enhancing our efforts.

Teachers regularly analyze data, implement new strategies, self-reflect on effectiveness of teaching skills/programs, and work collaboratively with colleagues in order to enhance professional growth and better serve our students. Areas of need for Professional Development are identified based on evaluations (both teachers and materials), surveys, State/Federal initiatives, data trends, curricular changes, and grants. Staff members further their education through participation in workshops, book clubs, trainings, and college/university partnerships. We work every day with a common goal to improve literacy outcomes for all students, and we recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Professional Learning Opportunities			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Workshops • Book clubs • Training • Community Partnerships 	<ul style="list-style-type: none"> • State – Federal Initiatives • Curriculum-based Workshops • Webinars • Professional Learning Communities • Conferences • Contracted Staff Development 	<ul style="list-style-type: none"> • State – Federal Initiatives • Curriculum-based Workshops • Webinars • Professional Learning Communities • Conferences • Contracted Staff Development 	<ul style="list-style-type: none"> • State – Federal Initiatives • Curriculum-based Workshops • Webinars • Professional Learning Communities • Conferences • Contracted Staff Development • Peer Coaching

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Section IV: Needs Assessment Review

Statutory Area: Birth-5

Standards & Curriculum

	In Place	Not in Place	Key Content Area Modules that would assist	Professional Development that would assist
Birth-5	1.A.3 1.A.4	1.A.7	(UDL) (Data for Decision Making) (Special Needs) (ELL) (Building Blocks) (Family Engagement)	(Child development and benchmarks workshops and materials) (Early Childhood Standards for Birth-Age 3)

Strengths	Gaps
As per our Head Start preschool classroom and district preschools <ul style="list-style-type: none"> • Common framework to instruct and assess literacy • All students have access to standards aligned curriculum • Integrated Language Arts, Reading, Writing, Speaking, & Listening 	Lack of consistency between programs <ul style="list-style-type: none"> • No common framework to instruct and assess literacy • Students do not have access to standards aligned curriculum • Language Arts, Reading, Writing, Speaking, & Listening are not integrated

In the Birth - 5 statutory area, our Head Start classroom has clear strengths in the areas of standards aligned curriculum instruction and assessment and integration of Reading, Writing, Speaking, and Listening. While our district community day care centers provide for the daily needs of the children and families we would like to support them in providing educational experiences that will build a foundation for literacy learning.

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Assessment

	In Place	Not in Place	Key Content Area Modules that would assist	Professional Development that would assist
Birth-5	2.A.1 2.B.1	ALL EC providers 2.A.1 2.A.2-3 2.A.3 2.C1(2) 2.D.2 Other EC providers 2.C1 2.B.1 2.A.3	(UDL) (Data for Decision Making) (Special Needs) (ELL) (Building Blocks) (Family Engagement) (Successful Transitions)	(ITERS) (ECERS)

Strengths	Gaps
Head Start <ul style="list-style-type: none"> Data Culture Literacy Assessment Plan Assessments are informational, appropriate and linked to state literacy goals! Standardized assessments Assessment calendar Early screening or diagnostic measure to identify students needing additional support Valid assessment for early literacy (ages 4 & 5) Regularly scheduled data meeting to review results make data based instructional decisions 	Lack of consistency between programs: <ul style="list-style-type: none"> Gathering and analyzing data to create developmentally appropriate practices for all Birth-5 individuals Reporting data to parents and caretakers in respect to norm references Promoting awareness of how to utilize additional resources and services available for their child in the form of enrichment and/or intervention based on the shared data

An obvious strength in the district's Head Start 4-5 pre-school classroom is in the effective implementation and administration of assessment, data collection, data analysis, and interpretation. However, the inconsistency between Birth-5 programs poses a gap in developing an effective data driven culture to enhance individual literacy growth. Therefore, it is a priority that we provide a district wide data warehouse for immediate and easy access for early childhood providers.

Instruction!

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	In!Place!	Not!in!Place!	KtO!Content!Area!Modules! that!would!assist!	Professional! Development!that! would!assist!
Birth!?!5!	All!providers! 3.A.1! Head!Start! Classroom! • 3.D.2! • 3.E.1(2!	Other! providers! 3.D.2! 3.E.1(2! 3.G.1! All!providers! 3.A.1! 3.B.1(3!	(UDL! (Data!for!Decision!!!!!! Making! (Special!Needs! (ELL! (Building!Blocks! (Family!Engagement! (Successful!Transitions!	(LETRS–! Phonological! Awareness!

!

Strengths!	Gaps!
Head!Start!program! • Literacy!immersion! • Instructional!model!addresses!most! essential!elements! • Early!Intervention!program!supports!as! needed!for!individual!students! • Length!of!school!year!and!extended!day! • Scientifically!Based!!literacy!materials! • Federal!programs!provide!literacy! support!	Inconsistencies!between!early!childhood! programs! • Literacy!immersion! • Instructional!model!addresses!essential! elements! • Scientifically!Based!!literacy!materials! Consistent!Gaps! • Phonological!Awareness!programs!and! professional!development! • Data!meeting!participation!

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The positive aspects of the Head Start program include literacy immersion, most essential elements integrated in their program, Early Intervention support, and federal program funding. A year-round academic calendar with a six-hour school day allows for continued literacy engagement. However, a lack of consistency exists between early childhood instructional providers. Overall, there is a strong need for the inclusion of researched-based phonological awareness programs and professional development for educators. Interboro needs to reach out to the Early Childhood providers to assist in the development and implementation of professional learning communities to analyze literacy data to promote effective instruction.

Professional Learning & Practice

	In Place	Not in Place	Key Content Area Modules that would assist	Professional Development that would assist
Birth-5	4.C.2 4.C.3	All providers: 4.B.1 4.C	(UDL (Data for Decision Making) (Special Needs (ELL (Building Blocks (Family Engagement (Successful Transitions)	(Professional book clubs (PLC training)

Strengths	Gaps
Head Start <ul style="list-style-type: none"> • Productive use of professional learning resources • Administrative participation in professional learning sessions focused on literacy • Professional learning focused on parent involvement and engagement 	Inconsistencies between early childhood programs <ul style="list-style-type: none"> • Productive use of professional learning • Administrative participation in professional learning sessions focused on literacy • Professional learning focused on parent involvement and engagement All ECE programs <ul style="list-style-type: none"> • Focus and maintain efforts on specific literacy skill or content area • Professional learning programs are supported through collaboration, job embedded, coaching, etc. • Differentiated literacy professional development for all instructional and support staff

We recognize that Professional Learning and Practice is a strong component of the Head Start program, but appears to be a priority need for alternate early childhood providers. Therefore, emphasis will be placed on the role of directors, coordinators, and instructional leaders to establish opportunities for ongoing, collaborative, goal-based professional learning. Through related strategies, staff will be well prepared and supported to maximize student learning. We also support new plans to establish professional learning communities, observation amongst peers, and peer coaching in order to improve instruction. Our youngest learners will benefit from a consistent collaborative approach amongst directors, teachers, support staff, and parents.

Literacy, Leadership, Goals, and Sustainability

	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth-5	All providers: 5.A.5 Head Start 5.a	All Providers: 5D 5B 5E	(UDL) (Data for Decision Making) (Special Needs) (ELL) (Building Blocks) (Family Engagement)	(PaTTAN) (DCU) (ASCD) (NAEYC)

Strengths	Gaps
<ul style="list-style-type: none"> Literacy is a priority in EC programs Head Start Classroom Strong literacy leadership 	<ul style="list-style-type: none"> Interboro literacy leadership in conjunction with early childhood providers Vision and goals Strategies to improve outcomes Development of literacy leaders Early childhood training for all administrators to support instructional needs of students and staff Identifying Use of instructional supports to build capacity: coaches, DCU, PaTTAN A comprehensive literacy plan which is developed, recorded, disseminated, referenced, and used as a guide Funds are dedicated to the hiring of highly qualified educators and supervisors who are continually trained to promote exemplary literacy leadership standards Fostering a strong literacy culture between Interboro and community early childhood providers through the shared comprehensive literacy plan

Emphasis on literacy skills in the early childhood programs is consistently seen as a priority. Strong literacy leadership is apparent in the Head Start program through the support of federal programming and personnel. Supporting early childhood directors, administrators, and facilitators in their roles as instructional literacy leaders with the help of Interboro School District and outside professional organizations is a priority area for improvement. Developing a culture focused on literacy leadership must include a shared vision, an inclusive comprehensive literacy plan, funding to support programs, and an opportunity for networking. It is vital that all early childhood providers be identified in order to disseminate, collaborate, and implement all literacy culture focused on leaderships.

Transition!

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	In!Place!	Not!in!Place!	KtO!Content!Area! Modules!that!would! assist!	Professional! Development!that!would! assist!
Birth 3!!	<u>Head!Start!</u> 6.B.5!	All!Providers! 6.B.1! LEARN!Team! ! !	(Successful!Transitions!	LEARN!website: paprom.convio.net! ! !

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Strengths!	Gaps!
<p>Head!Start!</p> <ul style="list-style-type: none"> • Funding!available!for!transition! plan! ! 	<ul style="list-style-type: none"> • Lacking!a!transition!team,!plan,!goals,!and! evaluation!process! • No!representation!of!county!LEARN!team(funding! revoked!for!2012Q2013)! • No!funding!available!for!transitions!

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The!district!has!a!well!developed!plan!for!transitioning!preschool!age!students!into!
the!Kindergarten!Academy,!beginning!with!a!parent!input!checklist.!!All!incoming!students!and!
their!parents/guardians!are!invited!to!participate!in!exploration!stations!and!parent!
orientation.!!Early!intervention!liaison!and!planning!meetings,!as!well!as!preschool!visitations!
and!observations!are!conducted!for!students!with!special!needs.!!The!school!year!begins!with!
an!Open!House!and!Back!to!School!Night.!!However,!it!is!necessary!for!the!district!to!
document!a!comprehensive!transition!plan!including!a!timeline,!goals,!and!responsibilities!for!
implementation!and!dissemination.!!A!child's!first!formal!learning!experience!begins!at!the!
preschool!level.!!While!these!experiences!are!varied,!it!is!important!for!the!district!to!offer!
resources!and!information!to!support!parents!and!students!in!this!new!experience.!!

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Partnerships

	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth-5	All Providers: 5.A.5 5.A	All Providers: 5D 5B 5E	(Building Blocks) (Family Engagement) (Successful Transitions)	

Strengths	Gaps
<p>Connected literacy activities</p> <p>Head Start Classroom</p> <ul style="list-style-type: none"> Community advisory committee Non-educational community partners 	<p>Interboro and additional early childhood providers</p> <ul style="list-style-type: none"> Lack of community advisory committee Lack of non-educational community partners <p>All early childhood providers</p> <ul style="list-style-type: none"> Educational services not aligned No participation in community awareness activities to expand early childhood literacy

Connected literacy activities are a priority in early childhood programs. A community advisory committee and non-educational community partners are established within the Head Start program to recognize participants, as well as resources, to promote literacy. As a district we need to expand these partnerships through participation in community services and activities. Broadening these partnerships will help to develop the early literacy skills for all children and their families. An advisory committee will coordinate between early childhood providers, families, the school district, and community resources to enhance the potential of literacy development and growth.

Statutory Area: Elementary (K-5)

Standards and Curriculum

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	1.1 through 1.8		-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement	-Effective Instruction -Curriculum Warehousing -Aligning w/ CCSS -DIBELSNext Data Management

Strengths	Gaps
<ul style="list-style-type: none"> • Common framework to instruct and assess literacy • Integrated Language Arts, Reading, Writing, Speaking, & Listening • All students have access to standards aligned curriculum 	

In the K-5 statutory area, we have clear strengths in the areas of standards aligned curriculum instruction and assessment and integration of Reading, Writing, Speaking, and Listening. A common framework in writing across all subject areas and grade levels continues to be an area of focus, particularly within the content areas. Although we are currently aligned with the PA State Standards, we strive to align our curriculum with the Common Core State Standards for all students.

We are providing fundamental knowledge to prepare our students for the rigors of global careers in the 21st Century. Through research-based literacy instruction, we will continue to teach students to collect, analyze interpret, and collaboratively share information while emphasizing the importance of technology in today's world.

Assessment

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	2A, 1-2 2B, 2 2C, 1, 4 2D, 1-3 2E, 2 2F, 1-2	2A, 3	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	-DIBELS Data Management System - running records re-training -GRADE -Data warehousing -HEAT training for administrators

Strengths	Gaps
<ul style="list-style-type: none"> • Data Culture • Literacy Assessment Plan • Assessments are informational, appropriate and linked to district and state literacy goals at each grade level • Identified data specialists • Expert personnel on specific reading measures • Standardized assessments • Assessment calendar • Early screening or diagnostic measure to identify students needing additional support • Valid assessment for grades K-2 for early literacy program • Regularly scheduled data meeting to review results make data-based instructional decisions • District leaders participate in data meetings 	<ul style="list-style-type: none"> • No district level database

An obvious strength in grades K through 5 is in the effective implementation and administration of assessment, data collection, data analysis, and interpretation. Currently our elementary students benefit from the availability of expert personnel such as reading specialists and Response to Intervention and Instruction teachers who oversee the assessment process. Through grade-level data meetings held district-wide, assessment data becomes the foundation of our instructional practices. In turn around, the data is shared with the students and goals are set to encourage them to become self-motivated, lifelong learners. Therefore, it has become a priority that we provide a district-wide data warehouse for immediate and easy access to the appropriate stakeholders.

Instruction

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	3A,1 3B, 1-3 3C, 1-3 3D, 1-5 3E, 1-2 3F, 1 3G, 1	3C, 5	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	-Effective instruction -training and retraining in current programs (such as Being a Writer, LLI, Interactive Read Alouds, Project Read, etc.) - assistive and instructional technology

Strengths	Gaps
<ul style="list-style-type: none"> • Instructional model that addresses all essential elements • School administrators support and participate in literacy team meetings • Students are provided with appropriate minutes for literacy instruction • Small group interventions are provided beyond the core literacy block for below level readers • District-wide scientifically-based core literacy materials. • All student access the district’s core literacy curriculum 	<ul style="list-style-type: none"> • No intensive after-school and/or summer school intervention programs for students reading below grade level

Our instructional model addresses all of the essential elements and is supported by school administrators through literacy team meetings. Sufficient instructional time and evidenced-based core programs for literacy are provided for all students at the elementary level. Effective supplemental and intervention programs are provided beyond the daily required literacy instruction block. It is important that we seek ways to provide intensive intervention programs to students reading below grade level beyond the regularly scheduled school day. Our goal is to facilitate student learning through efficient delivery of literacy instruction during and beyond the regular school day in order to prepare our students to become literate citizens.

Professional Learning and Practice

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	4A, 1-2 4B, 1 4C, 1	4B, 2 4C, 2-5	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	-Professional book clubs -PLC training

Strengths	Gaps
<ul style="list-style-type: none"> • Opportunities for professional development that focuses on content that will result on meeting district goals • Professional development is ongoing, interactive, collaborative and job embedded • Ongoing professional development is offered to new teachers 	<ul style="list-style-type: none"> • No application of content from professional learning and the measurement of impact • Scheduling conflicts interfere with principal attendance • No opportunities for professional development in the area of parent/engagement • No opportunities for collaboration among teaching staff to improve instruction • No comprehensive professional learning plan for instructional assistants

We recognize that Professional Learning and Practice is a priority area, therefore emphasis will be placed on the role of administrators as instructional leaders to establish opportunities for ongoing, collaborative, goal-based professional learning. Through related strategies, staff will be well prepared and supported to maximize student learning. We also support new plans to establish professional learning communities, observation amongst peers, and peer coaching in order to improve instruction. In working together to support each other's professional and instructional practices, teachers, paraprofessionals, and parents strive to prepare our students for success in the 21st century.

Literacy, Leadership, Goals, and Sustainability

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	5A, 1, 5-7 5B, 1-3,5,7 5C, 1, 3 5E, 1-4 5F, 3-4, 6	5A, 2-4, 8 5B, 4, 6, 8 5C, 2, 4 5D, 1-4 5F, 1-2, 5	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement	-PaTTAN -DCIU -ASCD -IRA -KSRA

Strengths	Gaps
<ul style="list-style-type: none"> • Staff supports literacy goals and improvement practices • Literacy is kept as a district priority • Data is analyzed • Leadership supports literacy improvement efforts • District literacy leadership coordinates goals, assessment, instruction, professional development, funding, and meetings • District utilizes staff and Intermediate Unit to support effective literacy practices • Personnel practices support literacy outcome <ul style="list-style-type: none"> ○ Hiring of qualified staff ○ Opportunities for development of future leaders ○ Resources sought to enhance literacy ○ Budgets blended and additional resources are sought out • Communication among district leadership and staff through discussions, and data meetings identify successes and targets for improvement 	<ul style="list-style-type: none"> • Lack operational resources used as fiscal and administrative strategies to improve outcomes • No program to sustain and recruit new leaders • Principal and other staff assignments are not based on instructional needs of students • Literacy leadership is not evident for all stakeholders • District funds are not allocated to provide support in each building according to need • Principal guidance to support professional learning teams is not in place • Lack sustaining support for principals to fulfill role as instructional leaders • Appropriate time and support not given to instructional coaches • PATTAN consultants are not used to provide professional learning • A district literacy plan is not developed • A district literacy plan is not disseminated • A school literacy plan aligned with the district literacy plan is not developed • The school literacy plan is not used • No communication to external stakeholders about district literacy plan and student progress • Principal's primary responsibility should be an instructional leader • Annual school based progress reports for external stakeholders is not provided

Through the support of federal programming and personnel, along with our preexisting instructional and intervention framework, the K-5 buildings maintain a culture focused on literacy leadership. It is vital that we sustain, apply, and communicate to all stakeholders a coherent district literacy plan, which includes resources and professional development. Supporting principals in their roles as instructional literacy leaders with the help of central administration and outside professional organizations is a priority area for improvement. In addition, the instructional needs of students must be paramount when decisions are made in regards to the funding and staffing of community buildings. With the development of a literacy plan and support for indispensable stakeholders, students will be equipped with the life skills necessary to contribute successfully in a global economy.

Transition

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	6A, 1-2	6A, 3 6B, 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	

Strengths	Gaps
<ul style="list-style-type: none"> • The district has a transition committee that strives to meet the needs of the students • District documentation is used when meeting with students transitioning between grades 	<ul style="list-style-type: none"> • No representation of county LEARN team • No written transition plan from birth-grade 12 • No transition goals are identified • No evaluation process • No tools to monitor and improve transition process • No financial support for students and families in planning transitions • No staff development to prepare staff to ensure successful transition

The district has a well-developed plan for transition kindergarten students into the community buildings consisting of a parent informational night, orientation day, and back-to-school related activities. However, it is necessary for the district to devise comprehensive transition plans for various situations, i.e. transiency, statutory levels and differentiated instructional programs. Plans for each should include a timeline, goals, and responsibilities for implementation and dissemination, as well as tools and processes to evaluate. This can be achieved through financial support and development to help staff prepare students and their families for successful transitions throughout their educational experiences and into the real world.

Partnerships

K-5th	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
	7A, 2-3	7A, 1, 4-6	-Building Blocks -Family Engagement -Successful Transitions	

Strengths	Gaps
<ul style="list-style-type: none"> • Home and School Associations work with teachers/administration to coordinate some literacy related services • District has established some non-educational partnerships which support families 	<ul style="list-style-type: none"> • Limited coordination with community educational resources • No community awareness activities to inform public about literacy education • District representation in community activities and committees is not well represented to expand awareness of need for comprehensive literacy programming • No LEA partnerships across disciplines to ensure reading and writing are taught within content areas

We currently have strong partnerships with the Home and School Associations represented in each community building, but we need to better use these meetings as a forum to expand awareness of the need for comprehensive literacy programming for our students. An advisory committee involving all stakeholders should be established to increase partnerships based upon a needs assessment survey. In addition, we plan to improve partnerships with local libraries and community educational resources to align services and promote literacy education. These partnerships will help to enhance the importance of literacy in school and at home, which will further the path to literary success for our students as they contribute responsibly to the global community.

Statutory Area: Middle School (6-8)

Standards and Curriculum

	In Place	Not in Place	KtOContent Area Modules that would assist	Professional Development that would assist
6th-8th	1.1 1.2 1.5 1.6 1.7 1.8	1.3 1.4	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Literacy -Literacy Design Collaborative -Reading Apprentice -Transitions	-Effective Instruction Practices -Curriculum Warehousing -Aligning w/ CCSS - Data Management -Interactive Read Alouds -Remedial Programs

Strengths	Gaps
<ul style="list-style-type: none"> • All students have access to a rigorous, standards aligned curriculum. • The written curriculum addresses all students. 	<ul style="list-style-type: none"> • The district does not implement with fidelity a research-based core literacy curriculum • Reading, writing, speaking and listening are not systematically integrated throughout the day in all subject areas.

In the 6-8 statutory area, we have clear strengths in the areas of standards aligned curriculum instruction and access for all students. A common framework in reading and writing across all subject areas and grade levels continues to be an area of focus. Although we are currently aligned with the PA State Standards, we strive to align our curriculum with the Common Core State Standards for all students. Our ongoing goal is to improve the instruction of fundamental knowledge that prepares our students with the skills to be successful in their pursuit of global careers in the 21st Century.

Assessment

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	2A.1, 2 2B.1, 2 2.C 1-4 2.D 1-3 2.F.1, 2	2A.3 2E.1	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Family Literacy -Successful Transitions -Literacy Design Collaborative -Reading Apprentice	-Effective Instruction Practices based on assessment results -Data Warehousing -Aligning w/ CCSS -Data Management -Remedial Programs

Strengths	Gaps
<ul style="list-style-type: none"> • A “data culture” exists throughout the district. • A standardized assessment calendar • Based on the review of data, district leaders participate in literacy team meetings at the school level 	<ul style="list-style-type: none"> • No district-level database • No support for a district-wide formative assessment process

An obvious strength is in the effective implementation and administration of assessment, data collection, data analysis, and interpretation. Currently our middle school students benefit from the availability of Response to Intervention and Instruction teachers who oversee the assessment process. It is important that a district-wide data warehouse provides immediate and easy access for the appropriate stakeholders. The team feels there is a need for a consistent district wide remedial program to support and progress monitor at-risk middle school students. This assessment data is the foundation of our instructional practices that will ensure that our students become self-motivated lifelong learners.

Instruction

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	3A.1 3B. 1-3 3C. 1 3D.1,2 3E. 1-2 3F. 1 3G. 1	3C.4, 5 3D.3-5	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Family Literacy -Successful Transitions -Literacy Design Collaborative -Reading Apprentice	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Remedial Programs -Curriculum Warehousing -Interactive Read Alouds

Strengths	Gaps
<ul style="list-style-type: none"> • School administrators are assisting in (a) providing structure and support for grade level and school level literacy team meetings and (b) participating in them directly or indirectly through briefings following the meetings • literacy connected instruction and practice that takes place across the instructional areas • All students have access to the districts core literacy curriculum 	<ul style="list-style-type: none"> • No intensive after-school and/or summer school intervention programs for students reading below grade level • No small group interventions are provided beyond the core literacy block for below level readers • No effective evidence-based supplemental and intervention programs are adopted • Intervention program is not aligned with literacy program • Ongoing professional development not consistent with evidence based program

Our instructional model addresses all of the essential elements and is supported by school administrators through data team meetings. Sufficient core instructional time and evidenced-based core programs for literacy are provided for all students at the middle school level. However, below level student needs are not addressed through the core program consistently; therefore a district-wide remedial program needs to be initiated and implemented during the school day. Additional support could be provided with an extra period of literacy instruction or after school and /or in the summer months. Our goal is to provide high quality research-based literacy instruction, using a rigorous, aligned curriculum with a tiered system of support for all learners.

Professional Learning and Practice

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	4A.1,2 4B. 1 4C.2, 4	4B. 2 4C.1,3,5,6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Family Literacy -Successful Transitions -Literacy Design Collaborative -Reading Apprentice	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Remedial Programs -Curriculum Warehousing -Interactive Read Alouds -Professional Book Clubs -PLC

Strengths	Gaps
<ul style="list-style-type: none"> • Professional learning resources are provided and aligned with Pennsylvania Educational Initiatives • Professional learning reflects effective professional programs • Principals attend district and building-level professional learning sessions on literacy elements, materials, and assessments • Opportunities for collaboration among teaching staff to improve instruction 	<ul style="list-style-type: none"> • The application and impact of professional learning on student and teacher is not stressed or measured • No initial or ongoing professional learning • Instructional specialists are not included in literacy professional learning • No opportunities for professional learning of parental engagement • No comprehensive learning plan for instructional assistance

We continue to focus on the area of Professional Learning and Practice, while we support plans to establish professional learning communities. Emphasis is placed on the role of administrators as instructional leaders to devote time for coaching, observation, and collaboration among all the stakeholders involved in shaping student learning. In working together and supporting each other efforts, we strive to prepare our students for success in the 21st century

Literacy Leadership, Goals, & Sustainability

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	5A.1, 2, 5, 6, 7 5B. 1 2, 5,7 5C. 1, 3 5E.1-4 5F.2- 4	5A.3, 4, 8 5B.3, 4, 6, 8 5C. 2, 4 5D. 1-4 5F, 1, 5, 6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Curriculum Warehousing -PLC -PATTAN/DCIU

Strengths	Gaps
<ul style="list-style-type: none"> • Staff supports literacy goals and improvement practices • Data is analyzed • Leadership supports literacy improvement efforts • District literacy leadership coordinates goals, assessment, instruction, professional development, meetings and funding • District utilizes Intermediate Unit to support effective literacy practices • Personnel practices support literacy outcome <ul style="list-style-type: none"> ○ Hiring of qualified staff ○ Opportunities for development of future leaders ○ Resources sought to enhance literacy ○ Budgets blended and additional resources are sought out • Principal’s primary responsibility is to be an instructional leader • Communication among district leadership and staff through discussions, and data meetings, to identify successes and targets for improvement 	<ul style="list-style-type: none"> • District funds are not allocated to provide support in each building according to need • No principal guidance to support professional learning teams • No sustaining support for principals to fulfill role as instructional leaders • Literacy leadership is not evident for all stakeholders • Instructional coaches are not provided with the time, preparation, and continuous support needed to properly fulfill this role. • District and school literacy planning is not used to guide literacy improvement efforts. • Staff efforts that help make a difference in student performance are not acknowledged and shared.

In recent years, the district has begun to establish a focus on literacy leadership in sixth through eighth grade. Additional support is needed for principals in their roles as instructional literacy leaders. Consistent instructional coaching is necessary to effectively maintain district literacy improvement efforts.

Transitions

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th		A 1-3 B 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions Along the Literacy Continuum -Literacy Design Collaborative -Reading Apprenticeship	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Remedial Programs -Curriculum Warehousing -Professional Book Clubs -PLC

Strengths	Gaps
	<ul style="list-style-type: none"> • No transition team, plan, goals, or evaluation process! • No representation of county LEARN team (funding revoked for 2012Q 2013)! • No funding available for transitions • No evaluation process • Tools not developed to monitor and improve transition process • No financial support for students and families in planning transitions • No staff development to prepare staff to ensure successful transition

The district recognizes there is a need for a well-developed plan for transitioning students from elementary school to middle school as well as middle school to high school. This transition plan should include a parent informational night and a student orientation day prior to the start of the school year outlining procedures, policies, and expectations for the developmental changes that occur in these transitional years (i.e. time management, social issues, independence, study skills, personal life skills, etc.). It is also necessary for the district to devise comprehensive transition plans for transient students. Plans for each transition should include a timeline, goals, and responsibilities for implementation and dissemination, as well as tools and processes to evaluate. This can be achieved through financial support, a specific time for staff to collaborate on the creation and implementation of the plan, and professional development to help staff prepare students and their families for successful transitions throughout their educational experiences and into the real world.

Partnerships

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	7A.6	7A1-5	-Family Engagement -Successful Transitions -ELL -Special Needs	-Community Networking -PLC -Professional Book Club

Strengths	Gaps
<ul style="list-style-type: none"> LEA partnerships across disciplines to ensure reading and writing are taught within content areas 	<ul style="list-style-type: none"> Limited coordination with community educational resources No community awareness activities to inform public about literacy education District representation in community activities and committees is not well represented to expand awareness of need for comprehensive literacy programming

We currently have strong partnerships with the Home and School Associations represented in each community building, but we need to better use these meetings as a forum to expand awareness of the need for comprehensive literacy programming for our students. While an established partnership across disciplines exists to ensure that reading and writing are taught in the content areas, the district recognizes the need for consistency, implementation, and accountability. An advisory committee involving all stakeholders should be established to increase partnerships based upon a needs assessment survey. In addition, we plan to improve partnerships with local libraries and community educational resources to align services and promote literacy education. These partnerships will help to enhance the importance of literacy in school and at home, which will further the path to literary success for our students as they contribute responsibly to the global community.

Statutory Area: High School (9-12)

Standards and Curriculum

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional! Development that would assist
9th-12th		1.1 through 1.8	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Literacy-Design Collaborative	-Effective Instruction -Curriculum Warehousing -Aligning w/ CCSS -Collaborative planning and discussion times

Strengths	Gaps
	<ul style="list-style-type: none"> • No common framework to instruct and assess literacy • Not all students have access to standards aligned curriculum • Reading, writing, speaking and listening are not systematically integrated throughout the day in all subject areas.

In the high school statutory area, we have a need to continue to strengthen in the areas of standards aligned curriculum instruction and assessment and integration of Reading, Writing, Speaking, and Listening. A common framework in writing across all subject areas and grade levels needs to be an area of focus, particularly within the content areas. Although we are currently aligned with the PA State Standards, we are working to ensure a consistent approach across subject areas and grade levels striving to align our curriculum with the Common Core State Standards for all students.

Assessment

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th	2A 2D, 1	2A, 1-3 2B, 1-2 2C, 1- 4 2D, 3 2E, 1-2 2F, 1-2	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions	-running records re-training -GRADE -Data warehousing -HEAT training for administrators -Train teacher leaders to collect and disseminate data

Strengths	Gaps
<ul style="list-style-type: none"> • Assessment calendar • Standardized assessments 	<ul style="list-style-type: none"> • No data Culture • No literacy Assessment Plan • Assessments are not informational, appropriate and linked to district and state literacy goals at each grade level • Data specialists are not identified • No expert personnel on specific reading measures • No regularly scheduled data meeting to review results make data-based instructional decisions • District leaders do not participate in data meetings

At the high school level, there are standardized assessments that coincide with the assessment calendar. However, the high school needs to increase the variety of summative, diagnostic, benchmark and formative assessments. Professional development for teachers is needed to more effectively analyze and utilize data to make data driven decisions regarding student achievement in literacy. A data expert should be implemented to disseminate and manage data collection.

Instruction

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th	3C,e 3D, 1 3E, 2	3A,1 3B, 1-3 3C, 4-5 3D, 3-5 3E, 1 3F, 1 3G, 1	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions	-Effective instruction -training and retraining in current programs - assistive and instructional technology

Strengths	Gaps
<ul style="list-style-type: none"> • School administrators support and participate in literacy team meetings • All student access the district’s core literacy curriculum 	<ul style="list-style-type: none"> • No intensive after-school and/or summer school intervention programs for students reading below grade level • No instructional model that addresses all essential elements • Students are not provided with appropriate minutes for literacy instruction • No small group interventions are provided beyond the core literacy block for below level readers

School administrators actively participate in literacy team meetings. Students have access to the district’s core literacy curriculum. The high school needs to provide appropriate interventions for students currently performing below grade level. Teachers will strive to develop an instructional model that addresses all essential elements. It is important that we seek ways to provide intensive intervention programs via small group instruction during and after school to students reading below grade level. Our goal is to facilitate student learning through efficient delivery of literacy instruction.

Professional Learning and Practice

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th		4A, 1-2 4B, 1-2 4C, 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions - Literacy Design Collaborative	-Professional book clubs -PLC training

Strengths	Gaps
	<ul style="list-style-type: none"> • No application of content from professional learning and the measurement of impact • Scheduling conflicts interfere with principal attendance • No opportunities for professional development in the area of parent/engagement • No opportunities for collaboration among teaching staff to improve instruction • No comprehensive professional learning plan for instructional assistants • No initial or ongoing professional learning • Instructional specialists are not included in literacy professional learning • No opportunities for professional learning in area of parental involvement • No comprehensive learning plan for instructional assistants

We recognize that Professional Learning and Practice is a priority area, therefore emphasis will be placed on the role of administrators as instructional leaders to establish opportunities for ongoing, collaborative, goal-based professional learning. Through related strategies, staff will be well prepared and supported to maximize student learning. We also support new plans to establish professional learning communities, observation amongst peers, and peer coaching in order to improve instruction. In working together to support each other's professional and instructional practices, teachers, paraprofessionals, and parents strive to prepare our students for success in the 21st century.

Literacy Leadership, Goals, & Sustainability

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th	5A, 7 5B, 2, 7 5C, 3 5E, 2, 4 5F, 3	5A, 1-6, 8 5B, 1, 3-6, 8 5C, 1-2, 4 5D, 1-4 5E, 1, 3 5F, 1-2, 4-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement	-PaTTAN -DCIU -ASCD -IRA -KSRA

Strengths	Gaps
<ul style="list-style-type: none"> • Resources are utilized in the classroom that are dedicated to meeting literacy goals 	<ul style="list-style-type: none"> • Resources not dedicated to meeting literacy goals • No program to sustain and recruit new leaders • Principal and other staff assignments are not based on instructional needs of students • Literacy leadership is not evident for all stakeholders • District funds are not allocated to provide support in each building according to need • No principal guidance to support professional learning teams • No sustaining support for principals to fulfill role as instructional leaders • Appropriate time and support not given to instructional coaches • PATTAN consultants not used to provide professional learning for high school professionals • A district literacy plan is not developed and disseminated • A school literacy plan aligned with the district literacy plan needs to be developed • School literacy plan not implemented • No communicate to external stakeholders about district literacy plan and student progress • Being an instructional leader should be the principal's primary responsibility and it is not • No annual school based progress reports for external stakeholders.

The high school strives to maintain a culture focused on literacy leadership and recognizes a need to develop an intervention framework. It is vital that we sustain, apply, and communicate to all stakeholders a coherent district literacy plan, which includes resources and professional development. Supporting principals in their roles as instructional literacy leaders with the help of central administration and outside professional organizations is a priority area for improvement. In addition, the instructional needs of students must be paramount when decisions are made in regards to the funding and staffing of the high school. With the development of a literacy plan and support for indispensable stakeholders, students will be equipped with the life skills necessary to contribute successfully in a global economy.

Transition

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th		6A, 1-3 6B, 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions	-DCTS -DCIU

Strengths	Gaps
<ul style="list-style-type: none"> • After school programs that encourage opportunities upon entering the high school and after graduation 	<ul style="list-style-type: none"> • No representation of county LEARN team • No transition plan • No transition goals • No evaluation process • No tools to monitor and improve transition process • No financial support for students and families in planning transitions • No staff development to prepare staff to ensure successful transition

The high school has a well-developed plan for transitioning 8th grade students into the high school building consisting of a parent informational night, orientation day, and back-to-school related activities. Various programs are in place to afford opportunities for students to achieve post-graduation goals such as: Freshman Mentoring program, College Night, Career Center, guest speakers, academic support, life skills transitional program, Medical Careers, scholarships, vocational schools, AP courses and SAT prep courses. However, it is necessary for the district to devise comprehensive transition plans for various situations, i.e. transiency, statutory levels and differentiated instructional programs. Plans for each should include a timeline, goals, and responsibilities for implementation and dissemination, as well as tools and processes to evaluate. This can be achieved through financial support and development to help staff prepare students and their families for successful transitions throughout their educational experiences and into the real world.

Partnerships

9th-12th	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
	7A, 3	7A, 1-2, 4-6	-Family Engagement -Successful Transitions	

Strengths	Gaps
<ul style="list-style-type: none"> • Strong partnerships with the Home and School Association 	<ul style="list-style-type: none"> • Limited coordination with community educational resources • No community awareness activities to inform public about literacy education • District representation in community activities and committees is not well represented to expand awareness of need for comprehensive literacy programming • LEA partnerships across disciplines to ensure reading and writing are not taught within content areas

We currently have strong partnerships with the Home and School Associations represented in the high school, but we need to better use these meetings as a forum to expand awareness of the need for comprehensive literacy programming for our students. An advisory committee involving all stakeholders should be established to increase partnerships based upon a needs assessment survey. In addition, we plan to sustain and expand partnerships with local libraries and community educational resources to align services and promote literacy education. These partnerships will help to enhance the importance of literacy in school and at home, which will further the path to literary success for our students as they contribute responsibly to the global community.

Section V: Setting and Prioritizing Goals

Goal Setting

Title of Section	Goal	Rationale
Standards and Curriculum	Align district curriculum with Pa Common Core State Standards	While the district has written curriculums, they are not aligned with the newly adopted Pa CC. Focusing on this goal, at all statutory levels, will impact student achievement for all students through the increase in rigor of instruction and student outcomes.
Standards and Curriculum	Integrate reading, writing, speaking, and listening systematically throughout the school day across all subject areas	The integration of reading, writing, speaking, and listening allows multiple opportunities for students to engage in the content in a variety of ways, improving the understanding and application of skills and concepts.
Assessment	Establish and utilize a district data-base	A district data-base would allow all teachers and parents to have easy access to student data to support appropriate instructional programming decisions.
Instruction	Implement evidence-based supplemental and intervention programs supported with on-going professional development	Students learn in a variety of ways, often needing additional opportunities to interact with skills and content. The addition of evidence-based programs would provide teachers with the materials necessary to offer those opportunities to the students.
Professional Learning and Practice	Increase time for collaboration between teaching staff to improve instruction	Teachers bring a variety of expertise and knowledge to the staff. Collaboration allows teachers to showcase their best efforts while learning something new from colleagues. All students benefit from teacher collaboration.
Professional Learning and Practice	Develop a professional learning plan for instructional assistants	Instructional assistants work directly with teachers and students. Professional development opportunities support their knowledge of instructional strategies, preparing them to be more effective with assisting students.
Professional Learning and Practice	Provide professional learning opportunities for parental engagement	Parents are a dynamic resource for supporting literacy education. Parents and teachers working together for the benefit of students is an important

		factor in student achievement.
Professional Learning and Practice	Principal participation in teacher professional development	Principals are the literacy leaders in the schools. It is important for them to support the teachers learn and implement.
Literacy, Leadership, Goals, and Sustainability	Develop and disseminate a district literacy plan	A district comprehensive literacy plan guides caregivers, teachers, and administrators along the birth to grade 12 continuum as they build and sustain comprehensive literacy systems for the community.
Transition	Create a transition team, plan, goal, and evaluation process	A systematic plan for transitioning students between statutory levels supports students, parents, teachers, and administrators in making the best decisions to promote student success.
Partnerships	Create a Community Advisory Committee to promote community awareness of literacy education and build community partnerships to support literacy education	Each of the four communities forming Interboro School District provide unique businesses and community members that can support the application of our students' literacy education. It is important to identify and utilize those resources to provide 21 st century learning experiences for our students.

Prioritizing Goals

To maximize our efforts and resources to advance student achievement, the CLP team has identified four priority goals that are necessary and actionable for us at this point. All of the goals build upon each other forming multilayers of literacy education. Our first priority is to **align our current district curriculum with the Pa Common Core State Standards**. Through this alignment, the daily integration of reading, writing, speaking, and listening throughout the content areas will allow multiple opportunities for students to engage in the content in a variety of ways, improving the understanding and application of skills and concepts. The **development and dissemination of a district comprehensive literacy plan** will outline the guiding principles necessary for caregivers, teachers, and administrators along the birth to grade 12 continuum as they build and sustain comprehensive literacy systems implementing the newly aligned district curriculum. Implementing a rigorous curriculum for

all students includes the necessity of **providing evidence-based supplemental and intervention programs supported with on-going professional development.** Effectively administered and analyzed assessments will identify student strengths, areas of need, and learning styles. This data will enable teachers and administrators to identify appropriate programs of instruction for each student. The district will develop a continuum of special education services outlining various assessments, programs, and trained teachers to support the effective utilization of the materials to meet the needs of individual students. As students transition along the literacy continuum, birth through grade 12, supports must be in place to ensure a continuation of literacy instruction, including interventions and specialized programs. Therefore, the district will **create a transition team, plan, goal, and evaluation process.** This systematic plan for transitioning students between statutory levels will support students, parents, teachers, and administrators in making the best decisions to promote student success. The CLP team believes that these priority goals will have a tremendous impact on literacy learning for all students in the district. These priority goals are integrated, building consistency of curriculum, programs, and processes through a comprehensive literacy system for all Interboro students, birth through grade 12.



Interboro School District Comprehensive Literacy Plan

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Completion Date: April 26, 2013

Revised: August 2014

Acknowledgements

This document is a result of dedicated professionals and community members working together to develop a comprehensive plan of literacy experiences for Interboro children (Birth-grade 12). The Keystones to Opportunity (KtO) Striving Readers Grant provided funding and informational resources necessary for the completion of the plan. The district's core KtO Grant leadership team served as the lead writers for the CLLP through facilitating group discussions across all statutory areas, as well as writing, revising, and editing the content. Many district teachers, specialists, administrators, parents, and community members contributed their time, perspectives, and ideas necessary for the completion of the Interboro CLP. The Pennsylvania Comprehensive Literacy Plan (PaCLP) provided a framework for guiding the development of the plan and the completed district Needs Assessment identified priority areas within the district's literacy instruction to focus a literacy improvement plan upon. Participation in KtO Content Area Trainings provided research-based best practices and opportunities for discussion for teachers and administrators. Team members utilized their new knowledge to improve current practices and build resources necessary to support student achievement in literacy.

Margie Stern, Youth Services Coordinator for Delaware County Library System, was a contributor to the PaCLP and joined Interboro team members to review and discuss our local CLP. She provided insightful feedback regarding the Early Childhood portion of the CLP. Ms. Stern has also partnered with a district team to provide opportunities and resources to preschool children to prepare them as they transition into the Interboro School District.

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Section I: Literacy Plan Team

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Timeline

The Interboro CLP team worked collaboratively in a variety of configurations as they gathered information, discussed, created, reviewed, and revised this comprehensive document. A timeline of events is listed below.

April 20, 2012	KtO Leadership Team meeting to develop ISD CLP team
June 1, 2012	CLP Leadership Team meeting to finalize Introductory Meeting agenda
June 15, 2012	CLP Team Introductory meeting
June 26, 2012	Facilitators meeting to discuss statutory area work sessions
June 28, 2012	Mission and vision statements work session
Summer 2012	Statutory area work sessions to complete Guiding Principles and Needs Assessment Review
August 27, 2012	Whole CLP Team meeting
September 1, 2012	Narratives for Guiding Principles and Needs Assessment submitted to KtO Grant Manager for compilation
November 9, 2012	CLP Leadership Team meeting to review and discuss Goal Action Plan
December 4, 2012	CLP Leadership Team meeting to review CLP rubric from PDE
December 12, 2012	Consultation with Margie Stern, Coordinator of Youth Services, Delaware County Library System
January 2013	Building level faculty meetings to review progress of CLP
January 17, 2013	Create cross-statutory level flex groups to align Guiding Principals and Needs Assessment Review
February 7, 2013	CLP Leadership Team meeting discuss cross-statutory level flex group goals
February/March 2013	Cross-statutory level flex group meetings
April 2013	CLP Leadership Team meetings to review, revise, and edit CLP
April 26, 2013	Interboro CLP Draft completed
Fall 2014	Collection of perceptual data through surveys completed by administrators, teachers, parents, students and school board members
Spring 2014	Analysis of perceptual data
Summer 2014	Revision of Mission and Vision statements

Section II: Mission and Vision Statements

Interboro School District's Mission Statement:

Interboro School District provides a challenging and supportive learning environment for all students to succeed academically, socially, and emotionally while becoming college and career ready citizens within a global community.

Interboro School District's Vision:

Curriculum	<ul style="list-style-type: none">• All students will receive high quality, standards-based curriculum that promotes critical thinking skills and high expectations.• All students will have an understanding of what they are learning and why they are learning it.
Instruction	<ul style="list-style-type: none">• All educators will deliver high quality and engaging instruction tailored to students' specific learning needs.• All educators will utilize research-based instructional practices to ensure maximum success for all students.
Assessment	<ul style="list-style-type: none">• Student progress and growth will be measured through multiple and varied assessments that are aligned with standards.• Student performance will guide instructional practice, curriculum design, and classroom procedures.• As confident learners, all students will demonstrate creativity, think critically, and problem solve.
Environment	<ul style="list-style-type: none">• All students and staff will thrive in a safe and caring environment that fosters confidence and promotes academic, social, and emotional growth.• The learning environment will be characterized by positive, respectful interactions with expectations established for all.

Revised: August 2014

Interboro School District’s Literacy Vision Statement:

All students in the Interboro School District will become literate citizens with the ability to collect, analyze, and interpret information to problem solve, collaborate, and contribute responsibly in a global community.

Interboro School District’s Literacy Mission Statement:

The Interboro School District Comprehensive Local Literacy Plan will guide the path to literacy success for our students by providing high quality research-based literacy instruction, using a rigorous, aligned curriculum with a tiered system of support for all learners.

It is the belief of Interboro School District that literacy instruction must be driven by evidenced-based research, supported by a “gradual release of responsibility” model where the teacher serves as a facilitator. ISD believes that all teachers are “teachers of reading”, providing opportunities for students to read critically, problem solve, and collaborate with their peers within all special and content areas. We value the role of assessments in making key decisions regarding student core and intervention instruction and have embraced the Response to Instruction and Intervention (RtII) model to make ensure students are supported with a tiered system of interventions. We believe that collaboration, communication, problem solving, and technology are key skills necessary in today’s ever-changing world. We strive to consistently improve the literacy environment in the district through on-going professional development to support all teachers with effective literacy instruction, as well as continually review and revise our literacy plan to guarantee all Interboro students are prepared with the necessary 21st century skills to be successful citizens as they leave our classrooms and enter college, careers, and life.

Section III: Guiding Principles

Guiding Principle # 1 – Literacy as a Critical Foundation

Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (Birth-Grade 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community. !

Guiding Principle # 2 - Culture and Learning

Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others. !

Guiding Principle # 3 – Meeting the Needs of All Students

There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child’s needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education. !

Guiding Principle #4 – Evidence-based Instruction

Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development. !

Guiding Principle # 5 – High Quality Teaching

Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.

Guiding Principle # 1 – Literacy as a Critical Foundation!

Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (Birth-Grade 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.

Reading!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Phonological Awareness • Sound-Symbol Correspondence • Print- rich Environment • Authentic Literature • Read Alouds • Choral Reading 	<ul style="list-style-type: none"> • Standards-aligned Curriculum • Phonological Awareness • Phonics • Print- rich Environment • Authentic Literature • Reading Fluency and Accuracy • Vocabulary Fluency • Comprehension • Disciplinary Literacy • Community- Family Partnerships 	<ul style="list-style-type: none"> • Standards-aligned Curriculum • Print- rich Environment • Authentic Literature • Vocabulary • Text Structure • Comprehension • Critical Reading • Disciplinary Literacy • Community -Family Partnerships 	<ul style="list-style-type: none"> • Standards-aligned Curriculum • Print- rich Environment • Authentic Literature • Vocabulary • Text Structure • Comprehension • Critical Reading • Disciplinary Literacy • Community Family Partnerships

Writing!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Sound Symbol Correspondence • Labeling • Drawing • Writing 	<ul style="list-style-type: none"> • Writing Process • Writing Domains • Writing Fluency • Variety of Genres • Responding to Literature • Conventions 	<ul style="list-style-type: none"> • Writing Process • Writing Domains • Writing Fluency • Variety of Genres • Responding to Literature • Conventions 	<ul style="list-style-type: none"> • Writing Process • Writing Domains • Writing Fluency • Variety of Genres • Responding to Literature • Conventions

Speaking and Listening!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Language Development • Articulation • Authentic Conversations • Syntax • Listening Skills 	<ul style="list-style-type: none"> • Listening Skills • Language Development • Articulation • Authentic Conversations • Syntax • Public Speaking • Effective Turn-taking • Collaboration Use 	<ul style="list-style-type: none"> • Listening Skills • Authentic Conversations • Public Speaking • Effective Turn-taking • Collaboration • Clear, Precise Expression 	<ul style="list-style-type: none"> • Listening Skills • Authentic Conversations • Public Speaking • Effective Turn-taking • Collaboration • Clear, Precise Expression

Language: Focus of Instruction!			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Model Effective Language • Use Language as an Effective Tool for Communication • Vocabulary • Experiences • Sharing ideas (pretend read & Write) 	<ul style="list-style-type: none"> • Descriptive Language • Model Effective Language • Language as an Effective Tool for Communication • Vocabulary Acquisition • Content Vocabulary • Conventions of Standard English • Knowledge of Language (grade-appropriate words, non literal meanings) 	<ul style="list-style-type: none"> • Descriptive Language • Model Effective Language • Language as an Effective Tool for Communication • Vocabulary Acquisition • Content Vocabulary • Conventions of Standard English • Knowledge of Language 	<ul style="list-style-type: none"> • Descriptive Language • Model Effective Language • Language as an Effective Tool for Communication • Vocabulary Acquisition • Content Vocabulary • Conventions of Standard English • Knowledge of Language

Guiding Principle # 2 – Culture and Learning

Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.

Interboro School District strives to provide opportunities to acknowledge cultural differences and appreciate multiple perspectives. We offer experiences in global awareness through the use of, but not limited to: dialogue, technology, primary sources, literature, role playing, assemblies, field trips, cultural festivals and charitable donations. We encourage students to value and respect cultural differences within our global community.

Cultural differences are acknowledged, shared, and celebrated by providing diverse opportunities for exposure to different cultures. Parents are invited in the classrooms to highlight their individual cultures, including: food, clothing, music, daily routines, language, celebrations, etc. These opportunities provide rich experiences, promoting cultural responsiveness, robust language, and vocabulary. It is through these meaningful relationships and experiences, which students gain confidence in their ability to explore and learn from the world around them. When families and other adults share part of their heritage, they not only model literacy skills but also provide students with experiences that support language and diversity as a foundation for literacy development.

Oral language is the foundation for literacy development. Speaking and listening are the tools of communication that become the basis for the written word. Family and cultural differences impact language and vocabulary acquisition. Acknowledging, appreciating, and developing such differences promote active engagement and resiliency, which supports oral language development. When educators value students' cultural differences, they are vested in their educational experiences.

<p style="text-align: center;">Language Variation</p>	<p style="text-align: center;">English Language Learners (ELLs) and Language Development</p>
<p>Valuing and understanding the varied linguistic skills of culturally and linguistically diverse students is a first step toward engaging students and supporting their success (PaCLP, 2012). Our district recognizes variations of the English language; teachers model and encourage students to use academic and informal language appropriately, based upon audience and task. Many ELLs require support with recognizing and making these shifts. For example, we use strategies like situational role-playing and daily-editing of formality mistakes to teach ELLs how to move from informal, familiar talk at home or with friends to the more formal style of talk needed in a job interview. We use examples to illustrate the continuum between informal speech and formal writing through modeling, using examples such as:</p> <ul style="list-style-type: none"> ○ One might say to a younger brother, “Give it to me now!” However, in a book we might see the same idea written as, “Could you please pass that to me?” ○ While talking to a friend outside, one might say “Hey, how ya doin?” However, in a written letter we would write, “Hello, I hope this correspondence finds you well.” 	<p>In order for ELLs to progress in language development and content mastery, they must have access to meaningful language and concepts (Lau v. Nichols, 1974; Krashen, 2004). Meaningful access to the curriculum requires that students have access to reading materials and content at their proficiency level, thereby providing multiple opportunities for success. Interboro School District participates in Delaware County Intermediate Unit Title III Consortium, which provides support personnel and resources to teachers and ELLs. Instruction is language based and targeted at building our students’ reading, writing, listening and speaking skills and is aligned with the PA English Language Proficiency Standards and WIDA (World Class Instructional Design and Assessment).</p>

Interboro School District encourages students to use their rich “funds of knowledge” to help them make connections between what they know and what they are learning. We recognize and value diversity; not only language, but ethnic, cultural and learning needs. We provide for diversity in our approach, our curriculum, our materials, and our understanding of language variation and what it means for instruction (Gonzales, Moll, and Amanti, 2005).

Guiding Principle # 3 – Meeting the Needs of All Students

There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.

It is the responsibility of all educators to customize instruction to meet the varying levels, needs, and learning styles within their charge. Learners' goals are based on individual strengths and needs. Instruction is diversified and achieved through variations in areas such as: content, instructional delivery, time, grouping, materials, and learning environment to support the literacy potential of the broad spectrum of learners in the Interboro School District. In order for differentiation to be effective, two elements must be present: quality instruction that is aligned to the standards with clearly stated learning outcomes and quality assessments that are analyzed to accurately describe student needs and learning differences.

Additionally, flexibility is vital to ensure student success. This is achieved through the collaboration of the Universal Design for Learning (UDL) and Response to Instruction and Intervention (RtII) frameworks.

UDL is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture in which environments are designed to include features that minimize or remove barriers and allow access for all possible users. (For example, ramps and curb-cuts are used by people pushing strollers or pulling luggage, those with temporary injuries, individuals who use wheelchairs or motorized scooters, and even some who may simply prefer ramps to steps). A UDL approach to education assumes that students with varying needs will be actively engaged in learning, and that the curriculum, the goals, the instructional methods, the instructional materials, and the assessments address this diversity (National Center of Universal Design for Learning, 2012)

UDL draws on brain research and media technologies to respond to individual learner differences through effective teaching by providing multiple means of presenting information (the "what?"), demonstrating knowledge (the "how?"), and engaging learners (the "why?"). In

addition, Response to Instruction and Intervention (RtII) is a framework that contributes largely to effectively addressing the needs of all learners. This multi-tiered system of support uses student performance data to organize differentiated practices and interventions in order to meet student needs efficiently and effectively.

The district continues to move toward a collaborative literacy plan coordinated across statutory areas. Teaching literacy skills to all students is a complex task. No one statutory area can work on its own because there is a delicate balance of transitions in literacy instruction from one area to another. The ever increasing challenge to meet the diverse literacy needs of all students requires well-coordinated efforts that begin with teacher preparation and continues through ongoing professional development for practicing teachers and administrators to deliver quality instruction.

The chart below highlights the district’s structure to meet the diverse literacy needs for all students.

Customized Instruction			
Birth – 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Individual goals • Environment • UDL • Partnerships 	<ul style="list-style-type: none"> • Standards Aligned Curriculum • UDL • RtII • Title I • Special Education • 504 Service Plans • Gifted Education • ESL • Data-driven Culture • Effective Instruction • Disciplinary Literacy 	<ul style="list-style-type: none"> • Standards Aligned Curriculum • UDL • RtII • Title I • Special Education • 504 Service Plans • Gifted Education • ESL • Data-driven Culture • Effective Instruction • Disciplinary Literacy 	<ul style="list-style-type: none"> • Standards Aligned Curriculum • UDL • Special Education • 504 Service Plans • Gifted Education • ESL • Data-driven Culture • Effective Instruction • Disciplinary Literacy

Guiding Principle #4 – Evidence-based Instruction

Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.

Educators use various modes of reliable, valid, and fair assessment to inform instructional practices and enhance student learning. Instructional decisions are based on both the data collected, as well as research-based best practices. Using these tools, data is collected and reports are generated to inform stakeholders of student performance.

Teachers and administrators meet routinely within grade-level teams to discuss multiple measures of data based upon a model developed by Victoria Bernhardt: student learning, processes, demographics and perceptions. Teams use analyzed data to inform instruction, set goals, and design/modify interventions. This information is also periodically shared with parents and students so that they may become an integral part of the learning experience.

A comprehensive assessment plan includes summative, formative, benchmark, and diagnostic tests, each of which is used for a specific purpose. Assessments are administered before, during, and after instruction to provide feedback and adjust ongoing teaching and learning. All data pertaining to subgroups (special education, English Language Learners, socioeconomic status, etc.) is considered to further improve student achievement and is also consulted during planning for all transition phases.

Examples of assessments administered district-wide are indicated in the charts, below.

Summative Assessments seek to make an overall judgment of progress made at the end of a defined period of instruction. They occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. They are designed to produce clear data on the student’s accomplishments at key points in the student’s academic career.

Birth -5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Creative Curriculum • Progress Planning Report • Portfolios 	<ul style="list-style-type: none"> • Curriculum Based Assessments <ul style="list-style-type: none"> ○ Basal Series ○ Novel Units ○ Project Read • Portfolios • PSSAs 	<ul style="list-style-type: none"> • Curriculum Based Assessments <ul style="list-style-type: none"> ○ Basal Series ○ Novel Units ○ Gateways ○ Mid-term/Final Exams • PSSAs 	<ul style="list-style-type: none"> • Curriculum Based Assessments <ul style="list-style-type: none"> ○ Gateways ○ Mid-term/Final Exams • PSSAs • Keystone Exams

Formative Assessments are classroom-based assessments that allow teachers to monitor and adjust their instructional practices in order to meet individual student needs. Teachers use formative assessment strategies during instruction to provide feedback to students. This feedback allows teachers to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Such assessments can occur during lessons or observations of students in classrooms, or they can consist of more formalized instruments that also require qualitative analysis by teachers.

Birth-5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Observational Tools • Anecdotal Records 	<ul style="list-style-type: none"> • Observational Tools (i.e.: thumbs up) • Anecdotal Records • Portfolios • Running Records • Writing Rubric • Response Journals • LoTi Observation Tool (HEAT) 	<ul style="list-style-type: none"> • Observational Tools (i.e.: think-pair-share) • Curriculum Based Measures • Anecdotal Records • Portfolios • Running Records • Writing Rubric • Response Journals • LoTi Observation Tool (HEAT) 	<ul style="list-style-type: none"> • Observational Tools (i.e.: exit slips) • Curriculum Based Measures • Anecdotal Records • Portfolios • Writing Rubric • Response Journals • LoTi Observation Tool (HEAT)

Benchmark Assessments are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on state grade-level standards. Well-designed benchmark assessments are standards-based assessments that measure concepts, skills, and/or applications. Benchmark assessments are reported by referencing the standards, not other students' performance. They also measure performance regularly, not only at a single moment in time.

Birth-5	Elementary	Middle School	High School
<ul style="list-style-type: none"> Developmental Milestones Work Sampling Supplemental Assessment Tool 	<ul style="list-style-type: none"> DIBELs Next Emergent Reader Checklist 4Sight Study Island 	<ul style="list-style-type: none"> 4Sight Study Island 	<ul style="list-style-type: none"> 4Sight Study Island

Diagnostic Assessments determine each student's strengths, weaknesses, knowledge, and skills. Administering diagnostic assessment permits the instructor to intervene at the point in which the students begin to struggle, through the RtII Model, or remediate students that are falling below grade level. Diagnostic assessments allow teachers to adjust the curriculum to meet pupils' individual needs.

Birth-5	Elementary	Middle School	High School
<ul style="list-style-type: none"> Hawaiian Early Learning Profile (HELP) Learning Accomplishment Profile (LAP) The GRADE© 	<ul style="list-style-type: none"> The GRADE© Study Island QRI KTEA 	<ul style="list-style-type: none"> The GRADE© Study Island QRI Classroom Diagnostic Tools 	<ul style="list-style-type: none"> The GRADE© Study Island QRI Stanford Achievement Test Classroom Diagnostic Tools

A highly developed assessment system includes authentic reading and writing tasks, a balanced approach to using formal and informal assessments, classroom-based evidence, progress-monitored growth over time, and more involvement of students in the evaluation of their own work. Teachers can use assessment before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for all students at their instructional levels. Students are also encouraged to evaluate their own work, as a means of developing their knowledge and understanding of what was already known, what has been learned, and what they still need to

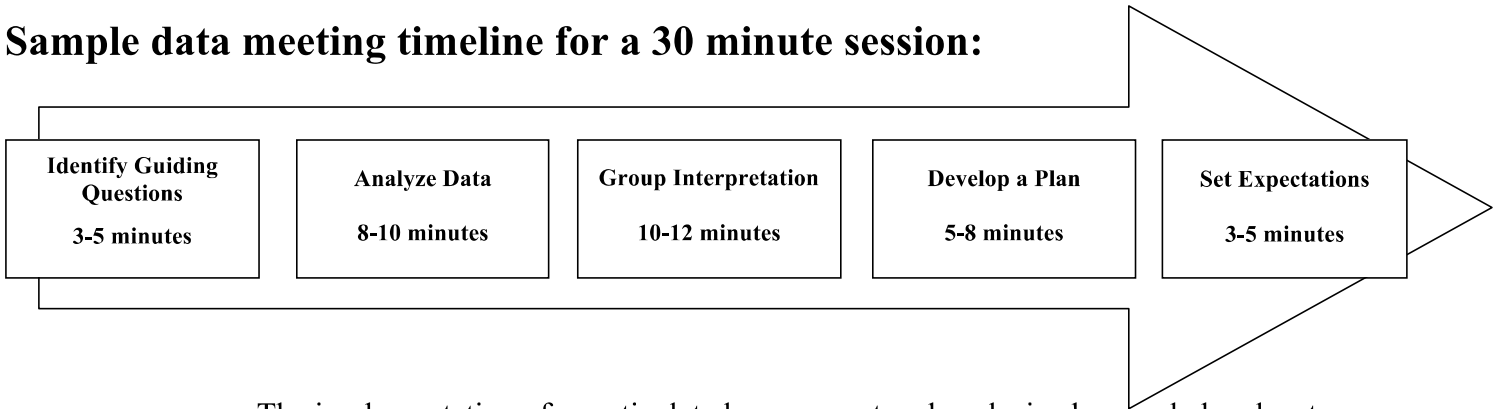
learn more about.

The success of this process requires several important considerations. First and foremost, those responsible for planning and delivering instruction must have access to relevant data regarding their students, and must also be data-literate. While schools today are often data-rich, responsible use requires guidance and instruction on the value, analysis, and interpretation of information gleaned from data. Therefore, carefully designed learning is essential, beginning with those in teacher preparation programs. It is in these programs that teachers must be prepared to think like scientists, and begin to be reflective about their actions and observations. Therefore, specialized and contextually relevant professional development about the interpretation and use of data must be provided for practicing teachers and administrators.

Classroom instructional decisions are guided by year-round data team meetings, using Victoria Bernhardt's model for Multiple Measures of Data (demographics, school processes, student learning, and perceptions). Aside from the analysis of data, these meetings are comprised of thoughtful discussion, guided questioning, group interpretation, development planning, and expectation setting.

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Sample data meeting timeline for a 30 minute session:



The implementation of an articulated assessment and analysis plan can help educators move from data to information. The information can then be used to support program and curricular choices, as well as impact and affect instruction. By selecting specific assessments, articulating their purpose, and using the data to drive instruction schools can capitalize on resources they already have while at the same time provide customized educational experiences for their students.

A rigorous assessment cycle is in place in grades Kindergarten through 5th. As evidenced in our needs assessment, a priority goal is to continue to research and refine our current Middle School and High School assessment practices. The keystones to Opportunity Grant has enabled us to implement The G.R.A.D.E. © from preschool through grade 9. This schedule is provided to staff members at the beginning of each academic year, and is posted on our district's common U://drive.

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Guiding Principle # 5 – High Quality Teaching

Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.

The ability of professionals to access outside training is an essential characteristic of effective professional learning. Professional learning is the cornerstone for strengthening the capacity of educators and building interdisciplinary learning communities to deliver higher literacy standards for every child (PaCLP, 2012). We strive to implement the best research-based instructional practices, curriculum and assessments, but effective and ongoing professional learning opportunities are necessary in enabling us to understand how to use these systems as a means of enhancing our efforts.

Teachers regularly analyze data, implement new strategies, self-reflect on effectiveness of teaching skills/programs, and work collaboratively with colleagues in order to enhance professional growth and better serve our students. Areas of need for Professional Development are identified based on evaluations (both teachers and materials), surveys, State/Federal initiatives, data trends, curricular changes, and grants. Staff members further their education through participation in workshops, book clubs, trainings, and college/university partnerships. We work every day with a common goal to improve literacy outcomes for all students, and we recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Professional Learning Opportunities			
Birth - 5	Elementary	Middle School	High School
<ul style="list-style-type: none"> • Workshops • Book clubs • Training • Community Partnerships 	<ul style="list-style-type: none"> • State – Federal Initiatives • Curriculum-based Workshops • Webinars • Professional Learning Communities • Conferences • Contracted Staff Development 	<ul style="list-style-type: none"> • State – Federal Initiatives • Curriculum-based Workshops • Webinars • Professional Learning Communities • Conferences • Contracted Staff Development 	<ul style="list-style-type: none"> • State – Federal Initiatives • Curriculum-based Workshops • Webinars • Professional Learning Communities • Conferences • Contracted Staff Development • Peer Coaching

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Section IV: Needs Assessment Review

Statutory Area: Birth-5

Standards & Curriculum

	In Place	Not in Place	Key Content Area Modules that would assist	Professional Development that would assist
Birth-5	1.A.3 1.A.4	1.A.7	(UDL) (Data for Decision Making) (Special Needs) (ELL) (Building Blocks) (Family Engagement)	(Child development and benchmarks workshops and materials) (Early Childhood Standards for Birth-Age 3)

Strengths	Gaps
As per our Head Start preschool classroom and district preschools <ul style="list-style-type: none"> • Common framework to instruct and assess literacy • All students have access to standards aligned curriculum • Integrated Language Arts, Reading, Writing, Speaking, & Listening 	Lack of consistency between programs <ul style="list-style-type: none"> • No common framework to instruct and assess literacy • Students do not have access to standards aligned curriculum • Language Arts, Reading, Writing, Speaking, & Listening are not integrated

In the Birth - 5 statutory area, our Head Start classroom has clear strengths in the areas of standards aligned curriculum instruction and assessment and integration of Reading, Writing, Speaking, and Listening. While our district community day care centers provide for the daily needs of the children and families we would like to support them in providing educational experiences that will build a foundation for literacy learning.

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Assessment

	In Place	Not in Place	Key Content Area Modules that would assist	Professional Development that would assist
Birth-5	2.A.1 2.B.1	ALL EC providers 2.A.1 2.A.2-3 2.A.3 2.C1(2) 2.D.2 Other EC providers 2.C1 2.B.1 2.A.3	(UDL) (Data for Decision Making) (Special Needs) (ELL) (Building Blocks) (Family Engagement) (Successful Transitions)	(ITERS) (ECERS)

Strengths	Gaps
Head Start <ul style="list-style-type: none"> Data Culture Literacy Assessment Plan Assessments are informational, appropriate and linked to state literacy goals! Standardized assessments Assessment calendar Early screening or diagnostic measure to identify students needing additional support Valid assessment for early literacy (ages 4 & 5) Regularly scheduled data meeting to review results make data based instructional decisions 	Lack of consistency between programs: <ul style="list-style-type: none"> Gathering and analyzing data to create developmentally appropriate practices for all Birth-5 individuals Reporting data to parents and caretakers in respect to norm references Promoting awareness of how to utilize additional resources and services available for their child in the form of enrichment and/or intervention based on the shared data

An obvious strength in the district's Head Start 4-5 pre-school classroom is in the effective implementation and administration of assessment, data collection, data analysis, and interpretation. However, the inconsistency between Birth-5 programs poses a gap in developing an effective data driven culture to enhance individual literacy growth. Therefore, it is a priority that we provide a district wide data warehouse for immediate and easy access for early childhood providers.

Instruction!

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	In!Place!	Not!in!Place!	KtO!Content!Area!Modules! that!would!assist!	Professional! Development!that! would!assist!
Birth!?!5!	All!providers! 3.A.1! Head!Start! Classroom! • 3.D.2! • 3.E.1(2!	Other! providers! 3.D.2! 3.E.1(2! 3.G.1! All!providers! 3.A.1! 3.B.1(3!	(UDL! (Data!for!Decision!!!!!! Making! (Special!Needs! (ELL! (Building!Blocks! (Family!Engagement! (Successful!Transitions!	(LETRS–! Phonological! Awareness!

!

Strengths!	Gaps!
Head!Start!program! • Literacy!immersion! • Instructional!model!addresses!most! essential!elements! • Early!Intervention!program!supports!as! needed!for!individual!students! • Length!of!school!year!and!extended!day! • Scientifically!Based!!literacy!materials! • Federal!programs!provide!literacy! support!	Inconsistencies!between!early!childhood! programs! • Literacy!immersion! • Instructional!model!addresses!essential! elements! • Scientifically!Based!!literacy!materials! Consistent!Gaps! • Phonological!Awareness!programs!and! professional!development! • Data!meeting!participation!

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The positive aspects of the Head Start program include literacy immersion, most essential elements integrated in their program, Early Intervention support, and federal program funding. A year-round academic calendar with a six-hour school day allows for continued literacy engagement. However, a lack of consistency exists between early childhood instructional providers. Overall, there is a strong need for the inclusion of researched-based phonological awareness programs and professional development for educators. Interboro needs to reach out to the Early Childhood providers to assist in the development and implementation of professional learning communities to analyze literacy data to promote effective instruction.

Professional Learning & Practice

	In Place	Not in Place	Key Content Area Modules that would assist	Professional Development that would assist
Birth-5	4.C.2 4.C.3	All providers: 4.B.1 4.C	(UDL (Data for Decision Making) (Special Needs (ELL (Building Blocks (Family Engagement (Successful Transitions)	(Professional book clubs (PLC training)

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Strengths	Gaps
Head Start <ul style="list-style-type: none"> • Productive use of professional learning resources • Administrative participation in professional learning sessions focused on literacy • Professional learning focused on parent involvement and engagement 	Inconsistencies between early childhood programs <ul style="list-style-type: none"> • Productive use of professional learning • Administrative participation in professional learning sessions focused on literacy • Professional learning focused on parent involvement and engagement All ECE programs <ul style="list-style-type: none"> • Focus and maintain efforts on specific literacy skill or content area • Professional learning programs are supported through collaboration, job embedded, coaching, etc. • Differentiated literacy professional development for all instructional and support staff

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We recognize that Professional Learning and Practice is a strong component of the Head Start program, but appears to be a priority need for alternate early childhood providers. Therefore, emphasis will be placed on the role of directors, coordinators, and instructional leaders to establish opportunities for ongoing, collaborative, goal-based professional learning. Through related strategies, staff will be well prepared and supported to maximize student learning. We also support new plans to establish professional learning communities, observation amongst peers, and peer coaching in order to improve instruction. Our youngest learners will benefit from a consistent collaborative approach amongst directors, teachers, support staff, and parents.

Literacy, Leadership, Goals, and Sustainability

	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth-5	All providers: 5.A.5 Head Start 5.a	All Providers: 5D 5B 5E	(UDL) (Data for Decision Making) (Special Needs) (ELL) (Building Blocks) (Family Engagement)	(PaTTAN) (DCU) (ASCD) (NAEYC)

Strengths	Gaps
<ul style="list-style-type: none"> Literacy is a priority in EC programs Head Start Classroom Strong literacy leadership 	<ul style="list-style-type: none"> Interboro literacy leadership in conjunction with early childhood providers <ul style="list-style-type: none"> Vision and goals Strategies to improve outcomes Development of literacy leaders Early childhood training for all administrators to support instructional needs of students and staff Identifying <ul style="list-style-type: none"> Use of instructional supports to build capacity: coaches, DCU, PaTTAN A comprehensive literacy plan which is developed, recorded, disseminated, referenced, and used as a guide Funds are dedicated to the hiring of highly qualified educators and supervisors who are continually trained to promote exemplary literacy leadership standards Fostering a strong literacy culture between Interboro and community early childhood providers through the shared comprehensive literacy plan

Emphasis on literacy skills in the early childhood programs is consistently seen as a priority. Strong literacy leadership is apparent in the Head Start program through the support of federal programming and personnel. Supporting early childhood directors, administrators, and facilitators in their roles as instructional literacy leaders with the help of Interboro School District and outside professional organizations is a priority area for improvement. Developing a culture focused on literacy leadership must include a shared vision, an inclusive comprehensive literacy plan, funding to support programs, and an opportunity for networking. It is vital that all early childhood providers be identified in order to disseminate, collaborate, and implement all literacy culture focused on leaderships.

Transition!

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	In!Place!	Not!in!Place!	KtO!Content!Area! Modules!that!would! assist!	Professional! Development!that!would! assist!
Birth 3!!	<u>Head!Start!</u> 6.B.5!	All!Providers! 6.B.1! LEARN!Team! ! !	(Successful!Transitions!	LEARN!website: paprom.convio.net! ! !

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Strengths!	Gaps!
<p>Head!Start!</p> <ul style="list-style-type: none"> • Funding!available!for!transition! plan! ! 	<ul style="list-style-type: none"> • Lacking!a!transition!team,!plan,!goals,!and! evaluation!process! • No!representation!of!county!LEARN!team(funding! revoked!for!2012Q2013)! • No!funding!available!for!transitions!

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The!district!has!a!well!developed!plan!for!transitioning!preschool!age!students!into!
the!Kindergarten!Academy,!beginning!with!a!parent!input!checklist.!!All!incoming!students!and!
their!parents/guardians!are!invited!to!participate!in!exploration!stations!and!parent!
orientation.!!Early!intervention!liaison!and!planning!meetings,!as!well!as!preschool!visitations!
and!observations!are!conducted!for!students!with!special!needs.!!The!school!year!begins!with!
an!Open!House!and!Back!to!School!Night.!!However,!it!is!necessary!for!the!district!to!
document!a!comprehensive!transition!plan!including!a!timeline,!goals,!and!responsibilities!for!
implementation!and!dissemination.!!A!child's!first!formal!learning!experience!begins!at!the!
preschool!level.!!While!these!experiences!are!varied,!it!is!important!for!the!district!to!offer!
resources!and!information!to!support!parents!and!students!in!this!new!experience.!!

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Partnerships

	In Place	Not in Place	Content Area Modules that would assist	Professional Development that would assist
Birth-5	All Providers: 5.A.5 5.A	All Providers: 5D 5B 5E	(Building Blocks) (Family Engagement) (Successful Transitions)	

Strengths	Gaps
<p>Connected literacy activities</p> <p>Head Start Classroom</p> <ul style="list-style-type: none"> Community advisory committee Non-educational community partners 	<p>Interboro and additional early childhood providers</p> <ul style="list-style-type: none"> Lack of community advisory committee Lack of non-educational community partners <p>All early childhood providers</p> <ul style="list-style-type: none"> Educational services not aligned No participation in community awareness activities to expand early childhood literacy

Connected literacy activities are a priority in early childhood programs. A community advisory committee and non-educational community partners are established within the Head Start program to recognize participants, as well as resources, to promote literacy. As a district we need to expand these partnerships through participation in community services and activities. Broadening these partnerships will help to develop the early literacy skills for all children and their families. An advisory committee will coordinate between early childhood providers, families, the school district, and community resources to enhance the potential of literacy development and growth.

Statutory Area: Elementary (K-5)

Standards and Curriculum

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	1.1 through 1.8		-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement	-Effective Instruction -Curriculum Warehousing -Aligning w/ CCSS -DIBELSNext Data Management

Strengths	Gaps
<ul style="list-style-type: none"> • Common framework to instruct and assess literacy • Integrated Language Arts, Reading, Writing, Speaking, & Listening • All students have access to standards aligned curriculum 	

In the K-5 statutory area, we have clear strengths in the areas of standards aligned curriculum instruction and assessment and integration of Reading, Writing, Speaking, and Listening. A common framework in writing across all subject areas and grade levels continues to be an area of focus, particularly within the content areas. Although we are currently aligned with the PA State Standards, we strive to align our curriculum with the Common Core State Standards for all students.

We are providing fundamental knowledge to prepare our students for the rigors of global careers in the 21st Century. Through research-based literacy instruction, we will continue to teach students to collect, analyze interpret, and collaboratively share information while emphasizing the importance of technology in today’s world.

Assessment

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	2A, 1-2 2B, 2 2C, 1, 4 2D, 1-3 2E, 2 2F, 1-2	2A, 3	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	-DIBELS Data Management System - running records re-training -GRADE -Data warehousing -HEAT training for administrators

Strengths	Gaps
<ul style="list-style-type: none"> • Data Culture • Literacy Assessment Plan • Assessments are informational, appropriate and linked to district and state literacy goals at each grade level • Identified data specialists • Expert personnel on specific reading measures • Standardized assessments • Assessment calendar • Early screening or diagnostic measure to identify students needing additional support • Valid assessment for grades K-2 for early literacy program • Regularly scheduled data meeting to review results make data-based instructional decisions • District leaders participate in data meetings 	<ul style="list-style-type: none"> • No district level database

An obvious strength in grades K through 5 is in the effective implementation and administration of assessment, data collection, data analysis, and interpretation. Currently our elementary students benefit from the availability of expert personnel such as reading specialists and Response to Intervention and Instruction teachers who oversee the assessment process. Through grade-level data meetings held district-wide, assessment data becomes the foundation of our instructional practices. In turn around, the data is shared with the students and goals are set to encourage them to become self-motivated, lifelong learners. Therefore, it has become a priority that we provide a district-wide data warehouse for immediate and easy access to the appropriate stakeholders.

Instruction

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	3A,1 3B, 1-3 3C, 1-3 3D, 1-5 3E, 1-2 3F, 1 3G, 1	3C, 5	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	-Effective instruction -training and retraining in current programs (such as Being a Writer, LLI, Interactive Read Alouds, Project Read, etc.) - assistive and instructional technology

Strengths	Gaps
<ul style="list-style-type: none"> • Instructional model that addresses all essential elements • School administrators support and participate in literacy team meetings • Students are provided with appropriate minutes for literacy instruction • Small group interventions are provided beyond the core literacy block for below level readers • District-wide scientifically-based core literacy materials. • All student access the district’s core literacy curriculum 	<ul style="list-style-type: none"> • No intensive after-school and/or summer school intervention programs for students reading below grade level

Our instructional model addresses all of the essential elements and is supported by school administrators through literacy team meetings. Sufficient instructional time and evidenced-based core programs for literacy are provided for all students at the elementary level. Effective supplemental and intervention programs are provided beyond the daily required literacy instruction block. It is important that we seek ways to provide intensive intervention programs to students reading below grade level beyond the regularly scheduled school day. Our goal is to facilitate student learning through efficient delivery of literacy instruction during and beyond the regular school day in order to prepare our students to become literate citizens.

Professional Learning and Practice

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	4A, 1-2 4B, 1 4C, 1	4B, 2 4C, 2-5	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	-Professional book clubs -PLC training

Strengths	Gaps
<ul style="list-style-type: none"> • Opportunities for professional development that focuses on content that will result on meeting district goals • Professional development is ongoing, interactive, collaborative and job embedded • Ongoing professional development is offered to new teachers 	<ul style="list-style-type: none"> • No application of content from professional learning and the measurement of impact • Scheduling conflicts interfere with principal attendance • No opportunities for professional development in the area of parent/engagement • No opportunities for collaboration among teaching staff to improve instruction • No comprehensive professional learning plan for instructional assistants

We recognize that Professional Learning and Practice is a priority area, therefore emphasis will be placed on the role of administrators as instructional leaders to establish opportunities for ongoing, collaborative, goal-based professional learning. Through related strategies, staff will be well prepared and supported to maximize student learning. We also support new plans to establish professional learning communities, observation amongst peers, and peer coaching in order to improve instruction. In working together to support each other's professional and instructional practices, teachers, paraprofessionals, and parents strive to prepare our students for success in the 21st century.

Literacy, Leadership, Goals, and Sustainability

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	5A, 1, 5-7 5B, 1-3,5,7 5C, 1, 3 5E, 1-4 5F, 3-4, 6	5A, 2-4, 8 5B, 4, 6, 8 5C, 2, 4 5D, 1-4 5F, 1-2, 5	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement	-PaTTAN -DCIU -ASCD -IRA -KSRA

Strengths	Gaps
<ul style="list-style-type: none"> • Staff supports literacy goals and improvement practices • Literacy is kept as a district priority • Data is analyzed • Leadership supports literacy improvement efforts • District literacy leadership coordinates goals, assessment, instruction, professional development, funding, and meetings • District utilizes staff and Intermediate Unit to support effective literacy practices • Personnel practices support literacy outcome <ul style="list-style-type: none"> ○ Hiring of qualified staff ○ Opportunities for development of future leaders ○ Resources sought to enhance literacy ○ Budgets blended and additional resources are sought out • Communication among district leadership and staff through discussions, and data meetings identify successes and targets for improvement 	<ul style="list-style-type: none"> • Lack operational resources used as fiscal and administrative strategies to improve outcomes • No program to sustain and recruit new leaders • Principal and other staff assignments are not based on instructional needs of students • Literacy leadership is not evident for all stakeholders • District funds are not allocated to provide support in each building according to need • Principal guidance to support professional learning teams is not in place • Lack sustaining support for principals to fulfill role as instructional leaders • Appropriate time and support not given to instructional coaches • PATTAN consultants are not used to provide professional learning • A district literacy plan is not developed • A district literacy plan is not disseminated • A school literacy plan aligned with the district literacy plan is not developed • The school literacy plan is not used • No communication to external stakeholders about district literacy plan and student progress • Principal's primary responsibility should be an instructional leader • Annual school based progress reports for external stakeholders is not provided

Through the support of federal programming and personnel, along with our preexisting instructional and intervention framework, the K-5 buildings maintain a culture focused on literacy leadership. It is vital that we sustain, apply, and communicate to all stakeholders a coherent district literacy plan, which includes resources and professional development. Supporting principals in their roles as instructional literacy leaders with the help of central administration and outside professional organizations is a priority area for improvement. In addition, the instructional needs of students must be paramount when decisions are made in regards to the funding and staffing of community buildings. With the development of a literacy plan and support for indispensable stakeholders, students will be equipped with the life skills necessary to contribute successfully in a global economy.

Transition

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
K-5th	6A, 1-2	6A, 3 6B, 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Building Blocks -Family Engagement -Successful Transitions	

Strengths	Gaps
<ul style="list-style-type: none"> • The district has a transition committee that strives to meet the needs of the students • District documentation is used when meeting with students transitioning between grades 	<ul style="list-style-type: none"> • No representation of county LEARN team • No written transition plan from birth-grade 12 • No transition goals are identified • No evaluation process • No tools to monitor and improve transition process • No financial support for students and families in planning transitions • No staff development to prepare staff to ensure successful transition

The district has a well-developed plan for transition kindergarten students into the community buildings consisting of a parent informational night, orientation day, and back-to-school related activities. However, it is necessary for the district to devise comprehensive transition plans for various situations, i.e. transiency, statutory levels and differentiated instructional programs. Plans for each should include a timeline, goals, and responsibilities for implementation and dissemination, as well as tools and processes to evaluate. This can be achieved through financial support and development to help staff prepare students and their families for successful transitions throughout their educational experiences and into the real world.

Partnerships

K-5th	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
	7A, 2-3	7A, 1, 4-6	<ul style="list-style-type: none"> -Building Blocks -Family Engagement -Successful Transitions 	

Strengths	Gaps
<ul style="list-style-type: none"> • Home and School Associations work with teachers/administration to coordinate some literacy related services • District has established some non-educational partnerships which support families 	<ul style="list-style-type: none"> • Limited coordination with community educational resources • No community awareness activities to inform public about literacy education • District representation in community activities and committees is not well represented to expand awareness of need for comprehensive literacy programming • No LEA partnerships across disciplines to ensure reading and writing are taught within content areas

We currently have strong partnerships with the Home and School Associations represented in each community building, but we need to better use these meetings as a forum to expand awareness of the need for comprehensive literacy programming for our students. An advisory committee involving all stakeholders should be established to increase partnerships based upon a needs assessment survey. In addition, we plan to improve partnerships with local libraries and community educational resources to align services and promote literacy education. These partnerships will help to enhance the importance of literacy in school and at home, which will further the path to literary success for our students as they contribute responsibly to the global community.

Statutory Area: Middle School (6-8)

Standards and Curriculum

	In Place	Not in Place	KtOContent Area Modules that would assist	Professional Development that would assist
6th-8th	1.1 1.2 1.5 1.6 1.7 1.8	1.3 1.4	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Literacy -Literacy Design Collaborative -Reading Apprentice -Transitions	-Effective Instruction Practices -Curriculum Warehousing -Aligning w/ CCSS - Data Management -Interactive Read Alouds -Remedial Programs

Strengths	Gaps
<ul style="list-style-type: none"> • All students have access to a rigorous, standards aligned curriculum. • The written curriculum addresses all students. 	<ul style="list-style-type: none"> • The district does not implement with fidelity a research-based core literacy curriculum • Reading, writing, speaking and listening are not systematically integrated throughout the day in all subject areas.

In the 6-8 statutory area, we have clear strengths in the areas of standards aligned curriculum instruction and access for all students. A common framework in reading and writing across all subject areas and grade levels continues to be an area of focus. Although we are currently aligned with the PA State Standards, we strive to align our curriculum with the Common Core State Standards for all students. Our ongoing goal is to improve the instruction of fundamental knowledge that prepares our students with the skills to be successful in their pursuit of global careers in the 21st Century.

Assessment

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	2A.1, 2 2B.1, 2 2.C 1-4 2.D 1-3 2.F.1, 2	2A.3 2E.1	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Family Literacy -Successful Transitions -Literacy Design Collaborative -Reading Apprentice	-Effective Instruction Practices based on assessment results -Data Warehousing -Aligning w/ CCSS -Data Management -Remedial Programs

Strengths	Gaps
<ul style="list-style-type: none"> • A “data culture” exists throughout the district. • A standardized assessment calendar • Based on the review of data, district leaders participate in literacy team meetings at the school level 	<ul style="list-style-type: none"> • No district-level database • No support for a district-wide formative assessment process

An obvious strength is in the effective implementation and administration of assessment, data collection, data analysis, and interpretation. Currently our middle school students benefit from the availability of Response to Intervention and Instruction teachers who oversee the assessment process. It is important that a district-wide data warehouse provides immediate and easy access for the appropriate stakeholders. The team feels there is a need for a consistent district wide remedial program to support and progress monitor at-risk middle school students. This assessment data is the foundation of our instructional practices that will ensure that our students become self-motivated lifelong learners.

Instruction

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	3A.1 3B. 1-3 3C. 1 3D.1,2 3E. 1-2 3F. 1 3G. 1	3C.4, 5 3D.3-5	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Family Literacy -Successful Transitions -Literacy Design Collaborative -Reading Apprentice	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Remedial Programs -Curriculum Warehousing -Interactive Read Alouds

Strengths	Gaps
<ul style="list-style-type: none"> • School administrators are assisting in (a) providing structure and support for grade level and school level literacy team meetings and (b) participating in them directly or indirectly through briefings following the meetings • literacy connected instruction and practice that takes place across the instructional areas • All students have access to the districts core literacy curriculum 	<ul style="list-style-type: none"> • No intensive after-school and/or summer school intervention programs for students reading below grade level • No small group interventions are provided beyond the core literacy block for below level readers • No effective evidence-based supplemental and intervention programs are adopted • Intervention program is not aligned with literacy program • Ongoing professional development not consistent with evidence based program

Our instructional model addresses all of the essential elements and is supported by school administrators through data team meetings. Sufficient core instructional time and evidenced-based core programs for literacy are provided for all students at the middle school level. However, below level student needs are not addressed through the core program consistently; therefore a district-wide remedial program needs to be initiated and implemented during the school day. Additional support could be provided with an extra period of literacy instruction or after school and /or in the summer months. Our goal is to provide high quality research-based literacy instruction, using a rigorous, aligned curriculum with a tiered system of support for all learners.

Professional Learning and Practice

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	4A.1,2 4B. 1 4C.2, 4	4B. 2 4C.1,3,5,6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement and Family Literacy -Successful Transitions -Literacy Design Collaborative -Reading Apprentice	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Remedial Programs -Curriculum Warehousing -Interactive Read Alouds -Professional Book Clubs -PLC

Strengths	Gaps
<ul style="list-style-type: none"> • Professional learning resources are provided and aligned with Pennsylvania Educational Initiatives • Professional learning reflects effective professional programs • Principals attend district and building-level professional learning sessions on literacy elements, materials, and assessments • Opportunities for collaboration among teaching staff to improve instruction 	<ul style="list-style-type: none"> • The application and impact of professional learning on student and teacher is not stressed or measured • No initial or ongoing professional learning • Instructional specialists are not included in literacy professional learning • No opportunities for professional learning of parental engagement • No comprehensive learning plan for instructional assistance

We continue to focus on the area of Professional Learning and Practice, while we support plans to establish professional learning communities. Emphasis is placed on the role of administrators as instructional leaders to devote time for coaching, observation, and collaboration among all the stakeholders involved in shaping student learning. In working together and supporting each other efforts, we strive to prepare our students for success in the 21st century

Literacy Leadership, Goals, & Sustainability

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	5A.1, 2, 5, 6, 7 5B. 1 2, 5,7 5C. 1, 3 5E.1-4 5F.2- 4	5A.3, 4, 8 5B.3, 4, 6, 8 5C. 2, 4 5D. 1-4 5F, 1, 5, 6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Curriculum Warehousing -PLC -PATTAN/DCIU

Strengths	Gaps
<ul style="list-style-type: none"> • Staff supports literacy goals and improvement practices • Data is analyzed • Leadership supports literacy improvement efforts • District literacy leadership coordinates goals, assessment, instruction, professional development, meetings and funding • District utilizes Intermediate Unit to support effective literacy practices • Personnel practices support literacy outcome <ul style="list-style-type: none"> ○ Hiring of qualified staff ○ Opportunities for development of future leaders ○ Resources sought to enhance literacy ○ Budgets blended and additional resources are sought out • Principal’s primary responsibility is to be an instructional leader • Communication among district leadership and staff through discussions, and data meetings, to identify successes and targets for improvement 	<ul style="list-style-type: none"> • District funds are not allocated to provide support in each building according to need • No principal guidance to support professional learning teams • No sustaining support for principals to fulfill role as instructional leaders • Literacy leadership is not evident for all stakeholders • Instructional coaches are not provided with the time, preparation, and continuous support needed to properly fulfill this role. • District and school literacy planning is not used to guide literacy improvement efforts. • Staff efforts that help make a difference in student performance are not acknowledged and shared.

In recent years, the district has begun to establish a focus on literacy leadership in sixth through eighth grade. Additional support is needed for principals in their roles as instructional literacy leaders. Consistent instructional coaching is necessary to effectively maintain district literacy improvement efforts.

Transitions

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th		A 1-3 B 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions Along the Literacy Continuum -Literacy Design Collaborative -Reading Apprenticeship	-Effective Instruction Practices -Aligning w/ CCSS -Data Management -Remedial Programs -Curriculum Warehousing -Professional Book Clubs -PLC

Strengths	Gaps
	<ul style="list-style-type: none"> • No transition team, plan, goals, or evaluation process! • No representation of county LEARN team (funding revoked for 2012Q 2013)! • No funding available for transitions • No evaluation process • Tools not developed to monitor and improve transition process • No financial support for students and families in planning transitions • No staff development to prepare staff to ensure successful transition

The district recognizes there is a need for a well-developed plan for transitioning students from elementary school to middle school as well as middle school to high school. This transition plan should include a parent informational night and a student orientation day prior to the start of the school year outlining procedures, policies, and expectations for the developmental changes that occur in these transitional years (i.e. time management, social issues, independence, study skills, personal life skills, etc.). It is also necessary for the district to devise comprehensive transition plans for transient students. Plans for each transition should include a timeline, goals, and responsibilities for implementation and dissemination, as well as tools and processes to evaluate. This can be achieved through financial support, a specific time for staff to collaborate on the creation and implementation of the plan, and professional development to help staff prepare students and their families for successful transitions throughout their educational experiences and into the real world.

Partnerships

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
6th-8th	7A.6	7A1-5	<ul style="list-style-type: none"> -Family Engagement -Successful Transitions -ELL -Special Needs 	<ul style="list-style-type: none"> -Community Networking -PLC -Professional Book Club

Strengths	Gaps
<ul style="list-style-type: none"> • LEA partnerships across disciplines to ensure reading and writing are taught within content areas 	<ul style="list-style-type: none"> • Limited coordination with community educational resources • No community awareness activities to inform public about literacy education • District representation in community activities and committees is not well represented to expand awareness of need for comprehensive literacy programming

We currently have strong partnerships with the Home and School Associations represented in each community building, but we need to better use these meetings as a forum to expand awareness of the need for comprehensive literacy programming for our students. While an established partnership across disciplines exists to ensure that reading and writing are taught in the content areas, the district recognizes the need for consistency, implementation, and accountability. An advisory committee involving all stakeholders should be established to increase partnerships based upon a needs assessment survey. In addition, we plan to improve partnerships with local libraries and community educational resources to align services and promote literacy education. These partnerships will help to enhance the importance of literacy in school and at home, which will further the path to literary success for our students as they contribute responsibly to the global community.

Statutory Area: High School (9-12)

Standards and Curriculum

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional! Development that would assist
9th-12th		1.1 through 1.8	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Literacy-Design Collaborative	-Effective Instruction -Curriculum Warehousing -Aligning w/ CCSS -Collaborative planning and discussion times

Strengths	Gaps
	<ul style="list-style-type: none"> • No common framework to instruct and assess literacy • Not all students have access to standards aligned curriculum • Reading, writing, speaking and listening are not systematically integrated throughout the day in all subject areas.

In the high school statutory area, we have a need to continue to strengthen in the areas of standards aligned curriculum instruction and assessment and integration of Reading, Writing, Speaking, and Listening. A common framework in writing across all subject areas and grade levels needs to be an area of focus, particularly within the content areas. Although we are currently aligned with the PA State Standards, we are working to ensure a consistent approach across subject areas and grade levels striving to align our curriculum with the Common Core State Standards for all students.

Assessment

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th	2A 2D, 1	2A, 1-3 2B, 1-2 2C, 1- 4 2D, 3 2E, 1-2 2F, 1-2	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions	-running records re-training -GRADE -Data warehousing -HEAT training for administrators -Train teacher leaders to collect and disseminate data

Strengths	Gaps
<ul style="list-style-type: none"> • Assessment calendar • Standardized assessments 	<ul style="list-style-type: none"> • No data Culture • No literacy Assessment Plan • Assessments are not informational, appropriate and linked to district and state literacy goals at each grade level • Data specialists are not identified • No expert personnel on specific reading measures • No regularly scheduled data meeting to review results make data-based instructional decisions • District leaders do not participate in data meetings

At the high school level, there are standardized assessments that coincide with the assessment calendar. However, the high school needs to increase the variety of summative, diagnostic, benchmark and formative assessments. Professional development for teachers is needed to more effectively analyze and utilize data to make data driven decisions regarding student achievement in literacy. A data expert should be implemented to disseminate and manage data collection.

Instruction

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th	3C,e 3D, 1 3E, 2	3A,1 3B, 1-3 3C, 4-5 3D, 3-5 3E, 1 3F, 1 3G, 1	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions	-Effective instruction -training and retraining in current programs - assistive and instructional technology

Strengths	Gaps
<ul style="list-style-type: none"> • School administrators support and participate in literacy team meetings • All student access the district’s core literacy curriculum 	<ul style="list-style-type: none"> • No intensive after-school and/or summer school intervention programs for students reading below grade level • No instructional model that addresses all essential elements • Students are not provided with appropriate minutes for literacy instruction • No small group interventions are provided beyond the core literacy block for below level readers

School administrators actively participate in literacy team meetings. Students have access to the district’s core literacy curriculum. The high school needs to provide appropriate interventions for students currently performing below grade level. Teachers will strive to develop an instructional model that addresses all essential elements. It is important that we seek ways to provide intensive intervention programs via small group instruction during and after school to students reading below grade level. Our goal is to facilitate student learning through efficient delivery of literacy instruction.

Professional Learning and Practice

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th		4A, 1-2 4B, 1-2 4C, 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions - Literacy Design Collaborative	-Professional book clubs -PLC training

Strengths	Gaps
	<ul style="list-style-type: none"> • No application of content from professional learning and the measurement of impact • Scheduling conflicts interfere with principal attendance • No opportunities for professional development in the area of parent/engagement • No opportunities for collaboration among teaching staff to improve instruction • No comprehensive professional learning plan for instructional assistants • No initial or ongoing professional learning • Instructional specialists are not included in literacy professional learning • No opportunities for professional learning in area of parental involvement • No comprehensive learning plan for instructional assistants

We recognize that Professional Learning and Practice is a priority area, therefore emphasis will be placed on the role of administrators as instructional leaders to establish opportunities for ongoing, collaborative, goal-based professional learning. Through related strategies, staff will be well prepared and supported to maximize student learning. We also support new plans to establish professional learning communities, observation amongst peers, and peer coaching in order to improve instruction. In working together to support each other's professional and instructional practices, teachers, paraprofessionals, and parents strive to prepare our students for success in the 21st century.

Literacy Leadership, Goals, & Sustainability

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th	5A, 7 5B, 2, 7 5C, 3 5E, 2, 4 5F, 3	5A, 1-6, 8 5B, 1, 3-6, 8 5C, 1-2, 4 5D, 1-4 5E, 1, 3 5F, 1-2, 4-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement	-PaTTAN -DCIU -ASCD -IRA -KSRA

Strengths	Gaps
<ul style="list-style-type: none"> • Resources are utilized in the classroom that are dedicated to meeting literacy goals 	<ul style="list-style-type: none"> • Resources not dedicated to meeting literacy goals • No program to sustain and recruit new leaders • Principal and other staff assignments are not based on instructional needs of students • Literacy leadership is not evident for all stakeholders • District funds are not allocated to provide support in each building according to need • No principal guidance to support professional learning teams • No sustaining support for principals to fulfill role as instructional leaders • Appropriate time and support not given to instructional coaches • PATTAN consultants not used to provide professional learning for high school professionals • A district literacy plan is not developed and disseminated • A school literacy plan aligned with the district literacy plan needs to be developed • School literacy plan not implemented • No communicate to external stakeholders about district literacy plan and student progress • Being an instructional leader should be the principal's primary responsibility and it is not • No annual school based progress reports for external stakeholders.

The high school strives to maintain a culture focused on literacy leadership and recognizes a need to develop an intervention framework. It is vital that we sustain, apply, and communicate to all stakeholders a coherent district literacy plan, which includes resources and professional development. Supporting principals in their roles as instructional literacy leaders with the help of central administration and outside professional organizations is a priority area for improvement. In addition, the instructional needs of students must be paramount when decisions are made in regards to the funding and staffing of the high school. With the development of a literacy plan and support for indispensable stakeholders, students will be equipped with the life skills necessary to contribute successfully in a global economy.

Transition

	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
9th-12th		6A, 1-3 6B, 1-6	-UDL -Data for Decision Making -Special Needs -ELL -Family Engagement -Successful Transitions	-DCTS -DCIU

Strengths	Gaps
<ul style="list-style-type: none"> • After school programs that encourage opportunities upon entering the high school and after graduation 	<ul style="list-style-type: none"> • No representation of county LEARN team • No transition plan • No transition goals • No evaluation process • No tools to monitor and improve transition process • No financial support for students and families in planning transitions • No staff development to prepare staff to ensure successful transition

The high school has a well-developed plan for transitioning 8th grade students into the high school building consisting of a parent informational night, orientation day, and back-to-school related activities. Various programs are in place to afford opportunities for students to achieve post-graduation goals such as: Freshman Mentoring program, College Night, Career Center, guest speakers, academic support, life skills transitional program, Medical Careers, scholarships, vocational schools, AP courses and SAT prep courses. However, it is necessary for the district to devise comprehensive transition plans for various situations, i.e. transiency, statutory levels and differentiated instructional programs. Plans for each should include a timeline, goals, and responsibilities for implementation and dissemination, as well as tools and processes to evaluate. This can be achieved through financial support and development to help staff prepare students and their families for successful transitions throughout their educational experiences and into the real world.

Partnerships

9th-12th	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
	7A, 3	7A, 1-2, 4-6	-Family Engagement -Successful Transitions	

Strengths	Gaps
<ul style="list-style-type: none"> • Strong partnerships with the Home and School Association 	<ul style="list-style-type: none"> • Limited coordination with community educational resources • No community awareness activities to inform public about literacy education • District representation in community activities and committees is not well represented to expand awareness of need for comprehensive literacy programming • LEA partnerships across disciplines to ensure reading and writing are not taught within content areas

We currently have strong partnerships with the Home and School Associations represented in the high school, but we need to better use these meetings as a forum to expand awareness of the need for comprehensive literacy programming for our students. An advisory committee involving all stakeholders should be established to increase partnerships based upon a needs assessment survey. In addition, we plan to sustain and expand partnerships with local libraries and community educational resources to align services and promote literacy education. These partnerships will help to enhance the importance of literacy in school and at home, which will further the path to literary success for our students as they contribute responsibly to the global community.

Section V: Setting and Prioritizing Goals

Goal Setting

Title of Section	Goal	Rationale
Standards and Curriculum	Align district curriculum with Pa Common Core State Standards	While the district has written curriculums, they are not aligned with the newly adopted Pa CC. Focusing on this goal, at all statutory levels, will impact student achievement for all students through the increase in rigor of instruction and student outcomes.
Standards and Curriculum	Integrate reading, writing, speaking, and listening systematically throughout the school day across all subject areas	The integration of reading, writing, speaking, and listening allows multiple opportunities for students to engage in the content in a variety of ways, improving the understanding and application of skills and concepts.
Assessment	Establish and utilize a district data-base	A district data-base would allow all teachers and parents to have easy access to student data to support appropriate instructional programming decisions.
Instruction	Implement evidence-based supplemental and intervention programs supported with on-going professional development	Students learn in a variety of ways, often needing additional opportunities to interact with skills and content. The addition of evidence-based programs would provide teachers with the materials necessary to offer those opportunities to the students.
Professional Learning and Practice	Increase time for collaboration between teaching staff to improve instruction	Teachers bring a variety of expertise and knowledge to the staff. Collaboration allows teachers to showcase their best efforts while learning something new from colleagues. All students benefit from teacher collaboration.
Professional Learning and Practice	Develop a professional learning plan for instructional assistants	Instructional assistants work directly with teachers and students. Professional development opportunities support their knowledge of instructional strategies, preparing them to be more effective with assisting students.
Professional Learning and Practice	Provide professional learning opportunities for parental engagement	Parents are a dynamic resource for supporting literacy education. Parents and teachers working together for the benefit of students is an important

		factor in student achievement.
Professional Learning and Practice	Principal participation in teacher professional development	Principals are the literacy leaders in the schools. It is important for them to support the teachers learn and implement.
Literacy, Leadership, Goals, and Sustainability	Develop and disseminate a district literacy plan	A district comprehensive literacy plan guides caregivers, teachers, and administrators along the birth to grade 12 continuum as they build and sustain comprehensive literacy systems for the community.
Transition	Create a transition team, plan, goal, and evaluation process	A systematic plan for transitioning students between statutory levels supports students, parents, teachers, and administrators in making the best decisions to promote student success.
Partnerships	Create a Community Advisory Committee to promote community awareness of literacy education and build community partnerships to support literacy education	Each of the four communities forming Interboro School District provide unique businesses and community members that can support the application of our students' literacy education. It is important to identify and utilize those resources to provide 21 st century learning experiences for our students.

Prioritizing Goals

To maximize our efforts and resources to advance student achievement, the CLP team has identified four priority goals that are necessary and actionable for us at this point. All of the goals build upon each other forming multilayers of literacy education. Our first priority is to **align our current district curriculum with the Pa Common Core State Standards**. Through this alignment, the daily integration of reading, writing, speaking, and listening throughout the content areas will allow multiple opportunities for students to engage in the content in a variety of ways, improving the understanding and application of skills and concepts. The **development and dissemination of a district comprehensive literacy plan** will outline the guiding principles necessary for caregivers, teachers, and administrators along the birth to grade 12 continuum as they build and sustain comprehensive literacy systems implementing the newly aligned district curriculum. Implementing a rigorous curriculum for

all students includes the necessity of **providing evidence-based supplemental and intervention programs supported with on-going professional development.** Effectively administered and analyzed assessments will identify student strengths, areas of need, and learning styles. This data will enable teachers and administrators to identify appropriate programs of instruction for each student. The district will develop a continuum of special education services outlining various assessments, programs, and trained teachers to support the effective utilization of the materials to meet the needs of individual students. As students transition along the literacy continuum, birth through grade 12, supports must be in place to ensure a continuation of literacy instruction, including interventions and specialized programs. Therefore, the district will **create a transition team, plan, goal, and evaluation process.** This systematic plan for transitioning students between statutory levels will support students, parents, teachers, and administrators in making the best decisions to promote student success. The CLP team believes that these priority goals will have a tremendous impact on literacy learning for all students in the district. These priority goals are integrated, building consistency of curriculum, programs, and processes through a comprehensive literacy system for all Interboro students, birth through grade 12.