



LEA Literacy Plan (LLP)

Spring-Ford Area School District

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Janine Briggs	English Teacher - 9th
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Sarah Pinard	Reading Teacher - 8th
Missy Quigley	English Language Arts & Social Studies Teacher - 5th
Ashley Rotondo	Reading Teacher - 7th
Courtney Ojakovo	English Language Arts & Social Studies Teacher - 5th

Katelyn Loveland	Special Education Teacher - Grade 5
Beth Ferko	Reading Teacher - 7th
Melanie Sisemore Adamo	School Psychologist
Kim Pendleton	English Language Arts & Social Studies Teacher - 5th
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Dr. Marilyn Nepps	Reading Specialist - Elementary
Kelly Cassel	Reading Specialist - Elementary
Stefanie Lindsay	Reading Specialist- Elementary
Katie Walsh	General Education Teacher - Grade 1
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Date: November 2021



Abstract

Spring-Ford Area School District creates and implements programming that meets the needs of our students. We promote the importance of lifelong learning to meet future success. This document reflects the contributions of teachers, administrators, and families throughout the Spring-Ford Area School District. It is our goal to provide a comprehensive evaluation of the current status of literacy in the district as well as future planning to meet the continued academic expectations that Spring-Ford proudly supports. This plan has been developed from the guidance of the [Pennsylvania State Literacy Plan](#).

This three year plan provides guidance to all stakeholders for developing instruction, programs, and professional development for Spring-Ford Area School District. The Literacy Plan consists of the following components:

- Literacy Mission and Vision Statements
- Guiding Principles for Literacy
- Needs Assessment Review Summary
- Setting and Prioritizing Goals
- Action Map

Acknowledgements

The Spring-Ford Area School District Literacy Plan was developed collaboratively by a group of dedicated, experienced educators. The Spring-Ford Literacy Plan team was composed of classroom teachers, special education teachers, reading specialists, instructional coaches, school psychologist, principal, and district level administrators. These educators united to develop a comprehensive plan of action to address the K-12 literacy needs in Spring-Ford Area School District. The Spring-Ford Area Literacy Plan team utilized current research, Spring-Ford literacy data, needs assessment data, and educational knowledge and skills to develop the Spring-Ford Area Literacy Plan. The Spring-Ford Literacy Plan team worked to identify needs in standards and curriculum, assessment, instruction, professional learning & practice, literacy leadership, transition, and partnerships. The team volunteered countless hours to assure future planning will bring student success in students' K-12 experience and beyond.

Table of Contents

[Abstract](#)

[Acknowledgements](#)

[Section I: Literacy Plan Team](#)

[Section II: Mission and Vision Statements](#)

[Section III: Guiding Principles](#)

[Guiding Principle 1: Literacy as a Critical Foundation for All Learning](#)

[Guiding Principle 2: Diversity](#)

[Guiding Principle 3: High Expectations](#)

[Guiding Principle 4: Evidence-Based Decision Making](#)

[Guiding Principle 5: Professional Learning](#)

[Section IV: Needs Assessment Review](#)

[Standards and Curriculum](#)

[Assessment](#)

[Instruction](#)

[Professional Learning and Practice](#)

[Literacy Leadership, Goals, and Sustainability](#)

[Transition](#)

[Partnerships](#)

[Section V: Setting and Prioritizing Goals](#)

[Goal Setting](#)

[Prioritizing Goals](#)

[Goal Action Map](#)

[Section VI: Dissemination of Plan](#)

[Section VII: Assessing and Reporting Progress](#)

[References](#)

Section I: Literacy Plan Team

Membership

Name	Role
Catherine Gardy	K-12 Curriculum Supervisor
Kelly Murray	Director of Curriculum and Instruction
Wendy Taylor	K-6 Instructional Coach
Nicole Peart	K-6 Instructional Coach
Megan McGee	7-12 Instructional Coach
Katie Davis	7-9 Special Education Supervisor
Julie Quinby	English and Social Studies Teacher - 9th
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Kelly Cassel	Reading Specialist - Elementary

Stefanie Lindsay	Reading Specialist- Elementary
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Crystal Smith	General Education Teacher - Grade 1
Sandra Cerniglia	ELD Teacher Elementary

Timeline

February 2021- November 2021

Section II: Mission and Vision Statements

Mission: Spring-Ford Area School District strives to be educationally relevant, focused on achievement and growth, and have a priority on people so that students are fully prepared to positively contribute to their society.

Vision: Spring-Ford Area School District will be the district that every parent would choose as their child's educational provider.

Defining Literacy (source: [Pennsylvania State Literacy Plan](#))

The International Literacy Association defines literacy as “the ability to read, write, and communicate” (www.literacyworldwide.org), with communication defined as the ability to listen and speak. Visual literacy, or viewing, that is, the ability to interpret, negotiate, and make meaning from information presented in the form of an image, is often included in a broader definition of literacy. Critical literacy includes learners' abilities to analyze ideas, effect social change, and empower themselves to make a difference in their own and in others' lives (National Board for Professional Teaching Standards). In the Academic Standards for Reading, Writing, Speaking, and Listening (2011), the Pennsylvania State Code defines literacy as:

“The language arts, Reading, Writing, Speaking, and Listening, are unique because they are processes that students use to learn and make sense of their world. Students do not read “reading;” they read about history, science, mathematics, and other content areas as well as topics that interest and entertain them. Similarly, students do not write “writing;” they use written words to express their knowledge and ideas and to inform or entertain others. Because of the unique nature of the language arts, all teachers in a school use Reading, Writing, Speaking, and Listening...[to] assist their students in learning them through multiple classroom situations in all the subject areas.” (§ 4.83)

Although many dictionaries define literacy as the ability to read and write, the definition of literacy has evolved and expanded over the past several decades. As summarized by Bean & Ippolito (2016), the following major shifts in our understanding of literacy are influencing literacy instruction in schools:

- Need for an integrated view of literacy, given the recognition of the interrelationships between and among all literacy skills (reading, writing, listening, and speaking);
- Understanding that literacy has an impact on learning in all classrooms and that it is a foundation for all learning;

- Importance of a comprehensive, systematic literacy program in schools from the early stages of learning through high school;
- Importance of supporting students in using both print and digital text in a critical and effective manner;
- Role of both general academic and discipline-specific vocabulary in helping students read effectively and to learn new, unfamiliar concepts; and
- Need for a combination of fiction and informational texts from early grades through high school.

In summary, in the 21st century, literacy includes the ability to locate, evaluate, use, and communicate through a wide range of resources including text, visual, audio, and video sources. In other words, literate individuals demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures (Common Core State Standards, 2010).

To develop individuals with such 21st century literacies requires instruction that is integrated and helps students understand how to access, evaluate, synthesize, and contribute to information (National Council of Teachers of English [NCTE], 2013). To ensure academic success, such instruction must occur in the context of all academic disciplines and is the responsibility of all teachers.

Core Values and Beliefs

We believe that literacy instruction is at the heart of all learning and that all students will reach and maintain high levels of literacy achievement. Our beliefs are guided by: research on what students should know and be able to do; best teaching practices; differentiated instruction; valid and reliable assessments; and our knowledge as experienced educators.

By continuously building on the strong foundations provided by our research-based, comprehensive English Language Arts curriculum, students are given the ability to read for meaning, think critically, and respond in writing.

Our teachers strive to promote rigorous and effective literacy practices and immerse students in literacy development through our student focused and collaborative instruction and the use of a wide variety of texts, interactions, and reflections.

We believe that:

- All students can gain literacy skills to be prepared for success in college, career, and as citizens.
- Creating instructional practices that account for differences in students' needs, interests, cultures, and backgrounds is essential for student success.
- Building a love or appreciation of literacy is essential for lifelong learning.
- Individuals must possess a sense of purpose and belief in their own potential for excellence.
- Collaboration among the home, school district and community positively impacts learning.
- Critical thinking and the acquisition and application of knowledge are keys to success.
- Diversity is valued and individuality needs to be celebrated.
- Early literacy-foundational skills are the keys to literacy success.
- 21st century-use of technology is essential for current and future success
- Reading complex texts prepares students for college and career readiness across the curriculum.
- Using literacy to access all curriculum is essential for understanding.
- Data informed decision making positively impacts student achievement.
- Engaging students in meaningful literacy activities builds the love of reading.
- Experiencing different perspectives through texts (mirrors, windows, doors) is part of the larger human experience.
- Accessibility for all students at all levels is critical for literacy development.
- Exposure to a variety of texts builds respect, community, and reading development.
- Empowering students through literacy creates lifelong learning.
- Providing relevant professional development and resources for instruction and assessment supports students and staff.

Spring-Ford Area School District is committed to:

- Preparing all students to be life-long learners capable of reaching their highest learning potential.
- Recognizing and celebrating a diverse society in which all students can learn in a safe and productive environment.
- Cooperating and collaborating with school, family, and community to ensure the well-being of all students' physical, cognitive, and social/emotional growth and development.
- Engaging every student through the use of differentiated instruction and data-driven decision making to meet the educational needs of all learners.
- Improving literacy learning outcomes and dramatically increasing reading achievement for all students in grades K-12.
- Creating a culture of data-informed decision making in which multiple measures of assessment are used to inform instruction.
- Creating 21st century classrooms and schools in which digital technology, including Universal Design for Learning (UDL), is an integral aspect of instruction and in which teachers are provided with the professional learning they need to assist students in using multiple pathways to express and represent information.
- Using text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Engaging students in writing to address, task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Listening actively to engage in a range of conversations to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Literacy Mission

Pennsylvania State Literacy Plan:

The Pennsylvania State Literacy Plan provides guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students.

Spring-Ford Area School District:

The Spring-Ford Area School District is committed to providing students, families, and staff with the literacy resources to meet the demands of an ever-changing world.

Literacy Vision

Pennsylvania State Literacy Plan:

All students in Pennsylvania, from birth through grade 12, will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.

Spring-Ford Area School District:

The Spring-Ford Area School District will become the school system that provides literacy access to all students to achieve their individual goals and to empower them to make positive contributions in their communities, work places, and homes.

Spring-Ford Area School District's literacy plan reflects the Pennsylvania State Literacy Plan by connecting the PASLP purposes of ensuring that all students have access to an integrated, aligned, and comprehensive set of literacy experiences that prepares and challenges students for their future endeavors. Spring-Ford Area School District's various committees (Social & Emotional Learning, Diversity, Equity, & Inclusion, Special Education: Core Inclusion, and Professional Development) all work together to align practices, time, and resources to develop a comprehensive plan and alignment to meet the needs of all students and staff. Spring-Ford Area School District strives to develop strong community connections, highly rigorous curriculum, and continuous professional development.

Section III: Guiding Principles

Guiding Principle 1: Literacy as a Critical Foundation for All Learning

Literacy is a critical foundation for all learning. Being fully literate in the 21st century requires that students read, write, and communicate at high levels to construct meaning from and across multiple sources, including print and non-print, and to communicate ideas orally and in writing. Schools must prepare students to develop the complex literacy skills they need to be future ready, to make meaningful contributions to society, and to enjoy personal fulfillment. Literacy, an important skill, and tool for learning, requires instruction and support from birth-grade 12.

Spring-Ford Area School District acknowledges and celebrates literacy as a critical foundation for learning. This value is demonstrated through the emphasis on many philosophical practices at Spring-Ford, including but not limited to the use of a standards aligned curriculum, an emphasis placed on differentiated instruction, Understanding by Design assessment development and instructional planning, use of the Charlotte Danielson rubric for construction and evaluation of instruction, RtII (response to instruction and intervention) used in grades K-4 to assist struggling readers, and remedial reading courses implemented in middle grades. While we acknowledge there is room for continued growth and improvement, there are many existing curriculum initiatives in practice to cultivate growth in literacy including the expansion of summer reading, emphasis placed on reading strategies of fiction and nonfiction texts, developing emphasis on phonological and phonemic awareness, systematic phonics instruction, and integration of literacy skills across elementary grades particularly focusing on comprehension, text dependent questions/ instructional strategies used and developed across multiple grade levels, the study of media and source veracity, instruction focused on multimedia presentations, and the offering of extra-curricular clubs such as Reading Olympics and Reading Club that encourage higher level thinking skills. The culmination of all of these strategies assists in

allowing a student “to develop the complex literacy skills they need to be future ready, to make meaningful contributions to society, and to enjoy personal fulfillment.”

Suggested additions to continue the growth and development of true and deep literacy for our students both now and in the future, would be the expansion of literacy strategies into all classrooms through a cross-curricular approach beyond courses designated as reading or English Language Arts, development of opportunities which allow for more student choice in reading materials, and a multi-year, consistent program for vocabulary instruction.

Guiding Principle 2: Diversity

Diversity (e.g., linguistic, cultural, race and socioeconomic status) should be acknowledged, valued, and respected in our schools and classrooms. Students should have educational experiences that enable them to learn about their own culture as well as the culture of others, to make connections between what they know and what they are learning. By valuing and acknowledging diversity in our curriculum and instructional practices, student learning, motivation, and access to educational opportunities will be increased.

Spring-Ford Area School District acknowledges, values, and respects diversity in our district and how that translates to our classrooms. This celebration is reflected through the practices of integrating diverse texts into curriculum, observance of national initiatives which celebrate diversity (i.e. Martin Luther King Day, Black History Month, Women's History Month, etc.), curricular units/ course offerings with opportunities to integrate diverse perspectives (Scholastic Scope Magazine, Study Sync, World Literature, World History, etc.), the creation of diversity committees and clubs, and a focus on social emotional learning and identity.

An emerging emphasis on diversity is demonstrated through the mandatory QPR (question, persuade, refer) training and community building of students in grade 9, professional development on diverse learning styles and sensitivity of cultural, racial, sexual identity, gender, mental health, and disabilities for staff, student choice in the classroom (allowing students to explore their own/ other culture groups), and non-traditional instructional tools such as discussion boards and interactive video technologies designed to introduce a variety of viewpoints. Ongoing curriculum reviews are conducted to expand learning resources which can invite additional diversity into our curriculum.

Extracurricular opportunities such as the Model UN Club, Cultural Awareness Club, Gay/ Straight Alliance, Diversity Club, Resiliency Club, Aavidum Club, RAM Buddies, and World Language Clubs, allow students to further explore diverse perspectives and build global awareness.

The district has strived to improve in this area by founding an equity, diversity, and inclusion committee to help build district and community investment. More opportunities for professional development during in-service days to increase the staff's knowledge base is suggested. Spring-Ford is committed to overcoming barriers that hinder progress in diversity awareness with continual administration and district level support to educate the students and community on important issues related to diversity, equity, and inclusion.

Guiding Principle 3: High Expectations

There must be high expectations for all learners and a belief that all can gain literacy skills that prepare them to be future ready; that is, to be successful in college, career, and as citizens. Instruction must address the full range of learners and be differentiated to meet each child's needs; such instruction requires a well-integrated system connecting general, compensatory, gifted, and special education.

All students in the Spring-Ford Area School District have the ability and opportunity to learn and achieve academic success. Our educators follow rigorous standards that provide differentiation for all levels of learning. We believe that all students can learn and we can close achievement gaps. Our teachers--whether general education, special education, English Language Development, or specialists--must have the training required and tools to diagnose and differentiate to meet the needs of all learners. Meaningful collaboration with colleagues is necessary to ensure that our students become confident and proficient readers. With these tools, teachers will be successful in their classroom and meet the potential of all of their students.

In addition to differentiation, teachers provide and support reading interventions through a tiered approach. Teachers should have the training, resources, and the support to provide intervention within their classrooms. Students who need more structured and intensive support should have access to specialists both in and outside of their general education classroom.

With rigorous instruction and highly-trained and supported teachers, Spring-Ford students will graduate with the literacy skills they need to reach their full academic potential and be college and career ready.

Guiding Principle 4: Evidence-Based Decision Making

Decision making about literacy programs, practices, and policies must be evidence-based; that is, it must be grounded in reliable and valid research results and informed by experiential and contextual evidence. Evidence must come from multiple sources and provide information about the many factors that influence student learning.

Spring-Ford employs evidenced-based decision making to inform its literacy programs, practices, and policies. District-wide student data is analyzed by district administration and literacy leaders prior to making decisions regarding policies that impact literacy, as well as changes in literacy programs. Spring-Ford believes in evidenced-based decision making, but we acknowledge the need to formalize our approach at all levels. At the building level, school-wide data should be analyzed to identify resources to meet students' needs. Classroom teachers ought to collect and analyze multiple measures of data in order to gain a more comprehensive profile of the literacy needs of each learner.

Instructional decisions are based on data collected through screening, formative, summative, benchmark, and diagnostic measures. In grades K-4, building principals and literacy leaders meet with instructional teams on a regular basis to analyze student data and collaborate on best instructional practices. In grades K-12, classroom teachers implement evidence-based literacy practices with assistance from instructional coaches and building-level literacy leaders. Classroom teachers continually collect relevant assessment data in order to monitor and adjust their literacy practices.

Spring-Ford has a comprehensive literacy assessment plan for grades K-6 that provides information on all areas of literacy. This data, collected at regular intervals throughout the school year, informs classroom instruction and drives the program and policy decisions made at the school and district levels. At the secondary level, data that drives instructional decisions is collected and analyzed by classroom teachers through individual, standards-based formative assessments, and benchmark assessments. These assessments are used to plan instruction as well as acceleration and remediation. Literacy practices are shaped by the data collected to improve instruction.

Guiding Principle 5: Professional Learning

Educators must be prepared to teach effectively in the schools of the 21st century. Practicing teachers will benefit from ongoing, job-embedded learning opportunities that promote lifelong learning and reflective teaching.

The most important component of literacy instruction is the teacher. Professional development gives teachers instructional strategies and tools that strengthen their capacity to provide quality instruction. In *Visible Learning*, Hattie discusses the importance of collective teacher efficacy. Teachers who believe they can positively impact students likely will (Hattie, 2017). When professional learning is the cornerstone of a literacy program, teachers feel that they are equipped to help their students achieve.

Professional development must be ongoing, job-imbedded, authentic, collaborative and aligned to district goals. It is crucial that professional development allows teachers to have choice and support their current needs and students. New teachers are not considered finished products when they enter their own classrooms but rather highly qualified novice educators. Experienced teachers will also benefit from ongoing professional learning to improve their craft. Educators must receive professional learning around all areas of literacy including how to use differentiation in the general education classroom to meet the needs of their diverse learners. Teachers must learn about effective and research based interventions that can support struggling readers and writers. Teachers need to have confidence in teaching and guiding students through the writing process, encouraging their students to think critically about complex texts, and modeling how students can support their thinking with clear logic and textual evidence.

Instructional Coaching is a key component of professional learning. Instructional coaches develop relationships with teachers and facilitate conversations around supporting student achievement and growth. Instructional coaches provide a wide range

of supports like lesson planning with teachers, analyzing student assessment data to drive literacy instruction, facilitating professional learning communities (PLCs) focused around important literacy topics, and providing relevant workshops with opportunities for classroom application and follow-up.

Section IV: Needs Assessment Review

Standards and Curriculum

The curriculum at grades K-6 is aligned with the Pennsylvania Core Standards and the curriculum articulates what students need to know and do at each grade level. Teachers and specialists work to provide the necessary vertical alignment for the continuation of programming. The curriculum at grades 7-12 aligns with the Pennsylvania Core Standards, however, the needs assessment indicated that the curriculum and instruction does not have a fully consistent approach across all subject areas and all grade levels. Curriculum at these levels also needs improved collaboration across grade levels to ensure horizontal and vertical alignment. Research-based instructional strategies, timely and meaningful feedback, standard-aligned rubrics for instruction and grading, and the use of writing samples and real-world writing tasks need to be implemented into all courses.

To accomplish the literacy goals, professional development is needed for all grade and content levels on the topic of explicitly instructing writing. On the secondary level, research-based core literacy curriculum will be evaluated through the 2021-2022 Curriculum Review process and standards-aligned curriculum will be implemented with fidelity. As the curriculum maps are updated, integration and revision of rubrics will be implemented to instruct and assess student work, create exemplar writing samples, and include real-world writing tasks to better meet the needs of all students. Another area of need is consistent expectations and more communication across grade levels. Lastly, in order to best meet student needs, differentiated instruction needs to be implemented consistently and curriculum should be re-evaluated to include additional culturally inclusive material.

Standards and Curriculum	In Place	Not in Place	Content Modules that would assist	Other Professional Development/ Resources that would assist
K-5	X		Writing instructional practices	Professional development to ensure best practices and fidelity in writing instruction.
6-8		Emerging	Writing instructional practices Rubric use and creation	Professional development to ensure best practices and fidelity in writing instruction. Professional development concerning the implementation of standards-aligned curriculum with fidelity. Professional development and standard setting for integrating rubrics to instruct and assess student work, creating exemplar writing samples, and including real-world writing tasks to better meet the needs of all students.
9-12		Emerging	Standards-aligned curriculum Rubric use and creation	Professional development concerning the implementation of standards-aligned curriculum with fidelity. Professional development and standard setting for integrating rubrics to instruct and assess student work, creating exemplar writing samples, and including real-world writing tasks to better meet the needs of all students.

Assessment

Kindergarten through 6th grade have an assessment plan that is followed and teachers review data following administration. Data meetings are necessary to address changes that need to be made to improve student achievement across the grade level and at the classroom level. Data meetings need to be less surface level and drill down to determine the instructional practices that can be put into place to strengthen Tier 1 & 2 instruction for students. In Kindergarten through 4th grade, a weekly common planning time with ISTs and/or other literacy leaders, special education teachers, administrators, and grade level classroom teachers would be helpful for teachers to collaborate on best instructional practices and to use data to drive purposeful instruction.

The needs assessment indicated that grades K-8 have assessment measures that have a strong evidence of validity and reliability and these measures are used on an established schedule to screen, diagnose, monitor and determine literacy outcomes. The needs assessment indicated that in grades 7-12 the data culture is emerging. Teachers need more training, direction, and availability to use the data to analyze and make instructional decisions to meet students' needs within individual classrooms. Targeted checks are utilized to gauge student understanding, but the data is not always used to inform instruction. In the secondary level, inconsistencies exist in the creation and quality of standards-based assessment measures, the use of various measures and procedures associated with analyzing and acting on students data, and team and leadership discussions concerning instructional goals based on student data. As a district, Performance Tracker allows teachers and administrators to easily obtain students' assessment data on high-stakes and summative assessment. However, this is not used at all grade levels with consistency.

To accomplish our mission, common, high quality standards-based assessments must be created and implemented in grades 7-12, and grade level data meetings need to take

place regularly to review student achievement, plan to remediate deficits, and discuss how to monitor student growth. Teachers, along with the assistance of administrators and instructional coaches, must be given professional development concerning data collection, analysis, and monitoring. Protocols and programming to identify and additionally support students with deficits must be developed. With the support of administration, department chairs, and content facilitators, the teaching of literacy skills needs to extend to all content areas. Finally, assessments must be given in a standardized manner across students, classes, and schools.

Assessment	In Place	Not in Place	Content Modules that would assist	Other Professional Development/ Resources that would assist
K-5	X		Progress monitoring, intervention, and data collection practices	Professional development on best practices for data meetings (collection, analysis, implementation, and monitoring) to review student achievement, plan to remediate deficits, and discuss how to monitor student growth.
6-8		Emerging	Progress monitoring, intervention, and data collection practices Content area literacy	Professional development concerning the creation and implementation of common, high quality standards-based assessments in grades 7-12. Professional development on best practices for data meetings (collection, analysis, implementation, and monitoring) to review student achievement, plan to remediate deficits, and discuss how to monitor

				<p>student growth. Professional development to all content area teachers concerning the teaching of literacy skills all content areas.</p>
9-12		Emerging	<p>Progress monitoring, intervention, and data collection practices</p> <p>Content area literacy</p>	<p>Professional development concerning the creation and implementation of common, high quality standards-based assessments in grades 7-12. Professional development on best practices for data meetings (collection, analysis, implementation, and monitoring) to review student achievement, plan to remediate deficits, and discuss how to monitor student growth. Professional development to all content area teachers concerning the teaching of literacy skills all content areas.</p>

Instruction

Criteria for the review and adoptions of standards-based curriculum material is established by the district. Journeys, the PA Core aligned reading program in grades K-6, is used in conjunction with Foundations and Heggerty Phonemic Awareness, which strengthen the foundational skills for our K-1 students. Despite the core alignment with effective differentiation strategies and scaffolds, some students still struggle with the rigorous material presented in the curriculum. Standards aligned literacy programs are implemented in some grades 7-12; however, the programs need more developed vertical continuity to support progression through the standards. Beyond 6th grade, the district needs to develop interventions and small group remediation for students who are not identified as special education.

To accomplish our vision, in grades K-4, common planning time to collaborate with teachers and specialists to adjust groups, identify needs, and develop instructional plans/goals, best practices, and differentiated instruction needs to occur. In grades 5-12, students would benefit from a set of data-based decision protocols used consistently across the district to guide instructional practices. District and administration support to implement effective, research-based interventions beyond teacher developed activities is necessary for all students to be successful. The development of protocols to identify students for these interventions are also necessary. Furthermore, in grades 5-12, all content specific teachers need to instruct students on effective reading strategies for their specific content areas. Developing relationships with parents to ensure they support their children's learning at home, in conjunction with possible summer support programs, should also be considered. Finally, it would be beneficial to have additional administrative support and literacy leadership to ensure students in all classes/sections that need small group, teacher-directed literacy instruction receive the necessary remediation. Additionally, it is

important for building leaders to examine classrooms for effective instruction and ensure programs are being implemented with fidelity and consistency.

Instruction	In Place	Not in Place	Content Modules that would assist	Other Professional Development/ Resources that would assist
K-5	X		Fidelity with instruction- writing	Professional development to ensure best practices and fidelity in writing instruction.
6-8		Emerging	Progress monitoring, intervention, and data collection practices Fidelity with instruction- writing	Professional development concerning the implementation of research-based intervention and enrichment programs. Professional development concerning effective instruction and programs being implemented with fidelity and consistency.
9-12		Emerging	Progress monitoring, intervention, and data collection practices Fidelity with instruction- writing	Professional development concerning the implementation of research-based intervention and enrichment programs. Professional development concerning effective instruction and programs being implemented with fidelity and consistency.

Professional Learning and Practice

The instructional coaches offer a wide range of support for improving instruction, including professional development sessions and lesson modeling. Currently, most professional learning topics have a clear connection to student learning and district initiatives. The Needs Assessment revealed that professional development is more effective and better received when differentiated choices are provided and the content can be immediately implemented into practice, while teachers are being supported by instructional coaches, administrators, and other literacy leaders.

To meet our goals, professional development should be developed, presented, and supported by Spring-Ford staff members, including administrators, instructional coaches, and teacher leaders. A focus on fostering common instructional practices and valid, standards-based assessments among all grade levels, individual classrooms, and buildings to promote consistency throughout the district would be beneficial. Also, professional development focusing on differentiation of instruction, collection and use of data to drive instruction, explicit writing instruction, and peer observation should be implemented in all grade levels. To enhance literacy goals, time during professional development days should be clearly connected to elements of the literacy plan, including collecting reliable and valid data and analyzing and responding to student assessment data. In addition, professional development concerning literacy will need to be provided to all content area teachers, with the support of the curriculum department, building administrators, department chairs, and content facilitators. Moreover, professional development to address literacy instruction across content areas is essential to ensure the growth of all students. Finally, administrators should actively participate in all professional development topics as a learner or a facilitator to ensure the cohesion of information and to ensure they can act as literacy leaders in their buildings.

Professional Learning Opportunities www.eduplanet21.com/paslp

Professional Learning and Practice	In Place	Not in Place	Content Modules that would assist	Other Professional Development/ Resources that would assist
K-5	X		Differentiated instruction, tiering, scaffolding	Professional development focusing on differentiation of instruction and tools, the collection and using data to drive instruction, explicit writing instruction, and peer observation should be implemented.
6-8		Emerging	Content area literacy Differentiated instruction, tiering, scaffolding	Professional development to address literacy instructions across content areas is essential to ensure the growth of all students. Professional development focusing on differentiation of instruction and tools, the collection and using data to drive instruction, explicit writing instruction, and peer observation should be implemented.
9-12		Emerging	Content area literacy Differentiated instruction, tiering, scaffolding	Professional development to address literacy instructions across content areas is essential to ensure the growth of all students. Professional development focusing on differentiation of instruction and tools, the collection and using data to drive instruction, explicit writing instruction, and peer observation should be implemented.

Literacy Leadership, Goals, and Sustainability

Strengths

- Policies, personnel, budgets, and training are utilized to produce improved outcomes.
- Literacy is kept as a priority in the district.
- Literacy leadership (supervisor and principals) support reading and intervention specialists with resources, meeting agendas and notes, as well as classroom visits.
- Instructional coaching support is available to all teachers in grades K-12 and instructional coaches are provided opportunities to continue to grow professionally.
- Spring-Ford provides teachers and staff with regular meeting times for professional learning opportunities.
- At the K-6 level, Spring-Ford continues to build the capacity of individuals to serve as trainers for core, supplemental, intervention, and enrichment literacy materials and resources.

Gaps

- Literacy goals and outcome-based literacy improvement practices need to become evident to all staff.
- Recruiting and training of future literacy leaders and current literacy leaders is emerging.
- Data analysis needs to occur to determine root cause related to student achievement.
- Spring-Ford can improve the use of the Montgomery County Intermediate Unit, PaTTAN, and other providers for professional learning.
- Instructional leaders need to support instructional staff with a commitment to data-based decision making.
- Schools need assistance with writing yearly school-based reports on progress toward literacy goals to be shared with parents, school board, and community.
- Spring-Ford needs to engage parents and the community in improving literacy achievement.
- At the 7-12 level, Spring-Ford needs to consider ways to support literacy goals, assessment, instruction, and professional development through supporting the growth of struggling readers.

Conclusion for Literacy Leadership, Goals, and Sustainability

There are many areas in Literacy leadership, goals, and sustainability where the Spring-Ford Area School District is finding success. Spring-Ford considers literacy as a top priority for students. The district has policies and procedures in place to continue to keep literacy as a focus. Spring-Ford has a strong instructional coaching model that supports classroom instruction, professional development, and data analysis. At the K-6 level, Spring-Ford has specialized instructional staff to support core, supplemental, intervention, and enrichment in literacy practices. To accomplish our mission and vision in literacy, Spring-Ford will work to improve some areas. The first step is to share literacy goals with all stakeholders. By communicating the literacy goals, all stakeholders will be able to be more deeply invested in literacy outcomes. Spring-Ford needs to develop a process for creating opportunities for teachers to share in some of the literacy leadership. In grades 7-12, Spring-Ford needs to implement practices to support developing readers by providing a wide array of interventions and supports to develop literacy skills. Additionally, all teachers in grade 7-12 will continue to develop literacy skills to apply content area literacy to support reading and writing development. Spring-Ford can also improve parent and family engagement to allow parents and families more access to student progress and to be a part of the curriculum and instruction review cycles. Lastly, Spring-Ford needs to provide more professional development in the areas of literacy practices and data analysis.

Literacy Leadership, Goals, and Sustainability	In Place	Not in Place	Content Modules that would assist	Other Professional Development/ Resources that would assist
K-5		X	Parent and Family Engagement Strategies	Literacy practices and data analysis
6-8		X	Understanding multi-tiered instructional models	Literacy practices and data analysis
9-12		X	Understanding reading intervention	Intervention programs to support students that have not obtained proficient levels in reading.

Transition- The primary goal of transition planning is to ensure that all students have opportunities to experience academic excellence and a strong sense of well-being.

Strengths

- School success is monitored by reviewing retentions, graduation rates, and other indicators to ensure student success in school.
- Spring-Ford has a Future Planning Center and uses Smart Futures to help students through the transition to life after high school.

Gaps

- Spring-Ford does not have an identified transition committee that consists of multiple stakeholders to meet the needs of students.
- Transition plans spanning grades K-12 are not fully implemented. Transition measurable goals must be identified at each of the transition points.
- Professional learning opportunities for professional staff need to be developed to ensure successful transitions for students.
- Teachers of adjacent grade levels need time to work with each other to discuss students. This is lacking between elementary and intermediate school and between intermediate to 7th, 7th to 8th, 8th to 9th.

Conclusion for Transition

The area of transition is one that Spring-Ford must consider making improvements. It was evidenced in the needs assessment that transitions are not a priority in the system. In grades K-4, teachers and specialists meet to discuss the transition from one group of students to the next. With the many building transitions and large number of staff in grades 5-12, transitions are more difficult than in elementary school. Spring-Ford has a strong transition program at the high school level to support students as they transition to college or career. Providing professional staff opportunities to learn how to ensure successful transitions should be considered as part of the professional development plan.

Transition	In Place	Not in Place	Content Modules that would assist	Other Professional Development/ Resources that would assist
K-5		X	Importance of parent & family engagement Importance of vertical connections	Transition planning time for grade level to grade level and 4th to 5th grade Transition committee
6-8		X	Importance of parent & family engagement Importance of vertical connection	Transition planning time for grade level to grade level Transition committee
9-12		X	Importance of parent & family engagement Importance of vertical connection	Transition planning time for grade level to grade level Transition committee Coordinate with Future Planning Center

Partnerships

Strengths

- Spring-Ford works with community libraries to discuss programs and support to families.
- Spring-Ford has some connections with community educational resources such as dual enrollment.
- Spring-Ford has a yearly literacy night for elementary students and their families.

Gaps

- Spring-Ford needs to coordinate with community educational resources to provide comprehensive and aligned educational services.
- Spring-Ford needs to develop an advisory committee to engage community partners with planning, implementing, and evaluating integrated literacy services.
- Spring-Ford needs to participate in community awareness activities to inform the public of the need for literacy education for children birth-grade 12.
- Spring-Ford should seek to establish partnerships across the disciplines to ensure reading and writing are taught within the contexts of the content specific curricula.

Conclusion for Partnerships

Spring-Ford Area has the opportunity to build a variety of partnerships within the school community. As part of future goals, Spring-Ford should seek to partner with community educational services, develop an advisory committee, and participate in community awareness activities. Spring-Ford should continue to maintain relationships with community libraries. Literacy and math nights should continue when in-person, large group activities can resume. The Spring-Ford Future Planning Center should continue to be maintained and supported to provide students access to resources, community and college partnerships to assist with plans beyond high school. Additionally, dual enrollment opportunities should continue to be maintained and supported.

Partnerships	In Place	Not in Place	Content Modules that would assist	Other Professional Development/ Resources that would assist
K-5		X	N/A	Coordinate with MCIU and surrounding districts
6-8		X	N/A	Coordinate with MCIU and surrounding districts
9-12		X	N/A	Coordinate with MCIU and surrounding districts Coordinate with the Future Planning Center

Section V: Setting and Prioritizing Goals

Goal Setting

Title of Section	Goal	Rationale
Standards and Curriculum	Increase collaboration among teachers to improve horizontal and vertical alignment within and across grade levels.	Increased communication will allow teachers to find and address gaps as well as increase fidelity of curriculum implementation.
	Diversify resources within the curriculum to better represent all students.	A curriculum rich in diverse texts contributes to a global worldview essential for a 21st century learner. Additionally, students need to see themselves reflected in the literature being taught.
	Create a culture where literacy is seen as a cross curricular skill, not simply relegated to ELA.	Reading is essential for all learning and there are content specific literacy skills that should be covered in each subject area.
	Professional development is needed for all grade and content levels on the topic of explicitly instructing writing.	The needs survey showed that writing is an area that lacks fidelity and consistency.
	Create and revise rubrics to instruct and assess student work, create exemplar writing samples, and include real-world writing tasks to better meet the needs of all students.	Implementing best practices, such as including writing exemplars, samples, and standards-based rubrics will increase student literacy growth.

Title of Section	Goal	Rationale
Assessment	Create a data culture in each building, including procedures, frameworks, and protocols for consistency.	Teachers, admin, and literacy leaders (coaches, Reading specialists, ISTs) collaborate to review grade level data to best support students.
	Common planning time, particularly for k-4 teachers, to allow for data meetings and implementation of student support.	Elementary teachers currently do not have common team time to analyze and act on data.
	For 7-12, create common, high-quality, standards-based formative and summative assessments, that are administered with fidelity.	Common, standards-based assessments will allow data to be disaggregated to allow for students remediation and acceleration.

Title of Section	Goal	Rationale
Instruction	Create a consistent level of RtII intervention between buildings.	Teachers notice that there are inconsistent levels of support (frequency/intensity/actual intervention program/format between buildings.
	Create parent communication explaining what IST/RtII is and how it works across buildings and grade levels.	Parents are upset when students arrive at the 5th-6th grade center and specific support is not offered.
	Create cross curricular professional learning communities to integrate reading across content areas.	Integrated professional development so issues get solved with practical solutions (does not have to come from the top down).
	Review current resources and tier II & III interventions that align with the resources.	All students must make meaningful progress towards grade
	Administrative support and literacy leadership to ensure students in all classes/sections are receiving effective instruction and programs are being implemented with fidelity and consistency.	To ensure all students have equitable access to curriculum, it must be implemented with consistency and fidelity.

Title of Section	Goal	Rationale
Professional Learning and Practice	Communicate with administrators about building needs and goals.	It is important to differentiate professional learning based on building needs.
	Create a building survey to identify specific needs for teachers.	It is important to meet the instructional needs of teachers in each building.
	Administrators become active participants in professional learning.	Administrators need to partner with the curriculum department and teachers to establish goals and work together.
	Provide more choice inservice days that involve district teachers who lead the learning.	Teachers need to see other approaches and strategies that are effective with students.
	Continue the PLC model led by instructional coaches. This could include book clubs, data discussions, instructional strategies, technology engagement.	Positive feedback from teachers and administrators saying this is an effective practice.
	Offer professional learning in a variety of formats including asynchronous options.	Teachers need flexibility to continue their professional learning.

Title of Section	Goal	Rationale
Literacy Leadership, Goals & Sustainability	Designate and train teacher leaders to help facilitate the sharing/implementation of district literacy goals in their specific building. (build upon the already existing system of content facilitators).	This will give building teachers an immediate, accessible resource and allow for greater communication and consistency.
	Share literacy goals with all stakeholders. By communicating the literacy goals, all stakeholders will be able to be more deeply invested in literacy outcomes.	This would ensure our literacy goals are accomplished, all stakeholders must “buy in” to a shared mission and vision.
	Improve parent and family engagement to allow parents and families more access to student progress and to be a part of the curriculum and instruction review cycles.	Parents and families are an important resource to ensure that all students can grow in the area of literacy.

Title of Section	Goal	Rationale
Transition	Develop and utilize common disciplinary language across grade levels.	To help smooth transitions between grade levels, avoid redundancy, and maximize learning efficiency.
	Communication with colleagues in grades above or below on curriculum as well as students' strengths and needs.	Curriculum knowledge of grades before and after a teacher's current grade will help to understand students' prior knowledge coming in as well as needs for what will need to be covered moving on. Communicating students' strengths and needs to forthcoming teachers will help the new teacher to streamline instruction and identify struggling students more quickly.
	Provide students with foundational skills for them to be able to transition to life post high school as successful global citizens.	Students should be able to identify and differentiate between media sources through literacy skills. Students need literacy skills which prepare them for adult living, not just furthering their education (ie. college). Students should learn functional reading, writing, and speaking skills for the workplace (ie. creating a resume, public speaking, communicating with a group, etc).

Title of Section	Goal	Rationale
Partnerships	Coordinate with community educational resources, PATTAN, MCIU and surrounding school districts to provide comprehensive and aligned educational services.	Working with educational organizations and other districts provides Spring-Ford opportunities to continue to grow and develop necessary skills.
	Develop an advisory committee to engage community partners and parents/families with planning, implementing, and evaluating integrated literacy services.	Student achievement is developed through strong parent/family partnerships.
	Provide awareness activities to inform the community and families of the need for literacy education for children birth-grade 12 and provide literacy resources to families.	Importance of keeping students engaged in academics and giving parents resources to foster literacy in the home.
	Seek to establish partnerships across the disciplines to ensure reading and writing are taught within the contexts of the content specific curricula.	Importance of consistency across content areas for covering essential literacy skills.

Prioritizing Goals

Standards and Curriculum

1. Provide additional resources to continue to diversify resources to be a representative sample of a wide range of authors and characters.
2. Increase collaboration among teachers to improve horizontal and vertical alignment within and across grade levels.
3. Professional development is needed for all grade and content levels on the topic of explicitly instructing writing.
4. Create a culture where literacy is seen as a cross curricular skill, not only relegated to ELA.

Assessment

1. Create a data culture in each building, including procedures, frameworks, and protocols for consistency.

Instruction

1. Create cross-curricular professional learning communities to integrate reading across content areas.
2. Create a system of interventions that can provide consistency with RtII interventions and IST process (K-6).

Professional Learning and Practice

1. Provide more choice related to professional learning that involves district teachers who lead the learning.
 - a. Create a survey to identify specific needs related to professional learning.
 - b. Communicate with administrators about building needs and goals.
 - c. Offer professional learning in a variety of formats including asynchronous options.
2. Continue the PLC model led by instructional coaches and curriculum supervisors. This could include book clubs, data discussions, instructional strategies, technology engagement.

Literacy Leadership, Goals & Sustainability

1. Share literacy goals with all stakeholders. By communicating the literacy goals, all stakeholders will be able to be more deeply invested in literacy outcomes.
2. Designate and train teacher leaders (content facilitators) to help facilitate the sharing/implementation of district literacy goals in their specific building.

Transition

1. Provide students with foundational skills for them to be able to transition to life post high school as successful global citizens.
2. Communication with colleagues in grades above or below on curriculum as well as students' strengths and needs.

Partnerships

1. Seek to establish partnerships across the disciplines to ensure reading and writing are taught within the contexts of the content specific curricula.
2. Provide awareness activities to inform the community and families of the need for literacy education for children birth-grade 12 and provide literacy resources to families.
3. Coordinate with community educational resources, PATTAN, MCIU and surrounding school districts to provide comprehensive and aligned educational services.
4. Develop an advisory committee to engage community partners and parents/families with planning, implementing, and evaluating integrated literacy services. Additionally, provide parents and families more access to student progress data and to be a part of the curriculum and instruction review cycles.

Goal Action Map

Goal Statement: Provide additional resources to continue to diversify resources to be a representative sample of a wide range of authors and characters.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Complete curriculum resource review for ELA in grades 7-12	Complete curriculum resource review for ELA in grades K-6	Review all ELA curriculum resources
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	ELA Curriculum Supervisor and curriculum facilitators, content facilitators, and department chairs	ELA Curriculum Supervisor and curriculum facilitators, and instructional coaches	ELA Curriculum Supervisor and curriculum facilitators, content facilitators, and department chairs
Resources Needed	Professional development/ guidance that focuses on curriculum review for high interest, well developed text, that is representative of a wide range of authors and characters. Clear process to review materials Time to review current resources and texts. Budget to support professional development and purchases.	Professional development/ guidance that focuses on curriculum review for high interest, well developed text, that is representative of a wide range of authors and characters. Clear process to review materials Time to review current resources and texts. Budget to support professional development and purchases.	Time to collate information during in-service time
Specifics of information	Title review and identify gaps in resources	Title review and identify gaps in resources	List of compiled titles
Measure of Success	New titles that represent a variety of authors that provide students opportunities to see themselves and others in the texts they read.	New titles that represent a variety of authors that provide students opportunities to see themselves and others in the texts they read.	
Review Date	June 2022	June 2023	June 2024

Goal Statement: Increase collaboration among teachers to improve horizontal and vertical alignment within and across grade levels.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Complete curriculum resource review for ELA in grades 7-12 with horizontal and vertical alignment in the forefront.	Complete curriculum resource review for ELA in grades K-6 with horizontal and vertical alignment in the forefront.	Connect facilitators and grade level teachers across grade level bands to discuss student development.
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	ELA Curriculum Supervisor and curriculum facilitators, content facilitators, and department chairs	ELA Curriculum Supervisor and curriculum facilitators	ELA Curriculum Supervisor and curriculum facilitators, content facilitators, and department chairs
Resources Needed	Curriculum writing time with substitute coverage or in-service time	Curriculum writing time with substitute coverage or in-service time	Curriculum time with substitute coverage or in-service time
Specifics of information	Working through the curriculum to establish expectations for each grade level.	Working through the curriculum to establish expectations for each grade level.	Discuss practices related to alignment
Measure of Success	Courses are aligned with grade level before and after.	Courses are aligned with grade level before and after.	Teachers can describe the alignment process and skills needed to remain aligned.
Review Date	June 2022	June 2023	June 2024

Goal Statement: Professional development is needed for all grade and content levels on the topic of explicitly instructing writing.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Create monthly meeting professional development for grades 5 & 6 ELA/SS	Create monthly meeting professional development for grades 7 & 8, PLC topics for grades K-4	Create monthly meeting professional development that would be available for teacher to explore literacy strategies
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	ELA Curriculum Supervisor and K-6 Literacy Instructional Coach	ELA Curriculum Supervisor and K-6 & 7-12 Literacy Instructional Coaches	Content facilitators, department chair, and 7-12 Literacy Instructional Coach
Resources Needed	Book study text	Book study text/ articles	Articles
Specifics of information	Writing Revolution book study	Writing Revolution book study/ various articles	Locate grade level resources.
Measure of Success	Teachers can discuss and apply strategies from book study.	Teachers can discuss and apply strategies from book study and articles	Teachers can discuss and apply strategies from articles.
Review Date	June 2022	June 2023	June 2024

Goal Statement: Create a culture where literacy is seen as a cross curricular skill, not only relegated to ELA.

sub goal: Seek to establish partnerships across the disciplines to ensure reading and writing are taught within the contexts of the content specific curricula.

sub goal: Create cross-curricular professional learning communities to integrate reading across content areas.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Identify departments to focus professional development.	PLC groups identified to work on cross curricular skills	Cross curricular skills and content areas identified
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	ELA Curriculum Supervisor, content and curriculum facilitators and department chairs	ELA Curriculum Supervisor, content and curriculum facilitators and department chairs	ELA Curriculum Supervisor, content and curriculum facilitators and department chairs
Resources Needed	Time to collaborate to identify partnerships with ELA. (in-service)	PLC time with across departments 7-12 need to examine schedules for co-planning	Follow up partnerships with teams in grades 7-12
Specifics of information	Plan for partnerships	Set aside quarterly PLC time across departments	Semi-annual PLC check ins
Measure of Success	Departments and lead teachers identified.	PLC groups identified and implemented	Cross curricular skills and assignments identified and implemented.
Review Date	June 2022	June 2023	June 2024

Goal Statement: Create a data culture in each building, including procedures, frameworks, and protocols for consistency.

sub goal: Communication with colleagues in grades above or below on curriculum as well as students' strengths and needs.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Identify procedures, frameworks, and protocols for data meeting culture.	Implement procedures, frameworks, and protocols by grade level/department.	Implement procedures, frameworks, and protocols across grade levels/departments.
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	Building principals ELA Curriculum Supervisor, reading specialists and curriculum facilitators	Building principals ELA Curriculum Supervisor, reading specialists and curriculum facilitators	Building principals ELA Curriculum Supervisor, reading specialists and curriculum facilitators
Resources Needed	Research based evidence, time to collaborate and plan	Time to have data meetings 3x a year- built into schedule	Time to have data meetings 3x a year -built into schedule
Specifics of information	Data team meeting protocols/procedures - best practices	Grade level/department teams review data and identify actionable steps to drive instruction	Building level/mult-department teams review data and identify actionable steps to drive instruction
Measure of Success	Procedures, frameworks, and protocols established for next school year	Identified instructional actions to support student learning	Identified instructional actions to support student learning across building
Review Date	June 2022	June 2023	June 2024

Goal Statement: Create a system of interventions that can provide consistency with RtII interventions and IST process (K-6).

	Action Step 1	Action Step 2	Action Step 3
Action Step	Identify current intervention materials for inventory as well as training needs	Identify any gaps in intervention resources and provide training on the current tools	Monitor use of identified interventions through IST process and RtII implementation
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	Special Education Supervisors, Curriculum Supervisor, Reading Specialists, ISTs, and Special Education facilitators	Special Education Supervisors, Curriculum Supervisor, Reading Specialists, ISTs, and Special Education facilitators	Building principals, Reading Specialists, ISTs, and Special Education facilitators
Resources Needed	Time to inventory resources	Training time-inservice	Data meeting time with teams and menu of tiered interventions with exit criteria based on data
Specifics of information	Spreadsheet with types and quantities of available interventions	Training available to teachers	Program implementation and student achievement data
Measure of Success	Intervention list available to be able to select tiered interventions	Training on interventions for reading specialists, ISTs, and Special Education Teachers is completed	Data reports indicate selection of interventions is meeting the needs of students by increased reading achievement
Review Date	June 2022	June 2023	June 2024

Goal Statement: Provide more choice related to professional learning that involves district teachers who lead the learning.

- a. Create a survey to identify specific needs related to professional learning.
- b. Communicate with administrators about building needs and goals.
- c. Offer professional learning in a variety of formats including asynchronous options.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Create a survey to identify specific needs related to professional development in literacy.	Offer professional development based on topics from survey.	Align professional development offerings with teacher input and building administrator goals.
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	Director of Curriculum and Instruction, Professional Learning Committee	Instructional Coaches, Literacy Supervisor, Special Education Supervisors, curriculum and content facilitators	Building principals, Instructional Coaches, Literacy Supervisor, Special Education Supervisors, curriculum and content facilitators
Resources Needed	Survey data	In-service time for Professional Development	Building collaboration time
Specifics of information	Professional Development Committee create survey	Offer in person, virtual, and asynchronous options	Collaboration with building goals and professional development needs
Measure of Success	Analyze data from survey.	Review feedback from professional development sessions.	Review feedback from principals and teachers.
Review Date	June 2022	June 2023	June 2024

Goal Statement: Continue the professional learning community model led by instructional coaches and curriculum supervisors. This could include book clubs, data discussions, instructional strategies, technology engagement.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Identify PLC framework and schedule.	Lead teachers with how to select PLC topics and drive discussions.	Teachers create PLC opportunities for each other.
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	Building principals, Instructional Coaches, Literacy Supervisor, Special Education Supervisors, facilitators	Building principals, Instructional Coaches, Literacy Supervisor, Special Education Supervisors, facilitators	Building principals, Instructional Coaches, Literacy Supervisor, Special Education Supervisors, facilitators
Resources Needed	Coordinate with building principals for topics and needed resources	Monthly meeting time	Monthly meeting time
Specifics of information	PLC framework finalized	Teachers have opportunities to meet with instructional coaches to guide discussions.	Teachers collaborate for topics of self-directed learning.
Measure of Success	Topics identified and monthly meetings occur.	Teacher directed PLCs occur.	Teacher led PLCs occur.
Review Date	June 2022	June 2023	June 2024

Goal Statement: Share literacy goals with all stakeholders. By communicating the literacy goals, all stakeholders will be able to be more deeply invested in literacy outcomes.

sub goal: Designate and train teacher leaders to help facilitate the sharing/implementation of district literacy goals in their specific building. (build upon the already existing system of content facilitators).

	Action Step 1	Action Step 2	Action Step 3
Action Step	Share literacy plan November 2021	Share updates to literacy plan and develop literacy leaders.	Provide on-going training to support teacher leaders.
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	Curriculum Supervisor	Curriculum Supervisor, Instructional Coaches	Curriculum Supervisor, Instructional Coaches
Resources Needed	See other 21-22 goals	literacy leader training/support	literacy Leader training support
Specifics of information	Literacy Planning team collaborate on goal attainment.	Identify best practices related to group facilitation and professional development.	Continue creating opportunities for teachers to learn how to lead adult learners.
Measure of Success	2021-2022 goals have been acted upon.	Literacy leaders have been identified and supported to lead PLC and literacy related topics.	Teacher leaders are generating topics and professional development opportunities for grade level/content teachers.
Review Date	June 2022	June 2023	June 2024

Goal Statement: Provide students with foundational skills for them to be able to transition to life post high school as successful global citizens. Students should learn functional reading, writing, and speaking skills for the workplace (ie. creating a resume, public speaking, communicating with a group, digital literacy, etc.)

	Action Step 1	Action Step 2	Action Step 3
Action Step	Identify skills needed in which course to provide goal outcomes	Implement identified skills in each course.	Monitor student outcomes based on implementation
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	Grades 9-12 English Content Facilitators and Department Chair	Grades 9-12 English Content Facilitators and Department Chair	Grades 9-12 English Content Facilitators and Department Chair
Resources Needed	Time for curriculum review and team collaboration with other groups	Connecting with other members of content areas	Time to monitor student outcomes
Specifics of information	Task analysis related to desired skills to back map in curriculum	Team members implement specific activities/objectives to student learning	Reassess implementation of course outcomes
Measure of Success	Skills and courses identified	Implemented in courses	Students are demonstrating these skills
Review Date	June 2022	June 2023	June 2024

Goal Statement: Provide awareness activities to inform the community and families of the need for literacy education for children birth-grade 12 and provide literacy resources to families.

sub goal: Coordinate with community educational resources, PATTAN, MCIU and surrounding school districts to provide comprehensive and aligned educational services.

sub goal: Develop an advisory committee to engage community partners and parents/families with planning, implementing, and evaluating integrated literacy services. Additionally, allow parents and families more access to student progress and to be a part of the curriculum and instruction review cycles.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Identify community resources available to families.	Identify members of advisory committee	Plan community events and connect with advisory committee
Timeline	2021-2022 SY	2022-2023 SY	2023-2024 SY
Lead Person/s	Instructional Coaches	Curriculum Supervisor, Special Education Supervisors, Instructional Coaches and Principals	Curriculum Supervisor, Special Education Supervisors, Instructional Coaches and Principals
Resources Needed	Time to connect with community resources	Members of advisory committee	Venue for literacy event and family resources
Specifics of information	Schedule time to discuss available resources	Utilize parent/family members to support and identify needs	Create ways for families to connect to outside resources
Measure of Success	Resources identified and contacts are made	2x yearly advisory committee	Advisory committee remains established and planning for future events
Review Date	June 2022	June 2023	June 2024

Section VI: Dissemination of Plan

The Spring-Ford Area School District Literacy Plan will be shared on the district's website as well as in the district newsletter. Additionally, the Curriculum Supervisor with literacy responsibilities will share the plan with all district staff at the start of each academic year.

Section VII: Assessing and Reporting Progress

On an annual basis, the Curriculum Supervisor with literacy responsibilities will assess the goals in this plan and then report on the outcomes. The outcomes will be shared at the Curriculum & Technology subcommittee board meetings. The data shared will be posted on Spring-Ford Area School District's website in the Curriculum section. Moving beyond the 2020-2021 school year, the Literacy Plan will be reviewed in conjunction with Spring-Ford Area School District's Comprehensive Plan.

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