

S P Morton Elementary Literacy Plan 2016 - 2017

Successful literacy development enhances learning in all subject areas, creates a love of learning and provides the necessary skills for future economic success as well as a rewarding future. It is our duty as educators to provide the learning opportunities, skills and love of learning to ensure that every child has the opportunity to be literate citizens.

Our vision of literacy rest in the instruction of every teacher - from music, to art, to physical education to the core grade level teacher and the special educator who supports every child with a learning disability. All teachers must have a foundational knowledge of literacy, the latest research and the techniques, and strategies to support learning at each grade level during daily reading and writing instruction.

Reading instruction at **S P Morton Elementary** embraces current researched-based best practices and access to the tools necessary to carry out instruction. The principal in conjunction with the reading specialists, and Lead Turnaround Partner (CatapultLearning) will work together to carry out trainings and practices necessary to strengthen and sustain the literacy program. The principal needs to ensure that the K-5 literacy instruction is guided by the Standards of Learning, implemented through the VDOE Curriculum Framework, and supported by the rigor and relevance of the Essential Skills and Knowledge.

The following will be consistent components of the comprehensive balanced literacy program:

- Data will be collected and used to drive instruction.
- Early literacy instruction will include systematic phonemic awareness activities.
- A strong systematic phonics component taught in meaningful context will be included in each primary classroom.
- Word attack skills, sight words, using context clues, structural analysis cues, and reading strategies will be taught.
- Vocabulary development will be intense and meaningful.
- Comprehension skills and strategies will be explicitly taught.
- Fluent reading will be promoted in all grade levels.
- Writing skills will be taught including the writing process, spelling, grammar, and handwriting.

Another important element of literacy success is the role of the parent. Parents should read with and to their children providing a variety of literacy experiences. The school shall provide Read Everyday Folders to enhance sight word knowledge, Keep Books for "At Home Libraries", and level readers to build upon reading skills and assist in developing a love of learning. Reading with a child also helps with valuing and encouraging the importance of homework.

Literacy Goals

The goal of the **Franklin City Public Schools Literacy Plan** is to develop, accelerate and remediate reading skills to ensure that students read on grade level by the time they enter third grade as indicated by the Phonological Awareness Literacy Screening (PALs). For students who are not on grade level, PALs tutors will provide small group instruction, along with the classroom teacher, to move students to grade level during the course of the school year. The goals of the literacy plan will empower teachers to:

- Align instruction to the Standards of Learning using the Curriculum Framework as the guide for instruction.
 - Collaborate on vertical alignment from grade to grade, class to class, elementary to middle school.
 - Engage students through hands-on instruction, higher level/critical thinking questioning, and student collaboration.
 - Use research-based best practices to provide quality instruction.
 - Assess regularly to monitor student progress through a series of formative and summative assessments and use that data to plan for re-teaching, small group intervention and remediation, and/or enhance learning opportunities.
 - Ensure that students will read fluently at grade level.
 - Teach strategies for reading complex text and use anchor charts as visual aids to support student comprehension skills.
 - Improve reading performance on the district, state, and federally mandated tests.
 - Implement the writing process at all grade levels emphasizing writing applications and conventions supported by the reading series, *Journey's* and the *Write Source* texts.
- ✚ Please note that several of these practices are already in place and need to be continued.

Literacy Action Plan

Literature rich hands on activities are used in implementing Tier 1 instruction whole group, and small group instruction to address all Tiers 1, 2 and 3. Staff development will focus on research based best practices and balanced literacy. The following are area of focus to sustain balanced literacy:

- Phonemic Awareness, Word Recognition and Fluency – Students in primary grades learn to recognize and decode printed words developing the skills that are fundamental for independent reading. They develop sound-symbol match and learn how to use it to figure out new words. Students learn sight words to help them read quickly and accurately to build comprehension.
- Phonics instruction - A way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling.
- Acquisition of Vocabulary – Students acquire vocabulary through a print rich environment such as reading books, magazines, and conversing with peers and adults. Teachers also introduce grade level appropriate academic vocabulary to enhance critical thinking skills. Students learn to apply word analysis skills to build and extend their vocabulary.
- Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies – Students learn to develop and apply strategies that help them comprehend informational and literary text. This starts with the basic concepts of print, and how books work to analyzing and evaluating texts to demonstrate understanding of text. Self-monitoring of text takes place when students ask and answer questions about what is read.
- Literary Text – Students learn to apply the reading process to various genres of literature to include: fables, folk tales, fairy tales, short stories, novels, poetry and drama. They demonstrate their comprehension by identify elements such as characters, setting and plot. Students analyze the author’s use of language through word choice and figurative language. Students also compare and contrast, identify meaning and respond in critical and creative ways (graphic organizers, posters, note taking, double journaling). Strategic readers learn to explain, analyze, and critique literary text to achieve deeper understanding.
- Writing Process – Students regularly engage in the writing process to build writing skills. The writing process includes; prewriting, drafting, revising and editing, and publishing. Students engage in these processes at each grade level using grade level text materials, instruction and writing prompts.

Action Plan Writing

- **Writing Curriculum/Applications** - Kindergarten – 5th grade reading curriculum will be enhanced summer 2016 to include additional writing instruction using *Write Source*, which is the series consistent with middle school. Beginning writers learn the various purposes of writing and attempt and use a small range of familiar forms. Developing writers are able to select text forms to suit purpose and audience. They can explain text forms and purpose, and use content specific vocabulary to achieve communication goals. Proficient writers control the language and structural features of a large repertoire of text forms. They choose vocabulary to enhance text and structure their writing according to audience and purpose. All students will participate in quarterly school-wide writing prompts during the 2016 -2017 school year. New teachers will receive training on grading writing prompts according to the rubric, and all teachers will participate in refresher training.
- **Writing Conventions** - Teachers will expose students to good writing through good modeling and providing opportunities for students to practice writing conventions including; spelling, punctuation, grammar and other conventions associated with types of written text. Students learn the purpose of punctuation, use a range of strategies to spell words correctly, and implement newly learned vocabulary in their writing. With consistent practice, students learn how to effectively communicate ideas. Using the pacing guide, *Write Source* materials and *Journey's* as a resource, the teachers will provide mini-lessons to support the **SOLs, Curriculum Framework**, and the school's writing initiative.

The following strategies will be used by teachers to enhance the writing program:

Shared Interactive Writing	The teacher and students choose a topic together and share the pen in writing on large chart paper. Interactive writing allows explicit instruction when gaps in students' skills become apparent and encourages participation in the writing task.
Guided Writing	The teacher and students compose collaboratively in small groups with the teacher. (This can also be led by a student as students progress to an independent level.) Various writing applications are demonstrated and supported. In guided writing, the students' focus is on the thinking and composing process rather than the mechanics. Guided writing also helps students gain confidence and promotes independence in the writing process.
Independent Writing	Students work silently in drafting, revising, and editing their own writing in various writing applications and conventions. Students will work on different stages of the writing and the teacher will conference with students as the teacher monitor student progress. The ultimate goal is published work.
Word Work	Word work should promote automatic word recognition. It involves phonemic awareness, phonics, spelling, high frequency word recognition, and vocabulary instruction. One of the most important aspects of a literacy program is word study that explicitly teaches necessary skills and encourages children's interest and motivation to learn how words work.
Differentiation	In differentiating instruction, teachers recognize students' varying background knowledge, readiness, language, and preference in learning, interest, and how to react responsively. It is a process to approach teaching and learning with students of varying abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. Each teacher should use both formative and summative data to differentiate instruction.

Action Plan Reading

Common Components of Research-Based Literacy Instruction

Teachers will use research-based strategies to implement Balanced Literacy through reading and writing to and children. Throughout this process, students will move from a high level of teacher support to independence. Teachers will use the *Journey's* basal as the primary source of reading instruction supported by numerous ancillaries, trade books, level readers, and materials from VDOE approved sites (example, ReadWorks.org) to provide instruction that is rigorous and promotes critical thinking. Teachers will also use level readers, or other leveled materials from the Reading Complex or Reading Rooms to support guided reading instruction.

Reading Aloud	Read alouds are conducted daily from a variety of children’s literature (fiction, nonfiction, and poetry). Reading aloud is the single most influential factor in young children’s success in learning to read. It builds listening skills, vocabulary, aids in reading comprehension, and assists students in building a positive attitude toward reading.
Shared Reading	Students follow along with the text, observe the teacher reading it with fluency and expression, and are invited to read long. Students will follow along. Eyes on text with voice support is shared reading. In shared reading, students practice skills and strategies that build fluency and confidence. Students see themselves as readers.
Guided Reading	Books are selected from a variety of genres (Guided reading texts are provided with the series.) for a small group with the expectation that all children can read the selection at an instruction level with prompts and questions. The teacher can observe reading behaviors, take anecdotal notes to know what to stress next to move the child forward.
Independent Reading	The child selects and reads a variety of genres. Independent reading provides practice and builds fluency and comprehension. It demonstrates that reading is a priority. Book Boxes or classroom libraries must be a part of every classroom. Also, each teacher will provide a book box for each child to be placed by each desk or table. When students complete work early, books will be available for reading.
Write Aloud	Incorporate writing into the reading instruction. Using a large piece of chart paper, the teacher/class selects a topic and demonstrates how proficient writers move through the writing process. Write alouds model for students how writers think, make decisions, use information, and organize their writing. This is in addition to the journals where students will write each day from the class developed “expert list”.
Differentiation	In differentiating instruction, teachers recognize students’ varying background knowledge, readiness, language, preference in learning, interest, and how to react responsively. It is a process to approach teaching and learning with students of varying abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is and assisting in the learning process. Each teacher should use both formative and summative data to differentiate instruction

Common Components of Research-Based Literacy Instruction

- R.E.A.D. Everyday Folders – All students in PreK – 2 will be a part of our read every day initiative. Students will receive a folder weekly that contains tips for parents on reading with their children, site words, Keep Books for “At Home Libraries,” and books from the class libraries on the students’ independent level to read at home. These folders will be returned weekly and signed off by the parent as to what was read. Teachers will keep a log of each child’s progress on site words and running records to gauge progress and adjust materials as needed. .
- All of the aforementioned areas will be present in all K -5 classrooms, except in grades 3 -5, the Read Every Day folders will be replaced with library books checked out each week. In grades K -2 areas will be more guided by the teacher than in grades 3 through 5. Yet all components exist. As students become more independent, instruction becomes more student driven and teacher facilitated. This becomes more apparent in the upper school (3 -5) than the lower school (K – 2). Another consideration will be the instructional and independent levels of students’ reading and writing ability.

Instructional Action Plan

The school district has adopted common literacy materials for the elementary school to include *Journey's*, its ancillary materials, level reads in the Reading Complex and Book Rooms, and high interest readers to support fiction and nonfiction. Teachers will have necessary materials to support teaching the state academic standards. Teachers will also have access to o- line programs such as Think Central that accommodates *Journey's*, Reading A-Z printable little books for students to use in class and practice at home, Keep Books to promote home-school reading connections and build at home libraries, and ReadWorks.org to support classroom instruction by SOL, literacy skill and lexile level, and SuccessMaker.

Key Component/Strategy	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
The school district adopted a common primary basal series to be used in conjunction with support materials in the regular education classroom. Special Education teachers may need to use different materials or programs to meet the needs of their students	Support and monitor the teaching of the scope and sequence of the adopted curriculum series. Engage teachers in literacy conversations. Check literacy data on students quarterly. (Data Meetings)	Follow the VDOE Curriculum framework to assure that the validity of the written, taught and tested standards. Use the adopted pacing/ curriculum as the main reading program. (Scope and Sequence to be followed). Limit the use of worksheets and engage students in rigorous hand-on instruction that promote critical thinking.	On-going	Formative assessments based upon the common reading program. PALS (K-3), MAP, SOLs, other diagnosis test deemed necessary by the district Administrative Observations (formal) and observations during administrative walk-throughs.
Accelerated Reader will be used to promote independent reading and book selection. AR will not supplant reading instruction.	Assist in acquisition of books and tests.	Use AR as independent reading materials. No grades are associated with AR.	On-going	Informal notes and AR reading data.

Instructional Action Plan continued

Key Component/ Strategies	Administrative Responsibilities	Teacher Responsibility	Timeline	Evaluation
Literacy Bookrooms	<p>Work with the Reading Specialists to assist in space, time and organization to maintain the literacy bookrooms.</p> <p>Use available funds to add to literacy/book rooms.</p> <p>Support the Reading Specialist in encouraging teachers to use books in guided reading groups at all grade levels.</p> <p>Support the Reading Specialist in ordering materials including magazines subscriptions (in 6 packs) to provide another source of informational/nonfiction text for students</p>	<p>Reading Specialist and classroom teachers will maintain the Reading Complex, book rooms and inventory.</p> <p>The Reading Specialist will assist in ordering reading materials with input from the classroom teachers.</p> <p>The classroom teachers will use books appropriately to the bookrooms.</p> <p>The Reading Specialists will train all teachers on the appropriate use of the book rooms and reading Complex and available technology to find VDOE approved materials that support the SOLs and are aligned to the curriculum framework.</p>	On-going	<p>Inventory maintained</p> <p>Lesson plans/walk-throughs</p> <p>Observations</p>

Instructional Action Plan continued

Key Components/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Phonemic Awareness activities will be incorporated on a regular basis in grades K-2.	Support and monitor	Primary teachers will include rhyming, alliteration, phoneme blending, phoneme segmentation and phoneme manipulation.	On-going	Assessments Lesson plans/walk-throughs
Phonics instruction will be taught as articulated in the district-adopted reading series and supported by ancillary materials	Observe Check lesson plans	Literacy time will include the teaching of the phonics scope and sequence found in the reading series and supported by ancillary materials.	On-going	Assessments Lesson plans/walk-throughs
All teachers will incorporate writing instruction, writing process, writing applications, and writing conventions in Language Arts and across all content areas.	Support/monitor Examine writing samples Grade level discussions	Write in all content areas Encourage authentic writing Keep writing portfolios Support students in writing Participate in on-going professional development	On-going	Student writing samples/data Student portfolios

Instructional Action Plan continued

Key Components/Strategies	Administrative Strategies	Teacher Responsibility	Timeline	Evaluation
K-3 teachers will demonstrate a conscientious and on-going effort to systematically teach word study. Methods such as word walls, word sorts, reference aids and visuals will be used to teach vocabulary. Grades 4 and 5 will use word parts -prefix, suffix, and context clue strategies).	Support and monitor Help provide materials when needed	Assess, plan, teach, assess, and then adjust and remediate in whole and small groups	On-going	Lesson plans/walk throughs Observations Spelling Inventory
Instruction in early reading strategies will include background knowledge, meaning, and structure.	Support, monitor, and observe teachers using verbal prompts and scaffolding	Explicitly teach these strategies Assess and use small group intervention as needed	On-going	Running Records
Comprehension Strategies will be taught in order for students to: self monitor comprehension, use visualization, be able to answer higher level questions, generate questions, recognize text structure, use reference skills, make inferences and summarize	Provide professional development on comprehension strategies Understand reading instruction Support, monitor, and observe	Explicitly teach these strategies, directly explain the strategy, model it for the child, give the child guided practice with the strategy, give repeated opportunities to apply and use the strategies as they work through text.	On-going	Formative assessments Benchmarks SOL tests

Instructional Action Plan continued

Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Fluency needs to be explicitly taught by repeated, monitored, oral reading practice	Encourage and monitor fluency Provide professional development opportunities for fluency instruction	Provide students with a fluid model of what the text sounds like. Give students many opportunities to read the same instructional passage orally. Demonstrate the need to adjust fluency with the genre and purpose for reading	On-going	Observations Formative assessments Running records
A wide variety of text will be used for reading instruction	Encourage teachers to use a wide variety of materials	Use reading series and other appropriate materials from the reading complex/reading rooms, VDOE approved sites	On-going	Lesson plans/walk-throughs

Intervention Action Plan

All staff including reading specialists will provide differentiated instruction based on formative and summative data. The differentiation will include those needing remediation and those needing enrichment activities. Staff will analyze data on an on-going basis to monitor student progress to assure intervention or enrichment is appropriate and successful.

Key Components/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Flexible skill groups	Principal and other literacy leaders discuss the rationale for their groupings Observation of flexible instructional grouping	Assess for flexible groupings	On-going	Lesson plans Walk-throughs
Classroom teacher and reading specialist/PALS tutors communicate on a consistent basis After School tutoring as finances allow.	Principal monitor team/planning meeting Provide tutors and location	The grade level team will discuss diagnostic tools and student progress at Data Meetings with principal and during planning meetings to differentiate accordingly. Teachers provide intensive support based on students needs	On-going On-going	Lesson plan/walk throughs Record of student gains
Reading Specialists will provide additional learning time focusing on intense and intentional instruction	Observation	K-3 Reading Specialists will provide PALS intervention 4-5 Reading Specialist will provide intervention to Tier 3 students who qualify based on a set of data criteria.	On-going	Reading Specialist Anecdotal notes Schedule of Intervention/Remediation Assessment data

Uninterrupted Time for Language Arts Action Plan

Key Components/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
The school will review schedules to identify and remove any obstacles to the language block.	Facilitate uninterrupted time Monitor and observe time management	Be aware of time management and engage in time on task	On-going	Schedules Observations
Teachers will plan for cross-curricular extensions of reading/writing.	Observe Allow for common team and vertical planning time	Teach reading and writing across the curriculum. Team members will share instructional strategies and co-plan weekly assuring alignment using the Curriculum Framework. All teachers will use the district-wide approved lesson plan format that emphasizes the cycle of instruction.	On-going	Observations Lesson Plans Attendance and participation at team/planning meetings
The school will refrain/limit from scheduling “special” exceptions that conflicts with the language block	Value language arts block time	Keep language arts time free of interruptions. Use time management and organization skills.	On-going	School Schedule

Professional Development Action Plan

All teachers and administration will participate in staff development emphasizing research-based best practices in literacy instruction. Staff development will include an on-going component of demonstration teaching provided by reading specialists, Lead Turnaround Partner (CatapultLearnig) and/or other school personnel.

Key Components/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Continue the implementation of the balanced/comprehensive literacy program	Walk-throughs, evaluations, professional conversations to ensure the balanced and comprehensive literacy program is being implemented	Attend professional development opportunities, read and keep current with best research practices Use balanced and comprehensive literacy framework in the classrooms	On-going	Attendance Sheets Schedules Lesson Plans Observations
Provide professional development in implementing comprehension strategies, guided reading strategies, small group instruction, phonics instruction, writing rubric training, and data interpretation.	Walk-throughs Discussions with teachers during planning/team meetings Monitor/Feedback Turn Around Lead Partner Support – CatapultLearning Reading Specialists	Implement strategies taught Monitor student progress	On-going	Lesson plans Observations Student progress data
Intensive Coaching Support for teachers in grades K -3 (All teachers in reading for 3 rd grade will be new)	Walk-throughs/Observations Consistent feedback Turn-around Lead Partner Support- CatapultLearning Reading Specialist 3 rd Grade	Implement strategies taught, conference with LTP-Catapult weekly	On-going	Walk-throughs Lesson Plans Coaching Observations/Feed back

Professional Development Action Plan continued

Key Component/Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
Provide intensive reading instructional support for K – 3 reading teachers through PLC training based on instructional needs to strengthen and sustain K-3 instruction.	Attend, support and encourage staff training to strengthen the reading program LTP PLC training- CatapultLearning Reading Specialists	Implement strategies from PLC training with fidelity.	On-going PLC Bi-Weekly	Walk-throughs Lesson Plans Coaching Observations/Feedback
Provide support/training to all K-3 teachers on routines and procedures, transitions, classroom management and positive behavior supports	PBIS training – Administration Mini-training sessions by CatapultLearning Reading Specialists	Implement routines, procedures, transition techniques, positive behavior supports and follow PBIS guidelines	On-going	Walk-throughs Coaching Observations/Feedback Discipline Data Parent Contact Logs
Provide support to new Reading Specialist with creating schedules, supporting teachers, intervention for students, and coaching to present	Provide support to Reading Specialist Team and LPT- Catapult through consistent discussions	Implement responsibilities as Reading Specialist	On-going	Bi-Weekly Meetings/Updates Schedules Data Reports Notes from Reading Specialists Meetings
Meet with LTP, CatapultLearning to update instructional progress	Encourage teachers to follow the direction of Catapultlearning with the support of the administration to strengthen the reading program and build sustainability	Implement strategies, attend PLC, PD afterschool, follow the pacing guide for FCPS	On-going	Walk-throughs Observations Coaching Observations Student Data

✚ To build sustainability, the Reading Specialists will work with CatapultLearning in aforementioned areas.