West Branch Area School District Local Literacy Plan

516 Allport Cutoff Morrisdale, PA 16858

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Section I: Literacy Planning Team

Membership

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Timeline

Date	Meeting/Activity Description
Sept. 3, 2014	Complete Local Literacy Needs Assessment; Establish Priority Areas

Date	Meeting/Activity Description
Oct. 15, 2014	Review Local Literacy Needs Assessment - Priority Areas; Review Local Literacy Plan (CLLP) Overview
Nov. 12, 2014	Develop Literacy Mission Statement; Develop Literacy Vision Statement
April 1, 2015	Develop Guiding Principles
April 15, 2015	Brainstorm Strengths & Needs: Priority Areas (#4 Assessment / #5 Professional Learning / #1 Transitions)
May 6, 2015	Brainstorm Strengths & Needs: Priority Areas (#7 Standards & Curriculum / #3 Instruction / #6 Literacy Leadership / #2 Partnerships)
Sept. 2, 2015	Set Goals: All Component Areas
Nov. 11, 2015	Build Action Plans: Assessment / Professional Learning / Transitions
Jan. 13, 2016	Build Action Plans: Standards & Curriculum / Instruction / Literacy Leadership / Partnerships
March 9, 2016	Edit Action Plans; Develop Dissemination Plan; Discuss Evaluation

Section II: Mission and Vision Statements

Mission Statement

District Mission: Inspiring Today ... Improving Tomorrow ... Learning For Life

Literacy Mission: Inspiring Literacy Partnerships ... Improving Literacy Environments ... Learning For Life

Vision Statement

District Vision: The West Branch Area School District, in partnership with the community, is committed to a safe and secure learning environment which will develop each student to his/her full potential, talents, and self-understanding. As a result of high-quality instruction, all students will be expected to become life-long learners and productive citizens while developing the skills to thrive in an ever-changing and increasingly diverse world.

Literacy Vision: From birth through graduation, the West Branch Area School District, in partnership with the community, is committed to fostering a literacy-rich environment balanced across the broad range of learning levels and content areas. We believe that with a balanced approach to literacy all students will be able to read and write widely, think critically and strategically, and communicate effectively in a global society.

Section III: Guiding Principles

Guiding Principle #1

What does this mean in your district?

The West Branch Area School District recognizes the importance of learning standards and does utilize literacy standards to inform our instructional program. With a belief that "we are all first a teacher of literacy", West Branch does need to continue curriculum mapping efforts to ensure that literacy is infused at all levels and across all content areas. Furthermore, the District needs to partner with ECE providers to ensure an understanding and implementation of the Early Learning Standards and an implementation of these standards at this earliest of educational levels.

Does our current curriculum support this principle?

The West Branch Area School District does support the need for a strong literacy foundation for all students, birth through Grade 12. While the curriculum supports this principle, it is at varying levels. The early childhood, elementary and middle level curriculum privilege literacy as evidenced by a restructured master schedule, expansion of literacy materials/resources, and/or the introduction of literacy protocols for intervention. To date, initial steps have been taken to provide literacy instruction/intervention within the high school curriculum.

How do our best practices align to this principle?

The West Branch Area School District does well in the area of best practices. West Branch, and its main ECE partner, have a number of best practices currently in place that align to this guiding principle of a strong literacy foundation. At the elementary, middle and high school levels, there exists a strong instructional coaching model based on the Pennsylvania Institute for Instructional Coaching (PIIC). This coaching model is job embedded and responsive to building/classroom needs. The elementary has returned to a balanced literacy approach that includes a number of instructional practices including: guided reading, shared reading/writing, phonics, Kid writing, and Collins writing. The high school has devoted considerable time to providing professional development in Reading Apprenticeship and PLN Course #1. Our main ECE partner has adopted a state-approved curriculum that is framed around the early literacy standards.

Guiding Principle #2

What does this mean in our district?

Being very rural in nature, the demographics of the community do not naturally lend themselves to this guiding principle. Diversity among faculty, students and families does not rise to the level seen in districts that are more urban in nature. Nonetheless, West Branch recognizes the need to value diverse experiences and understands it requires a conscious effort on the part of the district to provide students with culture-rich experiences to build global awareness and prepare them for life beyond public school.

How do we demonstrate that we value differences – among faculty, students, etc.?

Demonstrating value among students, staff and families can be seen across the organization albeit at minimal levels. At the early childhood and elementary levels, culturally diverse literature is used throughout the core language arts program with educational materials/toys added in for play in the youngest of classrooms. Additional learning opportunities found within the guidance curriculum are provided to students at both the elementary and middle levels where individual differences and tolerance are explored as part of the social dynamic. Across all levels, content around various cultures is incorporated in art and music offerings as well as within select social studies courses. A unique perspective is offered to select students at the high school level through learning dedicated to world languages.

Are we preparing our students with a global understanding?

The district's vision statement provides for this guiding principle when it states ". . . all students will be expected to become life-long learners and productive citizens while developing the skills to thrive in an ever-changing and increasingly diverse world". As the district works to prepare students for transition into this global society, a concerted effort will need to be made to further incorporate opportunities designed to focus our students toward multiple perspectives. As it stands, we need to expand our own thinking and understanding in this area so that we fully grasp what changes are impacting society and as such will touch the lives of West Branch students in years to come.

Guiding Principle #3

What does this mean in your district?

Evidence-based instruction, aligned to standards, must be provided to all students, including those with learning challenges. This necessitates a shared belief that all students have potential and are therefore capable of acquiring literacy skills. Key stakeholders must give careful consideration to building a coherent and cohesive plan that weaves instructional supports and services throughout the educational system.

Is there differentiation to support growth for all learners?

Differentiation is considered a critical component of instructional design. It is imperative that all students receive instruction that meets them at their level and moves them forward in an effort to increase academic achievement. The district recognizes that differentiation must include opportunities for remediation, skill maintenance, and acceleration/enrichment. At several grades/subjects within the district, Extended Learning Opportunities (ELO) are built into the master schedule to provide additional support as needed. While provided in pockets throughout the organization, there does not exist a comprehensive plan for differentiation. Additional professional development on this topic along with planning sessions focused around this change will be necessary to elicit full-scale implementation. Administrative involvement will be needed to ensure implementation both in planning and instructional delivery.

How do we provide for alignment and congruence among the various programs (general, compensatory, gifted, special education) that students might experience?

By utilizing state core standards and assessment benchmarks, West Branch does seek to provide an aligned and congruent academic program for all students. Regardless of sub-group or educational classification, all student, with few exceptions, are exposed to the core (Tier I) curriculum. Adaptations, modifications, interventions, acceleration, and enrichment are employed throughout the system to ensure a successful educational program unique to students within our various programs of study.

Guiding Principle #4

What does this mean in our district?

The District administers a variety of assessments (summative, benchmark, diagnostic and formative) throughout each school year. This assessment data is then used to inform instruction at the classroom level for core subjects. The district further understands that multiple data tools and multiple data points should be used to frame instruction and the analysis of the data is a critical step in the overall process.

What are our instructional decisions based on – data, ideology, etc.?

West Branch understands that assessment data informs instruction and as such it is placed at the beginning and end of the learning cycle as well as throughout the cycle. Instructional decisions are based upon student assessment data which guides individual, small group and whole class instruction. Additionally, instruction decisions are based on instructional best practices, the state approved core standards and the eligible content upon which the state assessments are designed. Furthermore, the goal of career and college readiness as well as student interests are considered as instruction is designed.

Do we have a coherent, comprehensive literacy assessment plan across the grades that provides us with information we need to guide student instruction?

West Branch has started the process of developing a comprehensive literacy plan. Benchmark assessments exist for all tested subjects. A data warehouse is being built to house our student data in a central depository. Data meetings are held several times a year to review assessments results for those teachers providing core academic instruction. Moving forward, all of these tasks need to be refined or completed at a much higher level of quality. Professional development needs to be pursued as well to ensure that the professional staff both understand and value the importance of assessment within the educational process.

Guiding Principle #5

What does this mean in your district?

West Branch believes that teachers are the single most important indicator of student achievement and as such the effectiveness of our professional staff is critical to our overall success as an educational organization. The District further understands that effective teaching in 21st century classrooms looks very different than it did when many of our teachers were originally trained and certified. The District must create an ongoing process of learning for our teachers that is steeped in best practice, current trends, and collaboration between and among departments/grade levels.

What does this mean in terms of hiring teachers?

West Branch is committed to hiring effective teachers. Given the rural nature of the district, the applicant pool is often limited and employees tend to remain within the district. Given these conditions, the interview process is of critical importance. West Branch strives to find new hires who demonstrate a willingness to pursue their own learning beyond what the district provides by joining professional organizations, attending workshops, conferences or furthering their educational experiences through coursework. Because the district acknowledges the importance of collaboration among staff in our schools, we look for people who are team players and who are open to sharing ideas and resources. Finally, since change is an inherent component in education, the district wants new staff who embrace innovation, are educational risk-takers, and who reflect both from a student and teacher perspective.

How is professional development decided upon and actualized?

West Branch views professional development as a cyclical process. The district starts by looking at state and district initiatives, district goals and student data. From there, the district takes into consideration our needs and identifies strengths and weaknesses. Our culture is one that supports collaboration and is a practice-centered philosophy. We recognize that not all teachers need the same type of professional development so, when appropriate, we differentiate opportunities for our staff that support individual goals, tiered levels of skill, and subject/department specific needs. Furthermore, the district privileges the coaching model as a means to promote job-embedded professional development with ongoing support for professional growth and refinement.

Is professional development based on what we know about the learning of adults and effective PD?

While West Branch acknowledges the importance of using what we know about adult learning and effective professional development, we have not always "practiced what we preached". Often, time and financial constraints along with state and federal mandates dictate what and how we approach professional development.

Positive strides that the District has undertaken as of late to address this need include the instructional coaching model, differentiated trainings, and the self-selection of topics. All will need to be expanded upon in the future for a better implementation of this research around adult learning.

How do we ensure implementation? What supports are we providing to teachers? How are we supporting our teachers to be life-long learners?

West Branch provides our teachers with a strong instructional coaching model at the elementary, middle and high school levels. In the future this model will need to be expanded to include our early childhood partners. This single effort has yielded significant impact as it relates to implementation, support, accountability, and ongoing learning. Our coaches offer a variety of supports to staff

including small and large group trainings centered around instructional accountability, focus groups centered around building-level needs, book chats, resource research/preparation, and job-embedded support through co-teaching and modeling strategies. In addition to our coaching experiences, teachers are encouraged to pursue advanced graduate work at the college level through reimbursement programs and release time.

Section IV: Needs Assessment Review and Goal Setting

Transition

As stated above, the West Branch Area School District has identified the following priority areas for needed improvement within the component of Transition: 1) Establish a process to address transition at all statutory levels and 2) Develop a transition plan with goals and evaluation. To address these priority areas for needed improvement, the District proposes goals as follows: 1) Develop a formal transition plan that encompasses three phases: early childhood to school age; elementary to high school; high school to post-graduation and 2) Strengthen cross grade level and cross department collaboration.

Transition	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	Yes		Transition Experiences
Elementary	No		None
Middle	No		None
High	No		None

Partnerships

As stated above, the West Branch Area School District has identified the following priority areas for needed improvement within the component of Partnerships: 1) Establish partnerships with ECE providers and 2) Establish partnerships with outside literacy agencies. To address these priority areas for needed improvement, the District proposes goals as follows: 1) Develop a Parent Involvement plan that is reviewed/revised annually (Early Childhood through Grade 12) and 2) Establish/Join a Local Literacy Council.

Partnerships	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No		None
Elementary	No		None
Middle	No		None
High	No		None

Instruction

As stated above, the West Branch Area School District has identified the following priority areas for needed improvement within the component of Instruction: 1) Increase literacy instruction at the middle and high school levels for needed students, 2) Implement core literacy programs with fidelity across all grade levels, and 3) Increase literacy instruction across ECE providers. To address these priority areas for needed improvement, the District proposes goals as follows: 1) Monitor fidelity of literacy instruction across all statutory areas and 2) Formalize balanced literacy model across all statutory areas.

Instruction	In Place	Literacy Learning Paths	Other Literacy PD Activities

Birth-5	No		None
Elementary	Yes	Building Blocks of Literacy	Guided Reading; Text-Dependent Analysis
Middle	Yes	Literacy Design Collaborative Reading Apprenticeship	PLN Course #1; PLN Refresher; Text-Dependent Analysis
High	Yes	Literacy Design Collaborative Reading Apprenticeship	PLN Course #1; PLN Course Refresher; Text-Dependent Analysis; Co-teaching

Assessment

As stated above, the West Branch Area School District has identified the following priority areas for needed improvement within the component of Assessment: 1) Data Meetings, 2) Assessments across ECE providers, 3) Increase use of data for analysis and informing instruction and 4) Data Warehouse. To address these priority areas for needed improvement, the District proposes goals as follows: 1) Increase the use and quality of data analysis and data-informed instructional planning, 2) Improve the structure and facilitation of data team meetings, 3) Formalize literacy assessments at the Early Childhood Education (ECE) statutory level, and 4) Acquire a data warehouse.

Assessment	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	Yes		Gold Assessment
Elementary	Yes		i-Ready Diagnostic
Middle	Yes		i-Ready Diagnostic
High	No		None

Professional Learning and Practice

As stated above, the West Branch Area School District has identified the following priority areas for needed improvement within the component of Professional Learning and Practice: 1) Expand delivery model for instructional coaching, 2) Increase professional development for ECE providers, 3) Provide literacy trainings for paraprofessionals, 4) Differentiate literacy training for all teachers at all levels and 5) Partner with ECE provider (CenClear) for parent involvement training. To address these priority areas for needed improvement, the District proposes goals as follows: 1) Offer differentiated professional development in the area of literacy, 2) Expand the instructional coaching model, and 3) Create a professional development plan to be used among our Early Childhood Education (ECE) partners.

Professional Learning and Practice	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No		None
Elementary	Yes		PIIC Coaching Model - Coaches only
Middle	Yes		PIIC Coaching Model - Coaches only
High	Yes		PIIC Coaching model - Coaches only

Literacy Leadership, Goals, Sustainability

As stated above, the West Branch Area School District has identified the following priority areas for needed improvement within the component of Literacy Leadership, Goals, and Sustainability: 1. Develop a Comprehensive Literacy Plan, and 2) Increase the time Principals engage in instructional leadership. To address these priority areas for needed improvement, the District proposes goals as follows: 1) Build and utilize a cadre of literacy experts.

Literacy Leadership, Goals, Sustainability	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	No		None
Elementary	No		None
Middle	No		None
High	No		None

Standards and Curriculum

As stated above, the West Branch Area School District has identified the following priority areas for needed improvement within the component of Standards and Curriculum: 1). Early Childhood Education (ECE) - Early Learning Standards (consistent use across ECE providers), 2). Refine framework at Elementary, Middle and High School levels and 3). Implement core literacy curriculum with fidelity. To address these priority areas for needed improvement, the District proposes goals as follows: 1) Formalize a literacy curriculum/program at the Early Childhood Education (ECE) statutory level, and 2) Implement a process for fidelity checks.

Standards and Curriculum	In Place	Literacy Learning Paths	Other Literacy PD Activities
Birth-5	Yes		Creative Curriculum (Literacy)
Elementary	Yes		Collins Writing; Reading and Writing in the Content
Middle	Yes		Collins Writing; Reading and Writing in the Content
High	Yes		Collins Writing; Reading and Writing in the Content

Section V: Setting and Prioritizing Goals

Prioritized Goals

Priority	Goal Statement	Rationale	Section
1	Strengthen cross grade level and cross department collaboration	There is a disconnect between and among grade levels and departments. Grade levels and departments are often working in isolation of each other.	Transition
2	Develop a formal transition plan that encompasses three phases: early childhood to school age; elementary to high school; high school to post-graduation	While the District has pieces of transition in place for each of the three phases, there does not exist a formal comprehensive plan.	Transition
3	Develop a Parent Involvement plan that is reviewed/revised annually (Early Childhood through Grade 12)	While the District, and its ECE partners, have various parent involvement activities in place to meet specific program requirements, there does not exist a formal comprehensive plan.	Partnerships
4	Establish early relationships with the families of young children within our community	The District often has no interaction with the families of young children within our community until kindergarten registration. As we look to operate PreK classrooms, this early relationship will be vitally important.	Partnerships
5	Expand the instructional coaching model	The District has garnered good support of the coaching model in its first two years of implementation but would like to expand in terms of offerings, participants and statutory areas.	Professional Learning and Practice
6	Create a professional development plan to be used among our Early Childhood Education (ECE) partners	There currently exists a significant disparity among our ECE partners as it relates to training opportunities, topics and resources.	Professional Learning and Practice
7	Establish a dedicated professional learning space for the faculty and staff	Professional development is often held in whatever student space is available. This arrangement does not allow for a consistent space nor is it conducive to adult learning.	Professional Learning and Practice
8	Improve instruction in the area of writing across all levels	Although writing is a part of the curriculum, there is not an emphasis on writing - every student, every period, every day.	Instruction
9	Increase the use and quality of data analysis and data-informed instructional planning	While the professional staff administers a number of high quality assessments (benchmark, formative and diagnostic), the data is not always properly analyzed and used to inform instructional decisions.	Assessment

Priority	Goal Statement	Rationale	Section
10	Formalize literacy assessments at the Early Childhood Education (ECE) statutory level	There is a significant discrepancy among the ECE partners as it relates to literacy assessment. This discrepancy spans from no formal literacy assessment to OCDEL approved literacy assessment.	Assessment
11	Improve the structure and facilitation of data team meetings	While formal data team meetings have been built into the school calendar, they are not consistently productive among the various grade levels or departments.	Assessment
12	Monitor fidelity of literacy instruction across all statutory areas	Curriculum alignment is inconsistent among grade levels and between classes within a grade level or department which directly impacts student performance with the core (Tier I).	Instruction
13	Formalize balanced literacy model across all statutory areas	There exists gaps within the elementary literacy model with limited formalized models at both the early childhood and high school levels.	Instruction
14	Build and utilize a cadre of literacy experts	Within the District and among our ECE partners there are a number of key educators who have focused their instruction and personal development around the topic of literacy. The District needs to leverage this expertise and experience to improve the skills of all educators.	Literacy Leadership, Goals, Sustainability
15	Formalize a literacy curriculum/program at the Early Childhood Education (ECE) statutory level.	There is a significant discrepancy among the ECE partners as it relates to the implementation of formal literacy curriculum/programs.	Standards and Curriculum
16	Join Local Literacy Council	There is no connection between the various stakeholder groups within the community around the topic of literacy.	Partnerships

Goal Action Map

Goal Statement #1
Strengthen cross grade level and cross department collaboration

Action Step 1	
Build Collaboration Time (Master Schedule)	
Timeline Master Schedule (by August 1, 2016)	**Lead Person** Principals
Resources Needed Building-level calendars; District-level calendars; Inservice schedules	**Specifics of Information** Grade Level or Department Specific; Cross-grade level or Cross-department

Measures of Success	Review Date
5+ collaborations per year	Aug. 1, 2016

Action Step 2
Implement Professional Learning Communities (PLCs) concept

Timeline	Lead Person
Monthly Meetings (by February 2016)	Principals
Resources Needed	**Specifics of Information**
PLC Research	Philosophy - Collaboration and Reflection Format
Measures of Success	**Review Date**
PLC sessions	Sept. 30, 2016

Action Step 3
Implement Protocols (to guide collaborations)

Timeline	Lead Person
Protocols Selection (by August 15, 2016)	Principals
Resources Needed	**Specifics of Information**
Sample Protocols	Meeting Formats
Measures of Success	**Review Date**
Protocols implemented consistently	Jan. 31, 2017

Goal Statement #2
Develop a formal transition plan that encompasses three phases: early childhood to school age; elementary to high school; high school to post-graduation

Action Step 1
Implement Formal Kindergarten Screening Tool

Timeline	Lead Person
Kindergarten Registration (March 2016)	Elementary Principal
Resources Needed	**Specifics of Information**
Training - Brigance Screening	Brigance- Inventory of Early Development III
Measures of Success	**Review Date**
Screening Complete (all kindergartners)	Sept. 30, 2016

Action Step 2
Explore Middle School Concept

Timeline	Lead Person
2016-2017 school year	Superintendent
Resources Needed	**Specifics of Information**
Materials; Research	Board Approval - Steering Committee
Measures of Success	**Review Date**
Exploration complete	June 30, 2017

Action Step 3
Implement Graduation Project

Timeline	Lead Person
2016-2017 (Phase III)	School Counselors

Resources Needed	Specifics of Information
Graduation Plan	Career Focus

Measures of Success	Review Date
Full Plan implementation	June 30, 2017

Action Step 4
Implement Life Skills Support (LSS) Graduation Inventory

Timeline	Lead Person
Fall of 2016 (First Marking Period)	Principal for Special Student Programs

Resources Needed	Specifics of Information
Training - Brigance Inventory	Brigance - Transition Skills Inventory & Activities

Measures of Success	Review Date
Eligible LSS students screened	June 30, 2017

Action Step 5
Pursue Mid Level Curriculum Alignment

Timeline	Lead Person
2016-2017	Principals

Resources Needed	Specifics of Information
Curriculum Maps	Grade 6 with Grades 7 & 8

Measures of Success	Review Date
Alignment complete	June 30, 2017

Action Step 6
Develop Transition Plan

Timeline	Lead Person
2016-2017 (2nd Semester)	Principals

Resources Needed	Specifics of Information
Activity Overviews	Comprehensive Plan - document all activities

Measures of Success	Review Date
Plan Completion	June 30, 2017

Goal Statement #3
Develop a Parent Involvement plan that is reviewed/revised annually (Early Childhood through Grade 12)

Action Step 1
Establish a Parent Involvement Committee

Timeline	Lead Person
Establish Committee (by October 1, 2016) Hold Quarterly Meetings	Title I Teacher

Resources Needed Parent Contact Information	**Specifics of Information** Membership: Administration, Teachers, ECE Partners, Parents (cross-representation from Early Childhood, Elementary, Mid-level, and High School)
Measures of Success Quarterly Meetings Increased Parent Involvement (all levels)	**Review Date** June 30, 2017

Action Step 2
Create Listing of Parent Involvement Activities (in place)

Timeline Completed List (by June 30, 2017)	**Lead Person** Title I Teacher
Resources Needed Calendars/Logs: ECE partners, Title I, Special Education, Transition, and Building-level	**Specifics of Information** All levels: Early Childhood, Elementary, Mid-level, and High School
Measures of Success Completed list with annual revision	**Review Date** June 30, 2017

Action Step 3
Explore various activities: Classroom checklist (Parent Volunteers), Parent Involvement Information Night, Parent Interest Survey, and High School PTO

Timeline Explore/Discuss during Quarterly Meetings (September, November, January, and March)	**Lead Person** Parent Involvement Committee Chair
Resources Needed TBD	**Specifics of Information** None
Measures of Success 1 or more activities implemented	**Review Date** June 30, 2017

Action Step 4
Include Parent Involvement within various handbooks (student, parent, and teacher)

Timeline Handbook Revisions (by June 15, 2017)	**Lead Person** Principals
Resources Needed Student/Parent Handbooks Teacher Handbook	**Specifics of Information** Philosophy Opportunities Policies/Procedures
Measures of Success Board Approval (Handbook Revisions)	**Review Date** June 30, 2018

Goal Statement #4
Establish early relationships with the families of young children within our community

Action Step 1
Recognize births within the West Branch Area School District community with a "Wee Warrior" basket

Timeline Implementation with the start of the 2016-2017 school year	**Lead Person** Superintendent

Resources Needed Materials: caddy, travel kit, book, chime along toy, tactile stimulation links, Building Blocks for Babies resource, growth chart, website resources	Specifics of Information Basket - literacy emphasis
Measures of Success Contacts with new families at birth	Review Date March 31, 2017

Action Step 2
Host Toddler Birthday Parties

Timeline 2016-2017	Lead Person Title I Teacher
Resources Needed Age 1 - The Very Hungry Catepillar Age 2 - Chicka Chicka Boom Boom Age 3 - One Fish, Two Fish, Red Fish, Blue Fish Age 4 - The Kissing Hand	Specifics of Information Quarterly Parties: Sept. - Nov. / Dec. - Feb. / Mar. - May / June - Aug. Birthday Gift - book (title per age)
Measures of Success 3-5 toddlers participate per party	Review Date Sept. 30, 2017

Goal Statement #5
Expand the instructional coaching model

Action Step 1
Implement Professional Learning Communities (PLC) concept

Timeline TBD	Lead Person Principals
Resources Needed PLC Research	Specifics of Information Philosophy - Collaboration and Reflection; Format
Measures of Success PLC Sessions	Review Date Sept. 30, 2016

Action Step 2
Explore New Coaching Formats

Timeline 2016-2017 (1st Semester)	Lead Person Literacy Coach Technology Coaches
Resources Needed Teacher Feedback PIIC Coach networking	Specifics of Information Determine: teacher interest, preferred times
Measures of Success New Formats Explored	Review Date Jan. 31, 2017

Action Step 3
Initiate Coaching Model with Early Childhood (ECE) Providers

Timeline 2016-2017	Lead Person Literacy Coach
Resources Needed Training Materials	Specifics of Information Literacy Coach Visits (3 per provider per year)

Measures of Success	Review Date
Literacy Coach Visits (3 per provider per year)	June 30, 2017

Action Step 4
Continue/Refine Coaching Formats

Timeline	Lead Person
2015-2016 and Beyond	Literacy Coach; Technology Coaches

Resources Needed	Specifics of Information
None	Lunch Bunch; Strategy Dip; Literature Blog

Measures of Success	Review Date
Participant Attendance - Maintained or Increased	June 30, 2017

Action Step 5
Build differentiated professional development into the planning structure

Timeline	Lead Person
2016-2017	Principals

Resources Needed	Specifics of Information
Participant Input	Offer multiple topics and/or varying levels of the same topic (novice, intermediate, advance)

Measures of Success	Review Date
Differentiated trainings offered - 3 per year	June 30, 2017

<u>Goal Statement #6</u>
Create a professional development plan to be used among our Early Childhood Education (ECE) partners

Action Step 1
Establish ECE Stakeholder Group

Timeline	Lead Person
Group Membership (by November, 2016)	Superintendent; Literacy Coach

Resources Needed	Specifics of Information
List of Local ECE Providers; Contact Information	Sub-group (Local Literacy Team)

Measures of Success	Review Date
Initial Meeting (by November 1, 2016)	June 30, 2016

Action Step 2
Identify Professional Development (PD) Topics

Timeline	Lead Person
2015-2016 (2nd Semester)	Literacy Coach

Resources Needed	Specifics of Information
ECE Survey Results	Group ECE topics; Individual ECE topics

Measures of Success	Review Date
Initial PD topics selected	June 30, 2016

Action Step 3
Survey: Early Childhood Education (ECE) Providers

Timeline Survey Completion (by March 1, 2016)	**Lead Person** Literacy Coach
Resources Needed List of Local ECE Providers Contact List	**Specifics of Information** Determine: current practices, topics, logistical needs
Measures of Success Survey Results	**Review Date** Sept. 30, 2016

Action Step 4
Develop Early Childhood Education (ECE) Professional Development (PD) Calendar

Timeline 2016-2017 (1st Semester)	**Lead Person** Literacy Coach
Resources Needed List of ECE Trainings	**Specifics of Information** District-offered ECE Trainings; Shared ECE Trainings
Measures of Success Invitations Extended	**Review Date** Jan. 31, 2017

Action Step 5
Initiate Coaching Model with Early Childhood Education (ECE) Providers

Timeline 2016-2017	**Lead Person** Literacy Coach
Resources Needed Training Materials	**Specifics of Information** Literacy Coach Visits (3 per provider per year)
Measures of Success Literacy Coach Visits (3 per provider per year)	**Review Date** June 30, 2017

Goal Statement #7
Establish a dedicated professional learning space for the faculty and staff

Action Step 1
Create a Coaching Center

Timeline 2016-2017	**Lead Person** Superintendent Instructional Coaches
Resources Needed Samples Site Visits	**Specifics of Information** Adult Learning Environment - Small/Large Group
Measures of Success Renovated Learning Space	**Review Date** June 30, 2017

Goal Statement #8
Improve instruction in the area of writing across all levels

Action Step 1
Formalize Collins Writing Model

Timeline August 30, 2016 (Training) Semester #1 (Implementation) January (Follow-up Training)	**Lead Person** Principals Instructional Coaches
Resources Needed Trainer Collins Writing Manual	**Specifics of Information** Grades K-8 Type I and Type II
Measures of Success Implementation of Type I and Type II in all classrooms daily (Grades K-8)	**Review Date** June 30, 2017

Goal Statement #9
Increase the use and quality of data analysis and data-informed instructional planning

Action Step 1
Restructure Data Analysis

Timeline Data Day (September 2016)	**Lead Person** Principals
Resources Needed None	**Specifics of Information** Two-fold Perspective: Group (grade or subject) and Student (Individual)
Measures of Success Two-fold Perspective implemented	**Review Date** Nov. 30, 2016

Action Step 2
Survey Professional Staff

Timeline 2016-2017 (1st Semester)	**Lead Person** District Quality Data Team
Resources Needed Survey Tool	**Specifics of Information** Gage: 1) staff awareness of assessments and 2) staff comfort with data analysis and data-informed decision making
Measures of Success Survey Results	**Review Date** Jan. 31, 2017

Action Step 3
Provide Training (Data Analysis and Data-informed Instruction)

Timeline 2016-2017 (2nd Semester)	**Lead Person** Principals
Resources Needed Training Materials	**Specifics of Information** Differentiated based on staff survey results
Measures of Success Training Completed (by January 31, 2017)	**Review Date** Jan. 31, 2017

Action Step 4
Formalize Student Conferencing

Timeline 2016-2017 (1st Semester)	**Lead Person** School Counselors
Resources Needed Protocol (Student Conferencing)	**Specifics of Information** Include students in data process
Measures of Success Student Conferencing expanded	**Review Date** Jan. 31, 2017

Goal Statement #10
Formalize literacy assessments at the Early Childhood Education (ECE) statutory level

Action Step 1
Survey: Early Childhood Education (ECE) providers

Timeline Survey Completion (by March 1, 2016)	**Lead Person** Literacy Coach
Resources Needed List of Local ECE Providers ECE Contact information	**Specifics of Information** Determine: types, frequency, analysis
Measures of Success Survey results	**Review Date** June 30, 2016

Action Step 2
Establish ECE Stakeholder Group

Timeline Group Membership (by November, 2016)	**Lead Person** Superintendent; Literacy Coach
Resources Needed List of Local ECE provider; Contact Information	**Specifics of Information** Sub-group (Local Literacy Team)
Measures of Success Initial Meeting (by November 1, 2016)	**Review Date** June 30, 2016

Action Step 3
Provide Assessment Overview

Timeline 2016-2017 school year (1st Semester)	**Lead Person** Literacy Coach and CenClear
Resources Needed None	**Specifics of Information** Assessment Basics
Measures of Success Training Completed (by January 30, 2017)	**Review Date** Jan. 31, 2017

Action Step 4
Implement Assessments (all ECE providers)

Timeline 2016-2017	**Lead Person** Literacy Coach
Resources Needed Listing: OCDEL approved Assessments	**Specifics of Information** Designated Assessments (across all participating ECE providers)

Measures of Success	Review Date
All participating ECE providers using assessment	June 30, 2017

Goal Statement #11
Improve the structure and facilitation of data team meetings

Action Step 1
Formalize Data Protocol(s)

Timeline	Lead Person
Data Day (September 2016)	Principals

Resources Needed	Specifics of Information
Data Protocol Samples	Standardized meeting format

Measures of Success	Review Date
Standardized Protocol(s) implemented	Nov. 30, 2016

Action Step 2
Establish Follow-up Procedures

Timeline	Lead Person
2016-2017 (1st Semester)	Principals

Resources Needed	Specifics of Information
Follow-up Document(s)	Checks and balances (to ensure data plan implementation)

Measures of Success	Review Date
Required Follow-up Documentation	Jan. 31, 2017

Action Step 3
Expand Data Review

Timeline	Lead Person
2016-2017	Principals

Resources Needed	Specifics of Information
Data Access	Include multiple data sources: state assessments, benchmark assessments, diagnostic assessments, and common assessments

Measures of Success	Review Date
Multiple Measures reviewed	June 30, 2017

Goal Statement #12
Monitor fidelity of literacy instruction across all statutory areas

Action Step 1
Administer fidelity checks

Timeline	Lead Person
Annual	Principals

Resources Needed	Specifics of Information
Fidelity Notebooks; Observation forms	Fidelity Notebooks; Walk-throughs

Measures of Success	Review Date
Maintained and/or increased assessment results	Sept. 30, 2016

Action Step 2
Develop Classroom Checklists

Timeline	Lead Person
2017-2018	Principals

Resources Needed	Specifics of Information
Literacy Components/Expectations	Teacher Guide for Planning

Measures of Success	Review Date
Completed Checklists	June 30, 2018

Goal Statement #13
Formalize balanced literacy model across all statutory areas

Action Step 1
Expand Literacy Instruction (High School)

Timeline	Lead Person
2016-2017	Principal; Department Chairs

Resources Needed	Specifics of Information
Master Schedule; HS Literacy models	Permit dedicated literacy instruction (as needed)

Measures of Success	Review Date
Revised HS Master Schedule	June 30, 2017

Action Step 2
Implement Phonics Program (Elementary)

Timeline	Lead Person
2016-2017	Principal; Grade Level Chairs

Resources Needed	Specifics of Information
Program Materials; Training	Program - Fundations

Measures of Success	Review Date
Program Implementation	June 30, 2017

Action Step 3
Provide Professional Development: Reading & Writing Across the Curriculum

Timeline	Lead Person
Annual	Literacy Coach

Resources Needed	Specifics of Information
Training Materials	Refresher (PLN and Reading Apprenticeship)

Measures of Success	Review Date
Annual Trainings	June 30, 2017

Action Step 4
Provide Professional Development: Literacy Environment

Timeline	Lead Person
2016-2017	Literacy Coach

Resources Needed	Specifics of Information
Training Materials	Physical Environment

Measures of Success	Review Date
Training Completed	June 30, 2017

Action Step 5
Prepare Resource Inventory

Timeline	Lead Person
2016-2017	Title I

Resources Needed	Specifics of Information
None	All Levels: ECE, Elementary and HS

Measures of Success	Review Date
Inventory	June 30, 2017

Action Step 6
Develop Curriculum Implementation Plan at Early Childhood Level

Timeline	Lead Person
2016-2017	Literacy Coach; ECE Leads

Resources Needed	Specifics of Information
PreK Counts Approved Curriculum List	Formal Curriculum Plan (per ECE provider)

Measures of Success	Review Date
Formal Plans	June 30, 2017

Action Step 7
Schedule KtO Literacy Courses

Timeline	Lead Person
2016-2017 and 2017-2018	Principals

Resources Needed	Specifics of Information
EduPlanet Courses	Building Blocks of Literacy (Elementary) Literacy Design Collaboration (Grades 6-12) Universal Design for Learning (All) Family Engagement (All)

Measures of Success	Review Date
Professional Staff - 3 completed courses each	June 30, 2018

Goal Statement #14
Build and utilize a cadre of literacy experts

Action Step 1
Implement Professional Learning Communities (PLC) concept

Timeline Monthly Meetings (by February 2016)	**Lead Person** Principal
Resources Needed PLC Research	**Specifics of Information** Philosophy - Collaboration and Reflection Format
Measures of Success PLC Sessions	**Review Date** Jan. 31, 2017

Action Step 2
Invite experts to provide professional development

Timeline 2017-2018	**Lead Person** Principals
Resources Needed Literacy Cadre List	**Specifics of Information** None
Measures of Success Presenters/Trainers other than Coaches	**Review Date** June 30, 2018

Action Step 3
Revisit Peer Coaching Structure

Timeline 2016-2017 / 2017-2018	**Lead Person** Superintendent/Principals
Resources Needed Peer Coaching Framework	**Specifics of Information** Partners: Novice with Expert
Measures of Success Partnership Structure Revised	**Review Date** June 30, 2018

Goal Statement #15
Formalize a literacy curriculum/program at the Early Childhood Education (ECE) statutory level.

Action Step 1
Survey: Early Childhood Education (ECE) providers

Timeline Survey Completion (by March 1, 2016)	**Lead Person** Literacy Coach
Resources Needed List of Local ECE Providers; Contact Information	**Specifics of Information** Determine: subject areas, programs, models
Measures of Success Survey Results	**Review Date** Sept. 30, 2016

Action Step 2
Provide Overview Training: Early Learning Standards

Timeline Fall 2016	**Lead Person** Literacy Coach; CenClear Coordinator
Resources Needed Early Learning Standards	**Specifics of Information** Goal: Common Standards; Common Language

Measures of Success	**Review Date**
Training Completed (by January 31, 2017)	Jan. 31, 2017

Action Step 3
Establish Early Childhood Education (ECE) Stakeholder Group

Timeline	**Lead Person**
Group Membership (by November, 2016)	Superintendent; Literacy Coach
Resources Needed	**Specifics of Information**
List of Local ECE Providers; Contact Information	Sub-Group (Literacy Team)
Measures of Success	**Review Date**
Initial Meeting (by November 1, 2016)	June 30, 2017

Action Step 4
Develop Curriculum Implementation Plan

Timeline	**Lead Person**
2016-2017	Literacy Coach; ECE Lead
Resources Needed	**Specifics of Information**
PreK Counts Approved Curriculum List	Formal Curriculum Plan (per ECE provider)
Measures of Success	**Review Date**
Formal Plan	June 30, 2017

Goal Statement #16
Join Local Literacy Council

Action Step 1
Identify Existing Council or New Membership

Timeline	**Lead Person**
January 2016	Literacy Coach
Resources Needed	**Specifics of Information**
Contact Information	Invitation with RSVP
Measures of Success	**Review Date**
Comprehensive Membership	Sept. 30, 2016

Action Step 2
Identify District Representative

Timeline	**Lead Person**
March 2016	Literacy Coach
Resources Needed	**Specifics of Information**
Master Schedule: District and ECE Partners	Add this item to all master schedules
Measures of Success	**Review Date**
Meetings Attended - 2x's per year	Dec. 23, 2016

Section VI: Dissemination of Plan

Who	What	Where	When	Why
Administration	Review Comprehensive Local Literacy Plan (CLLP)	Comprehensive Planning: sub-group work session	Feb. 9, 2016	The District is currently creating its new comprehensive plan and much of the CLLP will blend well with the action plans required for comprehensive planning.
School Board	Review Comprehensive Local Literacy Plan (CLLP)	Committee of the Whole (COW) Session	June 27, 2016	COW sessions are reserved for updating the Board on district-level plans, programs and initiatives
Community	Post Comprehensive Local Literacy Plan (CLLP)	WBASD Website	July 1, 2016	The District website is the best means to reach community members that do not have children/grandchildren in the school system.
Parents	Presentation(s)	Back to School Night	Sept. 14, 2016	A large number of parents attend this event and it is a good time to share key components of the plan
Faculty	Presentation(s)	Faculty Meetings	Sept. 30, 2016	As many of the activities built into the CLLP action plans directly impact the work of the professional staff, disseminating the plan to this group is a critical early step.
Early Childhood Partners	Presentation(s)	Staff Meetings	Sept. 30, 2016	The Literacy Coach will present the two plans to the appropriate audiences at the two ECE partner sites so that a foundation of consistency can be established.

Section VII: Assessing and Reporting Progress

The West Branch Area School District recognizes that the effectiveness of any literacy improvement effort will be determined in great part by the program evaluation. Toward this goal, the District Local Literacy Team has established benchmarks to define the work of the district in response to identified need areas.

This group of stakeholder representatives will continue to meet on a quarterly basis each year to facilitate action plan implementation as well as ongoing progress monitoring. Each of the action plans contained within this comprehensive literacy plan include "measures of success" which will serve as the basis of progress review. As data would indicate, the District Local Literacy Team will monitor and adjust individual action plans accordingly and create new action plans in an effort to promote literacy effectiveness and increased student achievement. Additionally, the administrative team will annually review this plan in conjunction with the greater District Comprehensive Plan to gauge progress and plan the annual district priority goals.

The district further recognizes that sustained momentum to spur the plan forward requires that progress be shared beyond the core group. Progress will be reported to various stakeholder groups on an ongoing basis through a number of communication channels including: Faculty and Board meetings, Administrative retreats, Board retreat, District webpage, and the Superintendent Annual Executive Summary.