

SECTION I

LITERACY INITIATIVE UPDATE

At the inception of the Literacy Initiative, the District outlined five major goals to guide implementation. These goals were as follows:

1. Develop a consistent approach to literacy instruction
2. Implement dedicated literacy blocks
3. Institute comprehensive assessment
4. Develop rich classroom libraries to support "just-right" reading
5. Support teachers through ongoing professional development

The previous year served primarily as a planning and knowledge-building year. During this current year, the District has moved into the implementation phase in relation to these goals. The following accomplishments have been achieved thus far relative to these goals.

Goal #1: Develop a Consistent Approach to Literacy Instruction

In pursuit of this goal, the District has achieved the following in all K-5 classrooms:

- Implemented a daily dedicated literacy block
- Implemented explicit strategy instruction (Response to Intervention (RTI) Tier I)
- Delineated teaching of nine (9) key reading strategies by grade level
- Developed a consistent practice of explicit, teacher-modeled strategies
- Shifted to "just-right" texts for all students
- Implemented extensive daily independent reading times
- Established a comprehensive assessment program

Anticipated for Next Year in Relation to this Goal

- Implementation of RTI Tier II to further support struggling readers
- Development of teacher practice around small-group instruction, including guided reading, strategy groups, and literature circles

Goal #2: Implement Dedicated Literacy Blocks

In pursuit of this goal, the District has achieved the following in all K-5 classrooms:

- Implemented a daily 90-minute, highly structured, reading block with four components
- 60-minute Readers' Workshop (15-minute explicitly modeled focus lesson, 30-45-minute independent reading time, 5-10 minute group share)
- 15-minute phonics/word study
- 15-minute interactive read aloud
- Established guidelines for writing in addition to the reading block (45-60 minutes daily)
- Implemented protocol for 1:1 conferring during independent reading

Anticipated for Next Year in Relation to this Goal

- Implementation of small-group instruction, including guided reading, strategy groups, and literature circles, during independent reading time
- Implementation of school-based bookrooms to support small-group instruction with "just-right" texts

Goal #3: Institute Comprehensive Assessment

In pursuit of this goal, the District has achieved the following in all K-5 schools:

- Developed a complete assessment program for instructional planning, progress monitoring, and program evaluation
- AIMSweb screening in fall, winter, and spring to determine intervention needs around phonemic awareness and oral reading fluency
- DRA comprehensive assessment in fall and spring to determine "just-right" reading levels and individual instructional plans
- WRSD Reading Benchmark Conferences in winter and late spring to monitor progress toward benchmarks for struggling students
- Gates MacGinitie Reading Tests at grades three and five



An afterschool Professional Learning Community at Glenwood collaboratively plans instruction.

SECTION I

LITERACY INITIATIVE UPDATE – CONTINUED

to provide a mechanism for tracking achievement in comprehension relative to national norms

- Year-round 1:1 independent reading conferences to assess individual needs, progress monitor, and provide targeted intervention

Anticipated for Next Year in Relation to this Goal

- Continuation of teacher training around use of assessment data for instructional planning and intervention

Goal #4: Develop Rich Classroom Libraries

In pursuit of this goal, the District has achieved the following in all K-5 classrooms:

- Provided new classroom libraries (each with approximately 375 texts) for every general and special education teacher that includes a range of levels, genres, topics, and interests
- Through literacy coaching, provided training on organizing classroom libraries in order to facilitate accessible, "just-right" reading
- Through literacy coaching, provided in-class models and planning support around selection and use of classroom library mentor texts for strategy instruction

Anticipated for Next Year in Relation to this Goal

- Implementation of school bookrooms to support "just-right" reading in the context of small-group instruction

Goal #5: Support Teachers through Ongoing Professional Development

In pursuit of this goal, the District has achieved the following:

- Provided year-long in-class literacy coaching for all general and special education teachers in grades K-3

- Provided 6 half-day in-class coaching opportunities for teachers in grades four and five through our Tufts partnership

- Provided four half-day trainings and one full-day training around Readers' Workshop content and practice for all K-5 general and special educators

- Provided a four-part half-day series for all elementary paraprofessionals around supporting "just-right" reading and 1:1 conferring in the classroom

- Facilitated numerous District-wide and school-based Professional Learning Communities (PLC) around developing year-long trajectories, units of study that correspond to strategy instruction, and focus lessons

- Initiated various teacher groups to learn about, plan, research, develop, and communicate expansion of the initiative including the Literacy Report Card Committee, RTI Steering Committee, and Writers' Workshop Study Group

- Implemented and coached Literacy Teams at each school to guide the building-based change process through research, discussion, and brainstorming

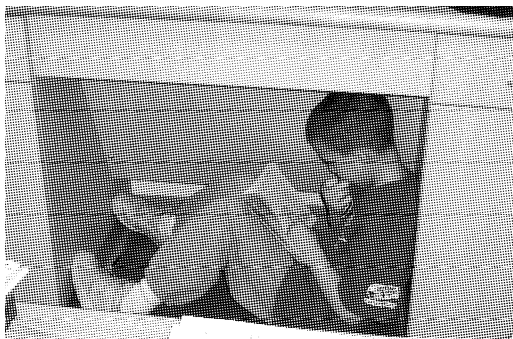
- Provided training and coaching to school-based administrators

Anticipated for Next Year in Relation to this Goal

- Expansion of District-based literacy coaching into grades four and five

- Provision of grade-specific release-day training

- Expansion of professional development focus into areas of small-group instruction and RTI



"Just-right" independent reading in a "just-right" reading spot at Glenwood.



A teachers debriefs with a literacy coach at Naquag.