Erving Elementary School
Literacy Action Plan

June 5, 2019

Acknowledgements

Erving Elementary School Literacy Action Plan

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Erving Elementary School Literacy Action Plan

This document describes the components of the district literacy action plan, as prepared by The District Literacy Action Plan Team (Section 8, page 24)

There are 8 components to this plan:

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Erving Elementary School Literacy Action Plan

Section 1: Connection Between the Erving Elementary School Literacy Action Plan, School Goals and Improvement Plan

Erving Elementary School (EES) is a member of Erving School Union 28, which comprises four unique school districts. EES is located within a thriving learning community, where individual potential is nurtured and raised through social interaction, innovative academics and creativity. The goal of the Erving Elementary School is to graduate literate individuals who are competent and confident in using language for both functional and creative purposes. The EES Literacy Action Plan is comprised of goals, each with a sequence of action steps designed to improve academic achievement for all students. Through the use of systemic assessment and effective teaching practices, EES will improve the reading and writing of students across all content areas.

Our Literacy Action Plan is connected to the following Strategic Objectives that are aligned with the principles of Universal Design for Learning:

    a. Respond skillfully to the academic, social-emotional, and physical needs of all students.
    b. Build educator expertise and a shared vision of effective teaching through educator evaluation, professional collaboration and professional growth.
    c. Use assessment and data to effectively promote and monitor student growth.
    d. Develop and sustain positive and productive relationships with all school community members to promote the health, well-being and learning of all students.

Our Literacy Action Plan is also connected to the following School Improvement Core Values (CV), Goals (G) and Expected Outcomes (EO):

    a. CV - We believe that all students will be successful when provided high quality, coherent instruction, designed with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills.
    b. G - EES educators will produce a Literacy Plan to drive curriculum, instruction, assessment and professional development.
    c. EO - All students will have equitable access to a high level learning in literacy that results in an increase in student achievement.
    d. CV - We believe that all students will be successful when staff utilize high quality, screening, early warning measures of Early Literacy, Reading and Math formative, summative, benchmark assessments, and progress monitoring, grade level common assessments to guide instructional practices.
    e. G - Develop and support a comprehensive assessment system to provide educators with data to inform instructional decision- making.
    f. EO - All staff will have access to common data that results in an overall increase in student achievement.
    g. CV - We believe the quality of adult relationships within a school community has the biggest impact on a school's ability to improve.
    h. G - To improve professional capacity, relational trust, collaboration, and quality of instruction within the EES community.
    i. EO - Stronger adult relationships between school, families, and community partners will contribute to an increase in student learning and their social, emotional and physical well-being.

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Section 2: Why a District Literacy Plan is Needed in Our District

A focus on literacy improvement is necessary in Erving in order to ensure that all stakeholders can and will:

- Develop their ability to think and communicate ideas through speaking, listening, viewing, reading and writing.

- Explain, exchange, and refine ideas as they learn to evaluate the effectiveness of oral and written language.

- Explore literature and language across cultures in order to prepare themselves for responsible participation in a global society.

- Build upon prior knowledge and experience to develop a distinctive writing or speaking voice.

- Use reading and writing as tools for lifelong learning.

This focus will allow EES to improve literacy skills of all students in all grade levels. English language arts (reading, writing, speaking, and listening) though delineated separately, are in fact intrinsically connected. An effective English language arts curriculum weaves together concepts and skills in order to challenge and support student learning within the ELA classroom and in other disciplines. Students read and write, view and discuss, interpret and perform in order to deepen understanding, communicate meaning, and apply learning to other contexts.

This Literacy Action Plan establishes goals and sets action steps that ensure the school supports:

- The use of assessment data to drive instruction;

- The use of data to evaluate student learning and instructional best practices;

- The participation of all content area teachers in literacy instruction;

- Consistent instruction and assessment practices across grade levels and schools;

- A core curriculum accessible by new and veteran teachers, as well as parents;

- Communication with parents and the community about literacy practices;

- The development of a common language around literacy for use across the district

1. Meeting the promise of 100% of the students showing measurable academic growth each year.

2. Consistently achieving Adequate Yearly Progress as measured by the Massachusetts Comprehensive Assessment System.

3. Prepare students for college and beyond, creating responsible citizens through literacy.

4. Having the plan demonstrates the importance of literacy in Erving.

   a. District needs a uniform approach to literacy instruction for all students.

b. Measure of achievement. Need plan to know where the district is going, roadmap.

c. Having a plan allows a common language around literacy.

5. Literacy is the key to unlocking knowledge across all domains and all grade levels.

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Section 3: Literacy Vision Statement

Mission

Erving Elementary School is a caring community of learners with a student-centered philosophy of education. Guided by our core beliefs, the Erving Elementary School in active participation with our community, will provide each student with a quality education that fosters personal development, intellectual growth, and a life-long love for reading.

Vision

Erving Elementary School students will have effective literacy skills that prepare them to contribute and succeed as productive, responsible global citizens in the 21st century.

Core Beliefs

We believe that:
- all students can have a successful school experience
- a caring school environment promotes learning
- teaching is a creative process that requires continual learning
- curriculum is dynamic, adapting to the needs of students and our changing world
- students learn best when families, school, and community are partners in their education
- strong literacy skills - reading, writing, speaking, and listening - are essential in developing thoughtful, motivated learners who communicate successfully in the world.

Section 4: District Literacy Improvement Goals

Assessment

Provide administrators, instructional staff, students, and parents with indicators of students' knowledge, skills, and understanding.

Teaching and Learning

Students will increase their understanding and use of literacy skills. Students will engage in self-reflection to determine areas of literacy that feel easy and areas that feel challenging. Students will direct their learning through a sense of ownership.

Professional Development & Collaboration.

All staff will be dedicated to consistent, focused, and ongoing collaboration to achieve unity and coherence for literacy instruction thereby accommodating the learning needs of all students, pre-kindergarten through sixth grade.

Equity & Access

Literacy teaching and learning at Erving Elementary School will strive to provide meaningful learning experiences for all students. All students shall be provided with opportunities to reflect upon their individual learning needs and preferences and contribute to the design of their learning. Students will develop ownership of their learning through meaningful conversations and collaboration, at their developmental level. All students will have regular access to quality and diverse literature and informational texts through the school library and classroom collections.

Technology

Administrators, educators, and students will increase knowledge and facility with using technology for literacy development.

Section 4: Literacy Improvement Goals & Action Steps

Area for Improvement	**Assessment**
Core Beliefs	We believe that students learn best when assessment by the school is designed not only to assess current levels of achievement, but also to establish new goals for achievement.
Goal To pro	Provide administrators, instructional staff, students, and parents with indicators of students' knowledge, skills, and understanding.
Expected Outcome	To increase student growth in literacy .

Approach				**Results**		
Action Step	Resources	Start Date	Person(s) Responsible	Target Completion Date	Performance Measures	Status
1. Create an assessment calendar.	- School calendar - Assessment criteria - Teacher input - Student analysis	Dec 2017	- Principal - Instructional Staff	June 2020lend	- Assessments - Calendar	Achieved Continued Discontinued
2. Identify, adopt and implement common baseline assessments for fluency, decoding, comprehension, phonics, phonological awareness, speaking, vocabulary, listening, spelling & writing.	- Teacher input -Time - Professional Development - School Visits - Presentations	Sept 2017	- Principal - Instructional Staff	June 2021	- Assessments - Assessment Data	Achieved Continued Discontinued
3. Develop student data folders for every student	-Assessments across all areas of literacy	Sept 2017	- Principal - Instructional Staff	Jan 2020	- Organized student folders to support vertical analysis and collaboration	Achieved Continued Discontinued
4. Support the staff in collection & analysis of data from progress monitoring.	- Budget - Professional development calendar	Sept 2018	- Superintendent - Principal - Instructional	Ongoing	- Data Meetings	Achieved Continued

	- Staff - Space - Time -Progress monitoring resources for all literacy areas		Staff			Discontinued
5. Provide professional development training for all staff to support data analysis and discussion facilitation.	- Budget - Time - Literacy/Data Consultant	Sept 2019	- Principal - Instructional Staff	June 2021.	Dates of PD Staff feedback	Achieved Continued Discontinued
6. Align assessment materials with programming, student need, and grade level State Standards.	- Time - Data meeting - Data specialist	Sept 2018	- Instructional Staff	Ongoing	Assessment Map	Achieved Continued Discontinued
7. Analyze data to identify high priority needs.	- Time - Data meeting - Data -Literacy Team	Sept 2017	- Principal - Instructional Staff	Ongoing	Needs assessment	Achieved Continued Discontinued
8. Disseminate data across all grades.	- Time - Grade level meetings - Staff training	Sept 2018	- Instructional Staff	Ongoing	Data wall or other means of sharing & displaying data.	Achieved Continued Discontinued
						Achieved Continued Discontinued
						Achieved Continued Discontinued

Area for Improvement		**Teaching and Learning**
Core Beliefs	Stud	Students become proficient in their skills when exposed to teachers who have strong literacy knowledge, are reflective practitioners, use a repertoire of pedagogical strategies and engage in professional development. Students also become proficient in their skills when they own their learning and develop agency through self-reflection and engagement of their learning opportunities.
Goal	Studen	Students will increase their understanding and use of literacy skills. Students will engage in self-reflection to determine areas of literacy that feel easy and areas that feel challenging. Students will direct their learning through a sense of ownership.
Expected Outcome		Students will engage in rich literacy tasks in which they analyze, create, interpret, reason, make conjectures, and become proficient learners of the English Language Arts.

Approach				Results		
Action Step	Resources	Start Date	Person(s) Responsible	Target Completion Date	Performance Measures	Status
1. Examine current & new curricula and ensure all students are provided with evidence-based curriculum that allows them to learn in accordance with their personal learning style and learning preference.	- Program materials - Supplemental materials - Budget - Time as a whole staff and small groups - School Library	May 2019	- Principal - Instructional Staff - Librarian - School Psychologist	June 2020	- Literacy program and/or identified programs/curricula to use to create a cohesive program. - Additional supplemental materials	Achieved Continued Discontinued
2. Plan and deliver a series of professional development opportunities around teaching & learning.	- Literacy Consultant - Specialist workshops - Budget - Subs	Sept 2019	- Principal - Literacy Consultant - Instructional Staff	June 2022	- Workshops - Wednesday P.D. opportunities - Meetings	Achieved Continued Discontinued
3. Increase collaboration time for teaching & learning.	- Time - Schedule - Subs	Sept 2019	- Principal - Instructional Staff - Librarian - Technology Teacher	June 2021	- Meetings - Wednesday P.D. opportunities - Release time for classroom visits	Achieved Continued Discontinued
4. Plan and evolve the role and responsibilities of a	- Time - Budget	Jan 2020	- Principal - Literacy	June 2021		Achieved Continued

			Consultant - Instructional Staff			Discontinued
literacy consultant.						
5. Create a 5-year professional development plan, aimed at increasing educator literacy expertise.	- Time - Budget - Subs	Jan 2020	- Principal - Literacy Consultant - Instructional Staff	Dec 2020	- Plan	Achieved Continued Discontinued
6. Develop a comprehensive school to home literacy plan.	- Time - Model plan	Sept 2020	- Principal - Instructional Staff - Parents / PTO	June 2021	- Plan	Achieved Continued Discontinued
7. Align Erving learning expectations with the Massachusetts State Curriculum Frameworks.	- Massachusetts ELA Frameworks - EES Learning expectations - Time	Sept 2020	- Principal - Literacy Consultants - Instructional Staff	Jun 2021	- Document	Achieved Continued Discontinued
8. Choose literacy materials that include real-life contexts	- Materials - Collaboration time - Prof. Dev. - Budget	May 2019	- Principal - Literacy Consultant - Instructional Staff - Library	June 2020	- Lesson Plans - - Video Clips - Field Trips	Achieved Continued Discontinued
9. Perform data analysis to establish baseline data and monitor student growth.	- Time - Collaboration time - Prof. Dev.	Sept 2018	- Principal - Literacy Consultant - Instructional Staff	Ongoing	- Data meetings - Data spreadsheets - Student Folders	Achieved Continued Discontinued
10. Bilingual who can read in another language will build on this linguistic knowledge to further inform the English Literacy practices and development.	- Budget	Jan 2019	- ELL Teacher - All staff	June 2019		Achieved Continued Discontinued

Area for Improvement	**Professional Development & Collaboration**.
Core Beliefs	Collaboration and Professional Development will: ● Create coherence for teaching and learning across grades through training and development. ● Training is scheduled consistently to create coherence between teaching and learning. ● Have a purpose (align with the CCSS) and be applicable to our daily lessons with children.
Goal	All staff will be dedicated to consistent, focused, and ongoing collaboration to achieve unity and coherence for literacy instruction thereby accommodating the learning needs of all students, pre-kindergarten through sixth grade.
Expected Outcome	Students will: ● show measurable growth. ● have a connected literacy experiences as they develop. ● engage in literacy instruction that is dynamic and differentiated to meet their individual learning needs. ● enjoy common language and systematic instruction. ● Foster their sense of self as a learner through engagement, self-reflection and self-direction. Instructional staff will: ● have increased understanding of the teaching and learning in their adjacent grades. ● have opportunities to share strategies and assessments related to the teaching of a connected curriculum. ● be provided with professional development opportunities in both content and pedagogy.

Approach				Results		
Action Step	Resources	Start Date	Person(s) Responsible	Target Completion Date	Performance Measures	Status
1. Staff will engage in collaborative P.D. with flexible groupings one Wednesday afternoon each month in school year 2019-2020 with continuation in following years.	- Monthly agendas - Fidelity in scheduling and committing to these sessions - Wednesday afternoons - Time for staff to meet and design specific sessions based on needs of and feedback from staff	Sept 2019	- Principal - All Instructional Staff - Literacy Consultant	June 2021 - En	- Staff Attendance - Student Performance on schoolwide assessments	Achieved Continued Discontinued

2. Staff will access several professional development opportunities that are connected to curriculum, assessment, and pedagogy.	- Funding for professionals to attend PD sessions - Time to meet as a staff, as well as grade level clusters, to engage in PD	Sept 2019	- All Instructional Staff - Administration - Literacy Consultant	June 2022	- Staff will report on trainings given by outside trainers as well as internal sessions	

Area for Improvement		Equity & Access
Core Beliefs	We bel Lit	We believe that to achieve equity in literacy instruction and the greater school, all instructional staff must pair high expectations with rich, authentic learning opportunities for all students. We believe teachers should understand the diverse backgrounds of our students. We believe all students are entitled to consistent access to high quality and diverse literature and informational texts through the school library and classroom collections. We also believe all students should be exposed to culturally diverse materials.
Goal	L	Literacy teaching and learning at Erving Elementary School will strive to provide meaningful learning experiences for all students. All students shall be provided with opportunities to reflect upon their individual learning needs and preferences and contribute to the design of their learning. Students will develop ownership of their learning through meaningful conversations and collaboration, at their developmental level.
Expected Outcome		• All students are interacting with and will access the common core standards at their personal level of performance and will work toward meeting the CCSS benchmarks. • Teachers will design lessons that meet the needs of all learners. • Effective, differentiated teaching will occur in every classroom from pre-kindergarten through sixth grade. • To ensure they are receiving the instruction needed to continue learning, individual student performance is looked at longitudinally, several years at a time, to investigate specific growth and development in students. • All educators will receive appropriate training and support to ensure there is access and equity within literacy concepts and materials to ensure success for all students. • All educators will engage in frequent, effective planning and collaboration to ensure the individual needs of all students are met consistently throughout the school.

Approach				Results		
Action Step	Resources	Start Date	Person(s) Responsible	Target Completion Date	Performance Measures	Status
1. All students will be given the opportunity to be part of the community of literacy within the school. Staff will engage in thoughtful planning and collaboration to ensure the inclusion of all students to the extent that is appropriate	- Support and training will be provided in order to increase and improve staff competence and confidence to actualize a variety of models/groupings within all classrooms to meet the diverse learning needs of all	Oct 2019	- All Instructional Staff - Literacy Consultant - Librarian	June 2022	- Teachers will collaborate about the effectiveness of these groups in monthly literacy collaboration meetings.	Achieved Continued Discontinued

and necessary to meet individual student needs.	students - Consistent collaboration to ensure groupings are successful, planning and prep is effective, and staff communication is strong - Professional Development -Time and support to collect data and analyze data in order to inform flexible groupings					
2. To increase communication between parents and teachers for the benefit of students' literacy education, benchmarks for student learning will be shared at grade level specific parent information nights. These benchmarks will be reviewed at parent teacher conferences. Benchmarks for the following grade level will be shared in the spring of the previous year.	- Assessments - Defined grade level benchmarks as defined by the MA Frameworks, EES staff, and our curriculum - Time for teachers to develop or publish to the community	Jan 2020	- All Instructional Staff - Reading Specialists - Parents and Guardians	June 2021	- Teachers will report that conferences and parent information presentations specifically share information about Literacy expectations at each specific grade level. - Parents will be given an opportunity to reflect upon the benchmarks.	Achieved Continued Discontinued
3. To ensure that ALL students receive sufficient literacy instruction, tiered instruction implemented through data collection and progress monitoring meetings.	- Assessments - Access to high-quality interventions -Support and training to ensure teachers are	Sept 2019	- All Instructional Staff - Literacy Consultant	Ongoing	- Identify, choose and use curricula and/or program resources to support learning. -Data will be collected to	Achieved Continued Discontinued

	comfortable collecting and analyzing data -Release time				measure the efficacy of instruction/curricula	
4. Investigate and promote internet and technological resources to ensure all students have the opportunity to receive a comprehensive 21st century education.	- Budget $ - Grants - Service providers (Ex: Comcast) - Usage agreements with families - Professional Development	Jan 2020	- Administration - Director of Technology - Librarian	Jan 2021	- Student access to technology at home and school - Teachers are more proficient using the technology that is available to them	Achieved Continued Discontinued

Area for Improvement	**Technology**
Core Beliefs	We believe that technology is an essential component of teaching and learning. It can be utilized to assess student needs and preferences, as well as to provide access to the curriculum. The ability to effectively use constantly evolving technologies is a critical part of daily living. Families need to be supported in students' home use of technology for learning.
Goal	Administrators, educators, and students will increase knowledge and facility with using technology for literacy development.
Expected Outcome	Administrators will: ● Provide and participate in ongoing technology training. ● Provide updated technologies to instructional staff and students. ● Plan and provide supports for students and parents to use technologies at home. Educators will: ● Participate in ongoing technology training. ● Plan together for meaningful implementation, review and assessment of instructional technologies. Students will: ● Develop technology literacy skills. ● Develop skills with a variety of technologies to access curriculum. ● Use technologies to demonstrate their learning. ● Reflect on, and evaluate the effectiveness of, technologies they've used to support and demonstrate their learning.

Approach				Results		
Action Step	Resources	Start Date	Person(s) Responsible	Target Completion Date	Performance Measures	Status
1. Ensure that all teachers and students have access to functioning technology, for use at school and home, that is prescribed in the core curriculum.(see digital literacy and stem standards), compatible with the selected texts, and continuously updated.	- Continuous funding for updating all aspects of EES technology including all technological devices, subscriptions, the director of technology, and professional development to	Sept 2018	- Principal, - Director of Technology, - All Instructional Staff - Librarian	Ongoing	- Teachers will report about the effectiveness of current technology and their needs on a yearly basis.	Achieved Continued Discontinued

	support effective use of technology throughout the school.						
2. Develop essential standards for the judicious use of technology in literacy for pre K to 6th grade students. Identify specific technologies that are an integral part of how concepts are presented, developed, and practiced. Identify critical ways teachers should use technology to present literacy lesson materials Identify ways the students themselves will use technology in literacy classes and at home. Identify the relative percent of time various technologies are used, encouraged, or limited.	- Gathering staff input - Staff training - Time to discuss and propose improvements in technology use - Intensive examination of the technology aspects of the new literacy program.	Sept 2019	- Principal, - Director of Technology - All Instructional Staff	June 2021	- Teachers will report on usefulness of technologies used by teachers and students	Achieved Continued Discontinued	
3. Identify exemplary computer software programs by grade level that support improved student learning.	- Internal computer site for all staff to post suggested technology resources and to comment on experiences with those listed resources	Jan 2020	- Director of Technology, - All Instructional Staff	Jan 2021	- Review of suggested resources will identify what staff consider superlatives resources	Achieved Continued Discontinued	

4. Professional development in the use of essential technology needs to be planned and implemented for all staff involved in literacy education. Such PD would include: a. hands-on practice that leads to confidence in effective daily use of technology; b. collaboration about uses of the technology including group agreement on what students need to know and be able to do in order to effectively utilize technology in their lives. c. special attention will be paid to ensure that professional development will be available to each according to his/her needs and level of technology skill.	- Continuous funding for updating all aspects of EES professional development to support effective use of technology throughout the school.	Sept 2019	- Principal, - Director of Technology - All Instructional Staff	June 2021	- Staff self-report on use of technology and growth in skill.	Achieved Continued Discontinued

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Section 6: Plan for Assessing and Reporting District Progress

Assessment:

The school will collect data on all PreK-6 students following the assessment calendar. (Appendix B)

Reporting Methods:

The Literacy Leadership Team will provide an annual report to the School Committee.

The principal will include a school literacy update at faculty meetings.

The principal and school literacy team will lead staff towards achieving literacy goals and will provide updates by completing reflection templates and/or surveys at least twice per year.

Progress on Literacy Leadership Team initiatives will be shared through the newsletters and the school website.

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Section 7: District Expectations and Supports for Schools

District Supports:

- Instructional Leadership by Principal, Director of Learning Design, and content area coaches, will provide the necessary training, resources, and funding for core programs, interventions, specialized instruction, and assessments as prescribed by the Erving Elementary School Literacy Action Plan.

- Erving Elementary School will support the implementation of the Erving Elementary School Literacy Action Plan. The school will provide time and financial support (PD funds, grants, etc.) for Literacy Meetings, staff development, and other activities as outlined in the goals of this plan.

District Expectations:

- Erving Elementary School will be responsible for adherence to the Erving Elementary School Literacy Action Plan by:

- Communicating consistently that literacy is a priority, Pre-K-6, at each grade level and in all content areas every day.

- Administering assessments as outlined in our Erving Elementary School Assessment Calendar.

- Collecting and analyzing data to inform and improve instructional practices.

- Developing schedules and making effective use of staff to achieve literacy goals.

- Defining tiered instruction and communicating to staff what this structure looks like.

- Implementation and monitoring of core literacy programs, strategies, and interventions.

- Sustaining literacy team and continuing literacy discussions across levels as outlined in this plan.

Completing bi-annual Literacy Reflection Sheets.

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Section 8: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation

District Literacy Action Plan Team Membership:

Name:	Title/Role
James Trill	Principal
Beth Flaherty	Grade 5 Teacher
Lori Hale	Special Education Teacher
Molly Alvin	School Psychologist
Heather Peterson	Speech & Language Pathologist
Jane Urban	Librarian
Beth McCoy	Special Education Teacher
Laura George	Grade 3 Teacher
Lisa Bartlett	Grade 4 Teacher
Melissa Martin	Reading Specialist
Mackensey Bailey	Early Childhood Coordinator

Appendices

[You might include a Glossary of Terms, Data Summary, Key Messages, description of program elements, etc. as needed or desired.]