



Claymont City Schools

Comprehensive Literacy Plan
2016-2017

Section I: Literacy Plan Team Members and Timeline

I. Literacy Plan Review Timeline:

Literacy plan will be reviewed quarterly and revised yearly in the spring for the following year.

II. Team Members:

John Rocchi,
Eric Seibert,
Beth DiDonato,
Jodie Miles

Section II: Mission, Vision, Core Values, and Goals

(Refer to various data sources to determine goals: Insert data as Appendix A)“

Literacy programs require a well-articulated, coherent set of goals based on standards...(PACLP)“

I. Literacy Vision:

All students are reading grade level text with comprehension by the end of third grade.

II. Literacy Goals: Kindergarten to Third Grade

A. Long Range Goals (see appendix for goal planning sheet):

- 95-97% of students reading at grade level as measured by DIBELS NEXT EOY by the end of second grade by 2019-2020

B. Prerequisite Goals (see appendix for goal planning sheet):

Kindergarten

- 90% of students meet EOY benchmark goals on DIBELS Next in the spring of 2017.
- Teachers will progress monitor students who are in need of intensive support every 5 school days, strategic support every 10 days school days, and those who are cutline benchmark on a monthly basis.
- Support teachers in data analysis and instructional planning in order to provide students identified at risk targeted small group interventions.
- Teachers use PM data, intervention logs, and Instructional Planning sheets to flex small groups on a monthly basis during Teacher Based Team meetings (grade level).
- Implement instructional strategies learned during LETRS® and Connecting to the Classroom™ training during core reading and intervention.
- Actively participate in professional development and coaching provided by Step By Step Learning, LLC.

First

- 90% of students meet EOY benchmark goals on DIBELS Next in the spring of 2017.
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- Support teachers in data analysis and instructional planning in order to provide students identified at risk targeted small group interventions.
- Teachers use PM data, intervention logs, and Instructional Planning sheets to flex small groups on a monthly basis during Teacher Based Team meetings (grade level).
- Implement instructional strategies learned during LETRS® and Connecting to the Classroom™ training during core reading and intervention.
- Actively participate in professional development and coaching provided by Step By Step Learning, LLC.

Second

- 85% of students meet EOY benchmark goals on DIBELS Next in the spring of 2017.
- Teachers will progress monitor students who are in need of intensive support every 5 school days, strategic support every 10 days school days, and those who are cutline benchmark on a monthly basis.
- Support teachers in data analysis and instructional planning in order to provide students identified at risk targeted small group interventions.
- Teachers use PM data, intervention logs, and Instructional Planning sheets to flex small groups on a monthly basis during Teacher Based Team meetings (grade level).
- Implement instructional strategies learned during LETRS® and Connecting to the Classroom™ training during core reading and intervention.
- Actively participate in professional development and coaching provided by Step By Step Learning, LLC.

Third

- 85% of students meet EOY benchmark goals on DIBELS Next in the spring of 2017.
- Teachers will progress monitor students who are in need of intensive support every 5 school days, strategic support every 10 days school days, and those who are cutline benchmark on a monthly basis.
- Support teachers in data analysis and instructional planning in order to provide students identified at risk targeted small group interventions.
- Teachers use PM data, intervention logs, and Instructional Planning sheets to flex small groups on a monthly basis during Teacher Based Team meetings (grade level).
- Implement instructional strategies learned during LETRS® training during core reading and intervention.
- Actively participate in professional development and coaching provided by Step By Step Learning, LLC.

Fourth

- 80% of students meet EOY benchmark goals on STAR Reading in the spring of 2017.(71% overall 2014-15 3rd grade scores)
- Teachers will progress monitor students using STAR Reading.
- Continue to use data to provide interventions for students identified at risk.
- Use Reading Street Assessments to identify concepts for re-teaching and small group reading instruction.
- Review student progress monitoring data and discuss student progress during Teacher Based Teams (grade levels).
- Plan for professional development in the area of teaching reading.

Section III: Assessment

“Effective assessment is a key component of quality teaching and learning and is important for literacy instruction and student learning (PaCLP).”

I. Student Data

A. Screening – A brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

Measures To Be Administered:

Grade	Screening Measure	Essential Element(s) Assessed
K	DIBELS NEXT KRA	Phoneme Awareness and Phonics
1	DIBELS NEXT Ohio Writing Screener	Phoneme Awareness, Phonics, Fluency, Writing
2	DIBELS NEXT Ohio Writing Screener	Phonics, Fluency, Writing
3	DIBELS NEXT Ohio Writing Screener	Phonics, Fluency, Comprehension, Writing
4	STAR® Reading	Comprehension
5	STAR® Reading	Comprehension

Evidence of Reliability and Validity of Measures:

DIBELS NEXT- Reliability =

Fidelity of test administration will be monitored during the assessment windows through random staff selection. Fidelity checks will be performed by the Title I staff.

Timeline (When will the measures be administered?):

Fall 2016, Winter 2016, Spring 2017

Students (Which students will be screened?):

All students in grades K – 5 will be screened.

Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):

Title I teachers – STAR® Reading
Grade level teachers – DIBELS® Next

Claymont Primary	Bethany Doane
Claymont Elementary	Lisa Davis
Claymont Intermediate	

Assessment Team Members:

Team Members will include Title I teachers and Classroom teachers.

*Fidelity checks at every benchmark:

- Discrepancies are reported to principal (not scoring within 2 points on any measure)

Training/Retooling (Frequency/Focus):

Integrity check of DIBELS NEXT administration (Yearly/Appropriate administration)

Retraining staff as needed

New staff training by designated staff members before the first benchmark period.

Data Entry (Who will perform the function? Who can be trained as a back-up person?):

Beth Lint, Technology Coordinator

Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):

DIBELS NEXT/ mClass

Funding Source:

DIBELS NEXT costs –Title Funds

B. Progress Monitoring (Formative) – Progress monitoring is a formative assessment which occurs between benchmarks to predict or prepare for student performance at the next benchmark period. The frequency of progress monitoring depends on the student’s classification of either benchmark, strategic, or intensive. If the data indicates no growth through three data points, a change in intervention is required.

Target Students:

Students who are scoring Strategic and Intensive and other students as needed who are identified not on-track

*Progress Monitoring Plan sheets must be utilized

* Utilize data to update Instructional Plan sheets and Intervention Logs

Frequency of Progress Monitoring:

- Students who are scoring Strategic will be assessed every 14 days.
- Students who are scoring Intensive will be assessed every 7 days.
- Students who are scoring at cutline benchmarks will be assessed once a month.

*Principals will monitor progress monitoring data monthly

Measures:

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	DIBELS NEXT – Based upon each student’s need	Phoneme Awareness and Phonics
1	DIBELS NEXT – Based upon each student’s need	Phoneme Awareness, Phonics and Fluency
2	DIBELS NEXT – Based upon each student’s need	Phoneme Awareness, Phonics and Fluency

3	DIBELS NEXT – Based upon each student’s need	Phoneme Awareness, Phonics and Fluency, Comprehension
4	STAR® Reading	Comprehension
5	STAR® Reading	Comprehension

Evidence of Reliability and Validity of Measures:

DIBELS NEXT- Reliability =

Fidelity of test administration will be monitored during the assessment windows through random staff selection. Fidelity checks will be performed by SBSL consultants and the Title I staff.

Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):

Title I teachers – STAR® Reading

Grade level teachers – DIBELS® Next

Claymont Primary	Bethany Doane
Claymont Elementary	Lisa Davis
Claymont Intermediate	

Assessment Team Members:

These Team Members will include Title I teachers and Classroom teachers.

Training/Retooling (Frequency/Focus):

Integrity check of DIBELS NEXT administration (Yearly/Appropriate administration)

Retraining staff as needed

New staff training by designated staff members before the first benchmark period.

Data Entry (Who will perform the function? Who can be trained as a back-up person?):

Beth Lint, Technology Coordinator

Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):

DIBELS NEXT/ mClass

Funding Source:

DIBELS NEXT costs – Title I Funding

Process for Assessing and Placing New Students (e.g., How quickly can this assessment take place?):

Data from their previous school will be reviewed and considered for placement. If necessary, progress monitoring will be done to assess the student with appropriate probes to determine skill levels within one week of enrollment by Title I Reading Specialists.

C. Diagnostic Testing - Diagnostic testing provides school professional with in-depth information about a student’s strengths and weaknesses in a key skill area. These assessments serve as a follow-up for gathering additional data for planning instruction for students who struggle within a skill.

Target Students (Criteria for determining who will receive diagnostic testing):

Students who are scoring Strategic or Intensive and other students as needed (through classroom work and observation)

*Benchmark data should be analyzed within 1 week in order to create Skill Inventory planning sheet- this should be turned into principal

*Administer skill inventory within 2 weeks of benchmark assessment—Title and Learning Support teachers can assist, but cannot administer all assessments

List Standardized Diagnostic Measures:

Grade	Informal Diagnostic	Essential Element(s) Assessed
K	RGR, QPS Phonics, and Sight Word Assessment	Phoneme Awareness and Phonics
1	RGR, QPS Phonics, and Sight Word Assessment	Phoneme Awareness, Phonics and Fluency
2	RGR, QPS Phonics, and Sight Word Assessment, QRI	Phoneme Awareness, Phonics and Fluency
3	RGR, QPS Phonics, and Sight Word Assessment, QRI	Phoneme Awareness, Phonics, Vocabulary, Fluency and Comprehension
4	RGR, QPS Phonics, and Sight Word Assessment, QRI	Phoneme Awareness, Phonics, Vocabulary, Fluency and Comprehension
5	RGR, QPS Phonics, and Sight Word Assessment, QRI	Phoneme Awareness, Phonics, Vocabulary, Fluency and Comprehension

*Only for students needing Vocabulary diagnostic information

Evidence of Reliability and Validity of Standardized Measures:

DIBELS NEXT

Fidelity of test administration will be monitored during the assessment windows through random staff selection. Fidelity checks will be performed by SBSL consultants and the Title I staff.

*Fidelity checks at every benchmark:

- Each SWAT core member partners twice
- Discrepancies are reported to principal (not scoring within 2 points on any measure)

List Curriculum Embedded Assessments:

a. Core Program Assessments

- Administer and score the Weekly assessments. Use the data to inform instruction and during the TBT meetings.
- Administer and score the Unit assessments. Use the data to inform instruction and during the TBT meetings.

c. Supplemental/Intervention Programs Mastery Tests:

Reading Mastery is given to students who are identified as learning support. In addition, students who are identified in need of support may participate in Reading Mastery based upon overall need.

d. Placement Tests:

(Need to create a plan based upon screening and skill inventories)

3. Curricular (Core/Supplemental Assessments)

Grade	Tier	Source	Title	Purpose

D. End-of-Year Testing (Outcome Measures)

- Standardized Measures:

Who		Benchmark	When	Administered by...
3-5		AIR	Spring	Teachers

Section IV: Instruction and Intervention

"Oral language is the foundation for literacy development (PaCLP)."

"Differentiation of instruction is key to enhancing students' ability to learn (PaCLP)."

"Fostering engagement and academic resiliency are keys to developing literate students (PaCLP)."

I. Tiered Instructional Model

A. Tier I: Core Instruction

1. Plan for Core Instruction

Grade	Total Minutes	Minutes for Whole Group	Minutes for Small Group Differentiation	Core Materials (Research based core)	Persons Responsible
K-2	120	90	30 minutes	Reading Street	Classroom teacher and interventionist
3-4	90	60	30 minutes	Reading Street	Classroom teacher and interventionist

**Attach Sample School Schedule*

Reading instruction will begin on the first day of school and finish on the next to last day of school. The fidelity of the instruction will be monitored through learning walks conducted by principals, curriculum director and superintendent.

Teachers will follow the scope and sequence of the skills that are currently part of the Reading Street Core Program. Grade level teams will work towards identifying the skills that must be taught and mastered in each unit.

Work towards providing professional development in the use of formative assessment to prioritize which additional skills individual students need additional instruction and practice. (FIP – PD)

2. Differentiated Instruction of Core Instruction (Reading Street):

- Instructional Grouping for Small Group Differentiation

Small group differentiation of core reading occurs on a daily basis. Students are placed in groups based upon reading levels (below, on-grade and beyond) as determined by assessments (DIBELS Next, STAR Reading, Reading Street). These groups are flexible and based upon weekly and unit assessments. The skills taught and practiced in small group are the same skills taught in whole group that week.

Grade	How? Within-Class, Cross-Class, Cross-Grade	Frequency	Person(s) Responsible
K-2	Within class	Daily	Classroom teacher and interventionist
3-4	Within class	Daily	Classroom teacher and interventionist

- Timeline for Updating Standards Based Instructional Maps:

Fourth – twelve grades are currently working on Instructional Maps that align with the core standards, with an estimated completion of Spring, 2017.

The K-2 teachers will work on the Instructional Maps in the future.

** Attach Completed Fourth Grade Instructional Map when completed.*

B. Tier 2: Supplemental Instruction

1. Plan for Supplemental Instruction

Grade	Total Minutes Scheduled	Frequency	Group Size	Criteria for Identifying Students	Persons Responsible
K-2	45 min	daily	max 5 students	DIBELS Next – NFS Intensive and Strategic as well as Cutline Benchmark	Classroom teachers, interventionists, principals
3-4	30-45 min	daily	N/A	DIBELS Next – NFS Intensive and Strategic as well as Cutline Benchmark 3 rd grade STAR Reading – 4 th grade Special Ed - IEP	Classroom teachers, interventionists, principals

**Attach Sample School Schedule*

2. Research-Based Supplemental and Intervention Programs:

Program	Grade	Essential Element(s) Addressed	What Assessment Qualifies the Need for Program/Resource?
Reading Mastery	2-4	Phoneme Awareness, Phonics, Fluency, Comprehension, Vocabulary	
Florida Center for Reading Research		Phoneme Awareness, Phonics, Fluency, Comprehension, Vocabulary	
SBSL Instructional Tool Kits	K-2	Phoneme Awareness, Phonics,	

- Implementation of Small Group Intervention

K-2 Small group interventions will begin within 1 week following Instructional Planning on September 16, 2016.

3 Small group interventions will begin by October 1st, 2016.

- Plan for Monitoring Fidelity of Program Implementation:

Principals, Curriculum Director and Superintendent will conduct walk-throughs during intervention time to monitor for fidelity. Administrators and Step By Step Learning® consultants will review data during leadership meetings to determine progress towards student and process goals.

- Criteria for Selection of Additional Supplemental and Intervention Programs:

C. Tier 3: Intensive Supplemental Instruction

1. Plan for Supplemental Instruction

The district will continue to explore the options for Tier 3 Intervention, in terms of resources and time allocation.

Grade	Total Minutes Scheduled	Frequency	Group Size	Criteria for Identifying Students	Persons Responsible
K-2		daily	max 3 students	DIBELS Next – NFS Intensive and Strategic as well as Cutline Benchmark	Classroom teachers, interventionists, principals
3-4	30-45 min	daily	N/A	Special Ed – IEP receive accommodations	interventionists

**Attach Sample School Schedule*

2. Research-Based Supplemental and Intervention Programs

Program	Grade	Essential Element(s) Addressed	What Assessment Qualifies the Need for Program/Resource?

- Plan for Monitoring Fidelity of Program Implementation:

II. Instructional Delivery: (add the explicit, systematic – definition – Add the link between OTES rubric and explicit and student engagement)

A. Research Based Instructional Practices

- In order to support teachers in prioritizing instructional time and which components of the core deserve more time, the components of reading instruction that should be given more time at each grade level are listed. It is important to note that all components of literacy (phoneme awareness, phonics/spelling, comprehension, fluency, vocabulary, writing, listening and speaking) should be included in weekly instruction. However the focus and amount of time allocated to each varies upon the grade level.
- The core standards align with and support the instruction of all components of reading instruction. See attachment.

K – Emphasize and spend the most time on:

Oral language Comprehension Skills/ Strategies
Vocabulary/Oral Language
Basic Phonics (reading and spelling)
Phoneme awareness

First Grade- Emphasize and spend the most time on:

Oral language Comprehension Skills/ Strategies (Transition to Print Comprehension the second half of the year)
Vocabulary/Oral Language
Basic Phonics (reading and spelling)
Passage Fluency – second half of the year (Word and Sentence level at the beginning of the year.)
Written Expression
Phoneme awareness

Second Grade -Emphasize and spend the most time on:

Comprehension Skills/ Strategies
Vocabulary/Oral Language
Advance Phonics and Decoding (reading and spelling)
Passage Fluency
Written Expression

Third Grade -Emphasize and spend the most time on:

Comprehension Skills/ Strategies
Vocabulary/Oral Language
Advance Phonics and Decoding (reading and spelling)
Passage Fluency
Written Expression

Fourth Grade -Emphasize and spend the most time on:

Comprehension Skills/ Strategies
Vocabulary/Oral Language
Advance Phonics and Decoding (reading and spelling)
Written Expression

- Define expectations for instructional delivery (systematic, explicit instruction, multi-sensory, technology).

When skills are introduced, teachers will employ explicit instructional strategies and the gradual release model (I do, We do, and You do). All instruction that occurs during interventions is explicit and multi-sensory.

During core reading, teachers will ensure systematic delivery of skills by following the scope and sequence of the core reading program (Reading Street).

During tiered intervention, K-2 teachers will ensure the systematic delivery of skills by using individual instructional plans that are completed during Instructional Planning sessions.

The definition of explicit and systematic instruction as well as examples from the OTES rubric are provided below to assist teachers in understanding each of the terms and how they appear in instruction.

Explicit

Specific and guided to student meet learning outcomes
 Detailed and clear instruction with no room for inference
 Model, guided practice and independent practice (I do, We do, You do)

Evidence (OTES)

Explanations are clear, coherent and precise
 Clarify content before students ask questions (anticipate the questions)
 Learning accessible and challenging
 Clearly expectation and classroom procedures
 Checks for understanding and adjusts explanations accordingly
 Timely corrective feedback

Systematic

Curriculum follows an order, consistent, sequential; moves from the simplest to the most complex.
 Consistent routines and rituals and classroom management

Evidence (OTES)

Data driven based on data
 Understand prerequisite skills and their relationship to other skills
 Developmentally appropriate strategies and language
 Anticipates confusion and presents in multiple format
 Match strategies and materials to students
 Routines are well –established and orderly
 Smooth transition – seamless
 Clear routines for classroom management

- Define expectations for student engagement.
- Teachers will actively engage children in the learning process. For children to learn they must be cognitively engaged. Teachers will employ strategies-- such as quickwrites, think-pair-share, turn and talk, thumbs-up, formative assessments, “museum” or carousel walks, and collaborative problem solving -- to engage students in learning. In addition, K-3 teachers will employ

multi-sensory strategies learned during LETRS® and/or Connecting to the Classroom™ to engage students.

- Teachers will provide students opportunity for student choice.
- Students will participate in set academic goals and will monitor their progress towards the learning goal with their classroom teacher.

Student led

- Student leads their own learning by taking ownership
- Peer teaching

Evidence (OTES)

- Student -led with teacher in role of facilitator
- Actively engage them in ownership of their learning (sharing goals and progress towards individual goal)
- Student initiates responsibility for the efficient operation of the classroom
- Ask student to contribute to the classroom management
- Students take responsibility for their behavior
- Students participant in self-assessment
- Uses of independent, collaborative, and whole-class instruction to support individual learning goals and provides varied options for how student swill demonstrate mastery (independent, collaborative, and whole-class learning situations)
- Encourage independent, creative and critical thinking

B. ELL and Multi-cultural: (The district is partnering with the local ESC to provide professional development in teaching students who are ELL and are have diverse backgrounds.

C. Plan for teaching reading across the content areas:

- The district is currently working on curriculum maps in fourth grade.
- K-3 will complete their instructional maps in the future. The district will continue to plan for professional development in teaching the core standards that address reading in the content areas.

Section V: Leadership

to enhance literacy learning of students there must be shared responsibility of educators, parents and caretakers and the broader community (PaCLP)."

There must be high expectations for all learners and the belief that all are capable of gaining literacy skills that enable them to be successful as adults (PaCLP)."

I. District Leadership

A. Role of district leadership in:

- Communicating the Mission, Vision, Core Values and Goals to all stakeholders

District administration are expected to know the basics of the Literacy Plan and be able to articulate it when needed.

- Monitoring, evaluating and modifying the implementation Literacy Plan
 - Assessment Plan
 - Instruction and Delivery

- Monitoring, mentoring and coaching building leadership in implementation of Literacy Plan; include intervention strategies

District administration will be presented the Literacy Plan on August 3, 2015 at an administrative retreat. the elementary principals will be responsible for creating a presentation on the Literacy Plan to share on August 17 with the entire staff. The Superintendent and Curriculum Coordinator will have on-going conversation with the Elementary principals on Literacy Plan progress and the data will be utilized during OPES conversations.

- Ensuring shared ownership

Principals will create OPES goals specifically related to the implementation of the literacy plan with fidelity.

B. Role of building leadership in:

- Communicating the Mission, Vision, Goals to all stakeholders

Principals should be able to explain how we are addressing the literacy needs of our students. And how we are employing assessments and instruction in order to meet students' needs. The district is providing professional development to K-2 teachers in order to support all students in learning to read.

- Monitoring, evaluating and modifying the implementation Literacy Plan

- Actively participate in professional development with the teachers so that they can support them in the use of data.
- Monitor progress monitoring data on weekly basis to determine the fidelity of data collection.
- Actively participate in weekly grade level meetings
- Complete Instructional Rounds 2x's a month
- Monitor progress monitoring data on a weekly basis to determine if students are making adequate progress. And if not, collaborating with teachers to determine changes in instruction and intervention to impact outcomes (time, frequency, duration, intensity, and or instructional practices – including use of resource personnel).
- *During leadership meetings, principals will actively participate in analyzing the fidelity of the implementation through review of instructional planning sheets, intervention logs*

and progress monitoring data. Principals will schedule and hold follow-up conversations as needed with teams or individual teachers.

- *Monitor the implementation of new class and resource personnel schedules to ensure their effectiveness and that they are meeting the needs of students. Monitor and adjust as necessary; develop and revised yearly based upon student population and resources.*

- Monitoring, mentoring and coaching building leadership in implementation of Literacy Plan; include intervention strategies

- Principals were provided literacy leadership during 2014-2015.
- The literacy plan will be reviewed during administrative council meetings.
- The Curriculum Director will spend 2 days each week in the K-2 classrooms to conduct fidelity checks and meet with principals.
- Curriculum Director on a monthly basis to review student data (DIBELS, progress monitoring, intervention logs and instructional planning sheets).
- Continue to provide principals professional development and coaching and modeling on literacy instruction and interventions, along with staff.

- Define Principal Involvement in Reading Activities:

- Actively participate in teacher professional development:
- Actively participate in process steps (data analysis, instructional planning, review of progress monitoring, grade level meetings). Complete all the steps along side teachers during professional development.
- Observations of Reading Instruction during fidelity checks.
- Observations of small group intervention during fidelity checks.

Role of birth to five team: (get their Pre-K plan and copy and paste in this section).

- Implement Teach Me To Learn at Home™ with parents.

Section VI: Professional Development

“Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be life long learners (PaCLP).”
“Teachers must be able to plan instruction that accounts for the differences that exist in students’ skills, interests, cultures, and experiential backgrounds (PaCLP).”

A. *Process for Determining School PD Needs: (refer to student, process, perceptual and demographic data)*

- Identified priorities, include brief explanation for priority:

<ul style="list-style-type: none"> o District and Building leadership o Instructional staff o Para-professionals

B. *Plan PD for district leaders and building leaders*

Program / Topic	PD Provider	Number of Days	Participants	Dates

- Plan for using professional learning communities:

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C. *Plan PD for coach*

Program / Topic	PD Provider	Number of Days	Participants	Dates

- Plan for using professional learning communities and grade level meetings:

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D. *Plan for PD for teachers (Classroom Teachers and Specialists):*

Program / Topic	PD Provider	Number of Days	Participants	Dates

E. Plan for using professional learning communities and grade level meetings:

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F. Plan for PD for para-educators:

Program / Topic	PD Provider	Number of Days	Participants	Dates

G. Plan for PD for substitute teachers:

Program / Topic	PD Provider	Number of Days	Participants	Dates

H. PD Plan for New Staff:

Program / Topic	PD Provider	Number of Days	Participants	Dates

I. Plan for Building Capacity with In-Building or In-District Trainers

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J. Plan for ongoing support and coaching

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K. Plan for PD funding

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L. Define the role of the building leader in supporting professional development; include monitoring, mentoring and coaching.

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*Is All Professional Development Research-Based and Aligned with School Reading Goals?

Section VII: Commitment

I. Plan for communicating plan to all stakeholders:

A. Plan for obtain buy-in (Mission, Vision, Core Values and Goals)

The Literacy Plan will be reviewed with the administrative team on August 15. The administrative team will revisit the Vision and Mission statement of the district and determine any modifications. The Literacy Plan will be shared by the elementary principals at the August 22 opening meeting. The DLT will examine the district goals and communicate them to all stakeholders through the BLT's and TBT's. The Literacy Plan will be shared and examined in detail at the first DLT meeting of the 2015-16 school year.

B. Plan for buy-in and commitment to Literacy Plan

Teacher SLO's will be based on DIBELS and STAR data. Principal SLO's will be based on implementation and building growth.

C. Sharing with board:

The Literacy Plan will be shared at the August Board of Education Meeting by Jodie Miles, Curriculum Coordinator. Updates are given monthly at the BOE meetings on curriculum, PD and student progress.

D. Sharing with instructional staff:

The Literacy Plan will be reviewed with K-3 staff on August 22, 201 during opening staff day. Administrators will be the educational leaders of the buildings and be proficient in sharing the Literacy Plan in basic understandable terms.

E. Sharing with community:

The Literacy Plan will be posted on the Claymont City Schools website.

F. Schedule/Process for monitoring, evaluating and modifying the action plan (barriers and action steps to overcome):

The Literacy Plan will be monitored internally as per the scheduled action plan. The DLT will assess progress on the Literacy Plan at the end of year meeting in May. The building administrative team will adjust the Literacy Plan in June of each year based upon student needs, staff needs and data in order to increase student achievement.

II. Plan for Reporting/Sharing Student Performance Data to Stakeholders:

A. District Level Administrators:

Student performance data will be shared at Board of Education meetings, administrative council meetings, DLT meetings, BLT meetings and TBT meetings.

B. School Board:

Monthly curriculum, PD and student growth updates will be provided to the BOE prior to the monthly BOE meetings by the Curriculum Coordinator. Questions will be answered at the monthly BOE meetings. Four Curriculum meetings per year will be held with the BOE representatives.

C. Parents:

Parents will be notified of individual student performance data through parent-teacher conferences, email, phone and verbal conversation. Building web pages will share student group data.

D. Community:

Building web pages will share student group data.

III. Plan for Celebrating/Acknowledging Student Success:

Students of the month honored monthly in buildings and at BOE meetings. Building incentives will be offered to students who take assessments and perform well.

