

STONEBRIDGE WORLD SCHOOL LITERACY PLAN

STONEBRIDGE World School



The Stonebridge World School Literacy Plan was developed in response to the Reading Well by Third Grade initiative, put in place by Minnesota Department of Education. Each school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3.

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by third grade ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning and transfer that learning across all subject areas. Quality instruction should provide the basis for all students to read well by third grade and beyond. It is our goal to help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. (MDE Website: Reading Well by Third Grade).

The Stonebridge World School Literacy Plan focuses on 7 essential elements of developing a high-quality reading program. These include: Alignment of Curriculum, Alignment of Instruction, Instructional Leadership, Assessment, Professional Development, Family and Community Partnership, and Multi-tiered Systems of Support.

Action Plan #1—Alignment of Curriculum

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Goal: Curriculum is rigorous and aligned to core academic standards.			
Action Steps	Who is implementing?	Timeline	Evidence
Teachers will receive training in Readers/Writers Workshop and learn how to ensure learning targets are being met and mastered.	Academic Coordinator sets up training	Summer	Teachers are knowledgeable about curriculum and are ready to teach. CEU's will be provided for each teacher.
Look at curriculum quarterly and determine learning targets and curriculum materials and make sure they align to ELA standards.	Literacy Team	Quarterly	Alignment of curriculum
New ELA standards will be mapped in grade 3 for Readers and Writers Workshop	Literacy Team	Ongoing with completion date of 8/12	Learning targets for ELA standards
Staff will begin to explore and integrate connections between ELA standards and IB Units of Inquiry.	Academic Coordinator	Ongoing throughout the school year	ELA standards incorporated into planners/assessments
Curriculum Committee will evaluate curriculum maps to ensure standards are being mastered.	Literacy Leadership Team	End of year	Evaluation forms.
Teachers will participate in unpacking new ELA standards.	Academic Coordinator	Ongoing	Teacher Evaluation
Curriculum Committee will evaluate Reading curriculum to determine effectiveness and rigor	Academic Coordinator	2015-2016	Curriculum Committee will make recommendation to the board regarding new curriculum

ACTION PLAN #2-Alignment of *Instruction*

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Goal: Effective instructional principles that demand high expectations for students are embedded throughout the school day.			
Objectives:			
<ul style="list-style-type: none"> Develop high quality literacy-rich environments. 			
Action Steps	Who is implementing?	Timeline	Evidence
Teachers will use RC to create positive learning environments.	Academic Coordinator, Responsive Classroom coach	Ongoing throughout the school year	Low behavior problems.
Teachers will write lesson plans that are engaging and based on standards. <ul style="list-style-type: none"> Provide opportunities to incorporate technology. Provide choice in learning Provide lessons and activities that engage students in cognitively challenging learning experiences Lessons will be culturally responsive 	Academic Coordinator	Ongoing throughout the school year	Lesson plans and reduced behavior problems.
Ensure that all lesson plans incorporate direct, explicit instruction in: <ul style="list-style-type: none"> Phonemic awareness Phonics Comprehension Vocabulary Fluency Authentic speaking and listening tasks 	Academic Coordinator and Literacy Coach	Ongoing throughout the school year	Lesson plans
Teachers will incorporate literacy into all disciplines, including IB Units of Inquiry and Math.	Academic Coordinator	Ongoing throughout the school year	Lesson plans
Teachers will provide differentiated instruction in literacy.	Academic Coordinator	Ongoing throughout the school year	Lesson plans
Literacy Consultant will provide quality feedback based on observations.	Academic Coordinator	Ongoing throughout the school year	Evaluation forms

Action Plan #3—*Instructional Leadership*

Goal: Collaborative leadership significantly improves literacy outcomes.

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Action Steps	Who is implementing?	Timeline	Evidence
Curriculum Committee will write a literacy goal statement and job description.	LLT	-First meeting of LLT	Goal statement and Job description
Curriculum Committee will work to expand the use of data to inform instruction in Professional Learning Communities.	LLT	Ongoing throughout the school year	PLC meeting notes and increased student performance.
Curriculum Committee will meet monthly to make informed decisions about practices and programs.	LLT	Monthly	Meeting notes
Curriculum Committee will meet to analyze student data to determine what services will take place and who will implement the intervention plan.	LLT	After assessments in September, January and May	Intervention plans
Curriculum Committee will evaluate curriculum to ensure academic success and growth.	LLT	-February	-Evaluation of curriculum -Assessment data from teachers using curriculum
Curriculum Committee will evaluate curriculum, use of technology and resources.	LLT	Monthly meetings	Evaluation forms
Curriculum Committee will sustain and enhance the implementation for the literacy plan.	LLT	Ongoing throughout the school year	Correct implementation of literacy plan. Documentation shown on a checklist.

Action Plan #4—*Assessment*

Goal: Develop a seamless K-3 integrated assessment system that is aligned with standards that will assess children 3 times a year at grades Kindergarten, 1st and 2nd

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grade to determine if they met grade level benchmarks and are on track to meet proficiency on the 3rd grade MCA assessment.

Objectives:

- Identify students who are at-risk or experiencing difficulties on an ongoing basis and who may need extra instruction or intensive interventions if they are to make adequate progress towards grade-level expectations (screening measurements: Fountas and Pinnell Benchmark Assessment, NWEA)
- Inform instructional planning in order to meet the needs of individual students (diagnostic measurement: Fountas and Pinnell)
- Monitor students' progress during the year to determine whether students in intervention are making adequate progress in literacy development (progress monitoring measurements: Leveled Literacy Intervention, Fountas and Pinnell Benchmark Assessment)
- Evaluate the effectiveness of interventions and whether the instruction provided is intensive enough to help students achieve grade level outcomes by the end of each year. (Data Analysis, Fountas and Pinnell, NWEA)

Action Steps	Who is implementing?	Timeline	Evidence
For kindergarteners enrolling in Stonebridge, if pre-screening has not been completed, Stonebridge will screen those students.	Executive Director, Kindergarten team	Beginning of school year	Assessment data on all kindergarten students
For new students enrolling during the school year Fountas and Pinnell and NWEA will be administered as an initial screening.	Assessment Coordinator	Within a week of new enrollment	NWEA and/or AIMSweb scores
For ongoing quarterly progress monitoring, NWEA will be administered.	Assessment Coordinator	3 times a year: Fall, Winter, Spring	NWEA data reports
For ongoing quarterly progress monitoring, Fountas and Pinnell will be administered.	Instructional staff, Reading Specialist	3 times a year: Fall, Winter, Spring	Fountas and Pinnell data
Teacher-created assessments, both formal and informal will be used on a regularly scheduled basis.	Executive Director	Ongoing throughout the school year	Copies of assessments will be turned into LLT
Student data will be reviewed and analyzed by PLC's and used to inform instruction.	PLC leaders	Weekly	Minutes from PLC meetings. Increased student achievement in classrooms.
All assessment data will be reviewed and analyzed by the Curriculum Committee	Curriculum Committee	Monthly	Notes documenting analysis of assessment data.

Action Plan #5—Professional Development

Goal: High-quality professional development that is relevant, research-based and results-driven enables all educators to provide evidence-based instruction and

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assessments that all students need to be successful 21 st century learners.			
Action Steps	Who is implementing?	Timeline	Evidence
Collaborative grade level and across grade level teams, including teachers and specialists regularly meet to: <ul style="list-style-type: none"> * Use a team-oriented approach to improve the instruction to promote better literacy instruction * Reflect on student progress * Review student work * Review data * Align instruction to academic standards and desired student outcomes 	Academic Coordinator	-Weekly	-PLC minutes
Professional development, with consistent opportunities to learn about new research and practices is built into the regular school schedule: <ul style="list-style-type: none"> * Unpacking ELA standards * Readers/Writers Workshop * AIMSweb training * New curriculum * Fountas and Pinnell 	Academic Coordinator	-Plan is written in May -Occurs throughout the year	-Plan is written -Strategies are evident in observations
Whole staff collaboration supports school-wide efforts to drive cultural changes and develop district-wide accountability models that support literacy	Academic Coordinator - Executive Director	-Every Thursday	-Minutes of meeting -Collaboration form
Coaching opportunities will provide ongoing access to relevant instructional practices to positively impact student literacy development and proficiency for all students, using and collecting data, building home-school community connections.	- Academic Coordinator -Executive Director	-Throughout the year	-Observation notes and Post and Pre Eval forms
Peer mentoring will support continuous improvement of instructional practices.	- Academic Coordinator -Mentor teachers	-Bi-Monthly	-Observation notes
Peer observations will support continuous improvement of instructional practices.	Academic Coordinator	Two times per quarter	Observation notes documenting increase in successful instructional practices.
Curriculum Committee will review and evaluate the effectiveness of professional development opportunities and establish a means to determine fidelity.	Curriculum Committee	Annually	Evaluation plan

Action Plan #6—*Family and Community Partnership*

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Goal: SCS will engage with families and communities to remove barriers to learning and encourage achievement of literacy goals while meeting the intellectual, social, career and developmental needs of children.			
Action Steps	Who is implementing?	Timeline	Evidence
A Continual Learning Plan will be completed for each student, which identifies areas of concern and proficiency. The CLP will be reviewed at conferences and sent home.	Teachers	Quarterly	CLP.
Family Events will provide opportunities for staff to educate parents about helping their students be successful readers.	Family Events committee	Annually	Reflection from parents that attend family events.
Volunteer tutors will work with the 8 lowest students in each class (K-3) on developing their literacy skills. Parents will be notified that a volunteer tutor is pulling their child for reading help.	Volunteer coordinator	Daily	Volunteer Time sheets and Logs.
Parents will be notified with a letter when their student enters RTI and the interventions that will be implemented.	RTI, classroom teacher	As needed	Parent notification letter
Literacy Home Links will be included in weekly newsletters for parents to work on literacy at home.	Classroom teachers	Weekly	Newsletters

Action Plan #7—Multi-tiered System of Support

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Goal: Intervention will accelerate and support student literacy development.			
Action Steps	Who is implementing?	Timeline	Evidence
The Academic Coordinator will review the screening assessments to determine at-risk students and their needs.	Academic Coordinator	Quarterly	Students identified as at-risk will receive interventions.
The lowest 10% of each class, excluding students receiving Special Education and ELL services, as identified by the LLT will receive interventions under the RTI model.	LLT	After each assessment period	Intervention plans
Intervention plans will emphasize differentiation in core instruction and includes extended time for literacy instruction in the school day or in the extended school year program.	LLT, RTI team	As needed	Intervention plans with noted differentiation
PLC's will use screening, diagnosis and ongoing progress monitoring to inform the instructional content and strategies.	Academic Coordinator	Weekly/Monthly	Screening, Diagnostic Assessments
ELL students will receive differentiated instruction in the classroom and additional support in acquiring academic language of literacy.	ELL Coordinator	Daily	Lesson plans
SPED students will receive differentiated instruction in the classroom and additional support in acquiring literacy skills.	SPED teacher	Daily	Lesson plans
Students who are proficient and above in reading will receive additional support in literacy.	Classroom teachers	Daily	Lesson plans and intervention plans