

Mifflin County Literacy Plan

Table of Contents

Philosophy of Literacy	1-2
Literacy Goals	3
Assessment	6
Screening	6
Progress Monitoring	9
Diagnostic Testing	11
End-of-Year Testing (Outcome Measures)	12
Data-based Decision Making	13
Instruction	14
Time	14
Programs and Materials	15
Differentiated Instruction	17
Instructional Delivery	18
Leadership	19
Principal	19
Grade-Level Teams	19
Additional Building Leaders	20
Professional Development	21
Commitment	25

MIFFLIN COUNTY SCHOOL DISTRICT
PHILOSOPHY OF LITERACY

(approved 8/23/2007)

Literacy—reading, writing, speaking, and listening—is vital to student achievement and lifelong success. The process of learning to read is complex and requires five key components: phonological awareness, phonics, fluency, vocabulary, and comprehension. (Phonological awareness covers a range of understandings related to the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, onsets, and rimes. It also includes phonemic awareness as well as other aspects of spoken language such as rhyming and syllabication. Phonics cultivates the understanding and use of the alphabetic principle, showing a predictable relationship between phonemes and graphemes. Fluency is the ability to read a text accurately, with appropriate speed, and with proper expression and comprehension. Vocabulary is the group of words a reader/speaker knows. Comprehension is the reason for reading—understanding what is read, with readers reading actively and with purpose. While reading is an interactive process between the reader and the text, it also requires understanding the relationship between spoken and written language.

Our philosophy in the Mifflin County School District is guided by current educational research in the field of literacy. Students must be competent in reading, writing, listening, and speaking to be truly literate. Student progress in literacy will be measured by valid assessments and grade level benchmarks. The language arts curriculum will be directly and comprehensively aligned to the PA Standards and Eligible Content.

We recognize that our students' first teachers of literacy are their parents. We invite and encourage parents to maintain an active role in their children's language learning.

We believe that all students can learn to read and that it is our responsibility to identify each student's reading level, to meet each student at

his/her level, and to differentiate instruction in such a way that each student's reading skills will improve.

We also believe that, in addition to addressing reading skills, it is our responsibility to provide ample opportunities for growth in writing, speaking, and listening skills.

We believe that literacy experiences must be provided across the curriculum by all teachers because literacy is essential to all aspects of life and learning.

Literacy Goals

Primary Reading Goal: All students will be able to read on grade level by the end of grade 3 by 2014. Ninety percent of students in grades kindergarten through third grade will be able to read on grade level by the end of 2011.

Formative Reading Goals: Screening, ongoing progress monitoring, use of informal diagnostics.

Kindergarten	
Phonemic Awareness	Middle: 20 correct phonemes per minute End: 35 correct phonemes per minute
Phonics	Middle: 15 correct sounds per minute End: 25 correct sounds per minute
First Grade:	
Phonics	Beginning: 25 correct sounds per minute Middle: 50 correct sounds per minute with at least 15 words recoded
Fluency	Middle: 40 correct words per minute End: 50 correct words per minute
Second Grade	
Fluency	Beginning: 50 correct words per minute Middle: 70 correct words per minute End: 100 correct words per minute
Third Grade	
Fluency	Beginning: 80 correct words per minute Middle: 100 correct words per minute End: 120 correct words per minute
Suggestions	Revise goal to extend to 4 th & 5 th grade component in the future

2008-2009 District-Level Goals for Overall Improvement:

K: 90 percent of K students will reach end of year benchmark goals on the DIBELS assessment up from 85 percent in 2007-2008

1: 89 percent of 1st grade students will reach end of year benchmark goals on the DIBELS assessment up from 75 percent in 2007-2008

2: 77 percent of 2nd grade students will reach end of year benchmark goals on the DIBELS assessment up from 63 percent in 2007-2008

3: 75 percent of 3rd grade students will reach end of year benchmark goals on the DIBELS assessment up from 59 percent in 2007-2008

2009-2010 District-Level Goals for Overall Improvement:

K: 95 percent of K students will reach end of year benchmark goals on the DIBELS assessment up from 90 percent in 2008-2009

1: 92 percent of 1st grade students will reach end of year benchmark goals on the DIBELS assessment up from 89 percent in 2008-2009

2: 85 percent of 2nd grade students will reach end of year benchmark goals on the DIBELS assessment up from 77 percent in 2008-2009

3: 80 percent of 3rd grade students will reach end of year benchmark goals on the DIBELS assessment up from 75 percent in 2008-2009

2010-2011 District-Level Goals for Overall Improvement:

K: 96 percent of K students will reach end of year benchmark goals on the DIBELS assessment up from 95 percent in 2009-2010

1: 95 percent of 1st grade students will reach end of year benchmark goals on the DIBELS assessment up from 92 percent 2009-2010

2: 90 percent of 2nd grade students will reach end of year benchmark goals on the DIBELS assessment up from 85 percent 2009-2010

3: 85 percent of 3rd grade students will reach end of year benchmark goals on the DIBELS assessment up from 80 percent 2009-2010

Assessment

Screening

Measures To Be Administered:

Grade	Screening Measure	Essential Element(s) Assessed
K	Initial Sound Fluency	Phonemic Awareness
	Phonemic Segmentation Fluency	
	Nonsense Word Fluency	Alphabetic Principle
1	Nonsense Word Fluency	Alphabetic Principle
	Oral Reading Fluency	Fluency
2	Oral Reading Fluency	Fluency
3	Oral Reading Fluency	Fluency
	4Sight	Comprehension

Evidence of Reliability and Validity of Measures:

- DIBELS Mclass Reports- web-based Dynamic Indicators of Basic Early Literacy Skills management system
- Mclassdirect Reports- web-based Dynamic Indicators of Basic Early Literacy Skills data analysis system
- District Fidelity Plan
 - Trained classroom teachers will progress monitor and benchmark (fall & winter) their own students. Teachers will benchmark other classrooms for the spring benchmark
 - Principals, district administrators, and literacy coaches will assist with coordinating benchmark assessments and progress monitoring at their buildings. Principals, district administrators, and literacy coaches will assess a minimum of ten students per month. Scores must be within a valid range of 2. Scores that fall outside of this

range will be referred to the assessment team for possible invalidation.

- Title I language arts teachers will progress monitor and benchmark students on an ongoing basis. Scores must be within a valid range of 2. Scores that fall outside of this range will be referred to the assessment team for possible invalidation.

Timeline: August/September, January and May

Students: All students kindergarten through grade three will be screened.

Testing accommodations or exemptions may be approved by the literacy team.

Resident Experts: Literacy coaches, building principals, curriculum coordinator, coordinator of federal programs

Assessment Team Members:

2008-2009 Federal Programs Coordinator, principals, Title I staff, literacy coaches, kindergarten teachers and various grade-level teachers. (First grade teachers and select speech and special education teachers will begin to assess at the winter benchmark. Second grade teachers and select speech and special education teachers will begin to assess at the spring benchmark.)

2009-2010 Federal Programs Coordinator, principals, Title I staff, literacy coaches, kindergarten-second grade teachers and various third grade, speech and special education teachers. Third grade teachers and remaining staff will be trained in the fall of 2009.

2010-2011 Federal Programs Coordinator, principals, Title I staff, literacy coaches, classroom teachers grades K-3, speech and special education teachers.

Training/Retooling: District Literacy coaches or curriculum and/or technology coordinators will provide training to new members of the assessment team and refresher training prior to the beginning of each fall benchmark period and will provide ongoing support throughout the school year as needed.

Data Entry: All teachers on the assessment team will be responsible for syncing DIBELS data no later than one day after the student has been assessed. Principals will serve as secondary support if needed. District level data management and entry will be performed by the technology coordinator in conjunction with the building principals and federal program coordinator.

Funding Needs:

- Mclass DIBELS database costs
- New palm pilots and replacement palm pilots
- Sub costs for training days and assessment days
- Printing of assessment materials /booklets

Funding Source:

2008-2009 Title I, Title II and the general fund
2009-2010 Title I, Title II and the general fund
2010-2011 General fund, Title I and Title II

Progress Monitoring

Target Students: All Intensive, Strategic and low Benchmark students

Frequency of Progress Monitoring:

2008-2009	Every two weeks for Intensive students
	Every three weeks for Strategic students
	Monthly for low Benchmark students

* Students must be monitored at this rate on the recommended probe(s). Additional progress monitoring on probes on the student's instructional level and/or areas of weakness should be administered to all intensive and strategic students in buildings that have not met AYP goals. Students in buildings meeting AYP goals may have additional monitoring at the discretion of the building principal.

2009-2011	Weekly and/or biweekly for Intensive Students
	Bi-Weekly for low Strategic Students
	Every three weeks for remaining Strategic Students
	Monthly for cut-line Benchmark students
	All remaining students as needed

* Students need to be monitored on the recommended probe(s) as well as on probes consistent with the student's instructional level and/or areas of weakness.

Measures: DIBELS progress monitoring measures based on appropriate instructional levels for students, informal diagnostics, in-program assessments from core program, and in-program assessments from supplemental/ intervention programs.

Grade	Progress Monitoring Measure	Essential Element(s) Assessed
K	Phoneme Segmentation Fluency Nonsense Word Fluency	Phonemic Awareness Alphabetic Principle
1	Nonsense Word Fluency Oral Reading Fluency	Alphabetic Principle Fluency
2	Nonsense Word Fluency Oral Reading Fluency	Alphabetic Principle Fluency
3	Oral Reading Fluency	Fluency

Evidence of Reliability and Validity of Measures: DIBELS technical reports and Mclasshome Reports and implementation of fidelity plan.

Resident Experts: Literacy Coaches, building principals and federal program coordinator.

Assessment Team Members: Classroom teachers, Title I Staff, Literacy Coaches, building principals, speech, ESL and special education teachers

Training/Retooling: Title I teachers and Literacy Coaches will provide formal training and retooling on DIBELS PM measures one time per year to teachers. Title I teachers and Literacy Coaches will provide ongoing training on determining mastery on intervention assessments

Data Entry: All teachers on the assessment team will be responsible for syncing DIBELS data no later than one day after the student has been assessed.

Principals will serve as secondary support if needed.

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

Mclass DIBELS database costs (+ reports for parents/guardians)

New palms and replacement palms

Printing of assessment materials /booklets

Printing of student results

Funding Source:

2008-2009 Title I, Title II and the general fund

2009-2010 Title I, Title II and the general fund

2010-2011 General fund, Title I and Title II

Process for Assessing and Placing New Students: Classroom teacher or Title teacher will administer DIBELS assessment to any new student within one week of student arrival and complete an MClass add/change form. After the student has been assessed, the classroom teacher and Title I language arts teacher will meet to determine if further assessment is needed, i.e. informal diagnostic etc.. Testing information will be shared with all stakeholders at the weekly data analysis/literacy meetings.

Diagnostic Testing

Target Students (Criteria for determining who will receive diagnostic testing): All Students who are intensive, strategic, low benchmark or basic/below basic

List Standardized Diagnostic Measures: Informal diagnostics- Quick Phonics Screener (core), Phonological Screener (core), San Diego Quick test (alternate), Developmental Spelling Inventories (alternate), IRI or Running Records (alternates).

Evidence of Reliability and Validity of Standardized Measures: Similar student tests results can be replicated by another assessor.

List Curriculum Embedded Assessments:

Core program survey assessments and supplemental/intervention programs mastery tests to be determined upon adoption of new language arts series in 2008-2009

End-of-Year Testing (Outcome Measures)

Standardized Measures:

Grade	Standardized Measure	Essential Element(s) Assessed
K	DIBELS benchmark assessments	Phonemic Awareness Alphabetic Principle
1	DIBELS benchmark assessments	Phonemic Awareness Alphabetic Principle Fluency Comprehension
2	DIBELS benchmark assessments	Fluency Comprehension
3	DIBELS benchmark assessments 4Sight	Fluency Comprehension

Timeline: DIBELS and 4Sight testing windows

Assessment Team: Classroom teachers, special education teachers, speech teachers, Title I teachers, literacy coaches, building principals and federal programs coordinators.

Funding Needs: 4Sight tests, software support & upkeep, replacement hardware (palms etc.)

Funding Source: General fund, Title I & Title II

Data-Based Decision Making:

District teams will meet quarterly to look at district-wide data results to guide planning. Assessment data from progress monitoring, benchmarks, and program assessments will be used at the building and individual grade levels to guide school-based decisions.

Plan for Monitoring Instructional Groups/Individual Students: All students will be monitored for progress. Students not meeting progress goals stated above will be monitored with the increased frequency mentioned above to increase student achievement.

Process/Criteria for Evaluating the Effectiveness of Instruction: DIBELS summary reports, the percentage of increase in students meeting AYP goals, literacy and outside coaching reports, and principal/supervisor evaluations.

Instruction

Time: Length of Reading Block

K: 90 minutes minimum of uninterrupted core instruction

1: 90 minutes minimum of uninterrupted core instruction

2: 90 minutes minimum of uninterrupted core instruction

3: 90 minutes minimum of uninterrupted core instruction

Start Date for Reading Instruction: Reading instruction will start no later than the third day of school.

End Date for Reading Instruction: Reading instruction will end no earlier than two days before the end date of the school year

Additional Reading Time: A minimum of 30 minutes daily for intensive/strategic students or below basic/basic students.

Criteria for Identifying Students for Additional Reading Time: Any student scoring as intensive/strategic according to the DIBELS assessment or below basic/basic on the 4Sight assessment will receive additional informal diagnostics. All students functioning below grade level expectations will then receive additional reading time.

Double Dose Instructors:

- Classroom teachers
- Title I teachers
- Special education teachers
- In-school tutors

Before and After-School Reading Programs: Educational Assistance Program

In-School Tutoring: Educational Assistance Program in-school tutoring blocks

Targeted Students: Intensive and strategic at underperforming schools

Funding Needs: N/A

Funding Source: Educational Assistance Program state grant (\$463,000 for 08-09) and Title I & II

Summer School Reading Programs: Educational Assistance Program grant-4-6 week program for 3.5 hours daily

Programs and Materials:

Goal: Adopt a research-based core literacy program for K-3

Fall 2008- Language arts curriculum committee selects core curriculum to be adopted and presents recommendation to the school board for approval.

Winter 2008- Map core curriculum

Spring 2008- Train K-3 teachers in new curriculum/materials

Fall 2009- Implement new curriculum

Research-Based Supplemental and Intervention Programs:

Program	Type (S or I)	Grade	Essential Element(s) Addressed
Imagination Station	I	K-1	Phonemic awareness, phonics, vocabulary, fluency and comprehension
Additional Supplemental and Intervention programs to be selected in conjunction with the adoption of a new core reading program.			

Criteria for Selection of Additional Supplemental and Intervention Programs:
SBRR programs on reviewed curriculum lists

Funding Source for Core, Supplemental, and Intervention Materials: District curriculum funds

Plan for Monitoring Fidelity of Program Implementation: Coordinator of federal programs, language arts coordinator/director, principals/supervisors, as well as coaching feedback

Differentiated Instruction:

Instructional Grouping:

Grade Level	Within-Class Grouping	Cross-class Grouping	Cross-grade Grouping
K	X	X	
1	X	X	
2	X	X	X
3	X	X	X

Criteria for small group formation during reading block:

- Grouping is flexible- Student groups revisited at a minimum of every eight weeks
- No more than six students are placed in a group
- Groups based on student needs as determined by diagnostic tests
- Instruction is sequential and systematic
- Instruction is explicit and direct
- Instruction is intended to accelerate student progress
- Instruction is an extension of material presented in the core instruction
- Instruction is documented in intervention logs for intensive and strategic students
- Uses an "I do..We do...you do..." model
- Instruction is modified based on student progress
- Data is shared with all stake holders at weekly language arts meetings

Plan for Enhancing the Core Program: Develop lesson maps and templates for additional practice and mastery of skills after adoption of new language arts series.

Plan for Accelerating Students in an Intervention Program:

- Increased frequency and duration of instruction
- Increased opportunities for frequent distributed practice
- Decreased group size
- Change instructional strategy

Service to Special Populations of Students:

ELL: Additional language support in ELL program

SPED: IEP using research-proven programming

Instructional Delivery:

Instruction will be delivered using explicit, direct and systematic delivery of content. Coaching and supplemental training as well as LETRS training will be made available to teachers in grades K-3 as determined by building principals and the Director of Elementary Education.

Leadership

Principal:

Involvement in Reading Activities:

Participation in Teacher Training on Reading Programs and Assessment System:

- Attend LETRS training modules and meetings with staff
- Attend relevant reading webinars and Live Chats
- Participation/facilitation of weekly language arts meetings
- Communication of literacy plan to staff members
- Observations or co-observations of language arts delivery and instruction
- Lead data analysis meetings at the building level
- Collaborate with literacy coach (if assigned to building) to reach language arts goals.

Coordination of Title, ELL, and Special Education with General Education Reading Programs:

2008-2009 Develop coordination of services plan

2009-2010 Implement coordination of services plan

Grade Level Teams:

Participants at each grade level:

K	1	2	3
* Principal	* Principal	* Principal	* Principal
Lit Coach (If	Lit Coach (If	Lit Coach (If	Lit Coach (If

assigned to building)	assigned to building)	assigned to building)	assigned to building)
Title I Staff	Title I Staff	Title I Staff	Title I Staff
Special Ed Staff	Special Ed Staff	Special Ed Staff	Special Ed Staff
Classroom Teachers	Classroom Teachers	Classroom Teachers	Classroom Teachers
ELL Teacher	ELL Teacher	ELL Teacher	ELL Teacher
Speech/language teacher	Speech/language teacher	Speech/language teacher	Speech/language teacher
Guests	Guests	Guests	Guests

Indicate facilitator for each grade level with an *.

Frequency of Meetings: Weekly

Additional Building Leaders in the Area of Reading:

Literacy Coaches, speech teachers, and reading specialists

Literacy coaches will use a formal coaching plan that includes an “I do, We do, You do” model. Literacy coaches will meet with the Federal Programs Coordinator monthly to set goals and review progress. Literacy coaches will meet a minimum of bimonthly with building principals to set building-level goals and review progress at the school level.

Professional Development

Goal: Align all professional development with SBRR and district literacy needs to achieve reading goals.

Process for Determining School PD Needs:

- Yearly staff surveys
- Assessment data analysis
- Recommendations from curriculum committee, literacy coaches, intermediate unit

PD for Principal (Topics/Priorities):

- Instructional delivery- fidelity
- Core 5 literacy concepts
- Implementation of data analysis
- Individualized coaching through SBSL

PD for Coaches (Topics/Priorities):

- Revise service plan as needed
- Coaching from MCIU and IU 11
- SBSL Coach the Coach days

PD for Teachers (Classroom Teachers and Specialists):

- LETRS
- DIBELS
- Imagination Station
- Mclasshome

- 4Sight
- Literacy coaching

Program Training:

Program / Topic	PD Provider	Number of Days	Participants	Timeline
Language Essentials for the Teachers of Reading and Spelling Modules 1-3	Step-By-Step-Learning	7	24	October, November & March
Language Essentials for the Teachers of Reading and Spelling Module 7	Step-By-Step-Learning	3	3	November
Dynamic Indicators or Basic Early Literacy Skills/Mclasshome New Teachers	MCSD-Coaches	2	10 (new teachers/principals) 22 (grade 1 teachers)	September & December
Coach the Coach	Step-By-Step-Learning	3	3	Ongoing
4Sight	MCSD-Federal Programs Coordinators	1	10	October
Imagination Station-Computer-based literacy program	Step-By-Step-Learning	1	10	September
Language arts curriculum materials	Publisher & Coaches	4	all K-3	Spring 09

Collaboration Time:

- Weekly literacy team meetings
- Title teacher/classroom teachers collaboration documented once per cycle
- Federal program coordinator meets with principals minimum of once per month

PD for Substitute Teachers:

2008-2009 Develop professional development/training for substitute teachers

Explicit direct instruction

Managing the language arts block

Writing programs in grades K-3

2009-2010 Institute professional development sessions for substitute teachers

2010-2011 Revisit/revise professional development sessions for substitute teachers

PD Plan for Staff:

- KidWriting
- Collins Chadwell Writing Program
- DIBELS
- Mclasshome
- Technology
- Imagination Station
- 4Sight
- LETRS

Plan for Building Capacity with In-Building or In-District Trainers:

- Literacy Coaches
- Principals as educational leaders

- Weekly literacy meetings

Plan for Ongoing PD Rollout:

- Conduct PD needs assessment- Fall 2008
- Develop Sustainability Plan – Fall 2008
- Develop PD calendar- Ongoing

Funding Needs for PD: \$200K plus annually

Funding Source for PD:

- EAP
- Title I 10% set aside
- District- subs

Commitment

School Action Plans:

Timeline for Completion: 2011

Schedule/Process for Updating Action Plan: Quarterly

Staff Responsible: Assistant Superintendent, Federal Programs Coordinator, building principals and supervisors

Plan for Reporting/Sharing Student Performance Data to Stakeholders:

- District Level Administrators: Reports delivered quarterly
- School Board: Bi-annual report to school board
- Parents/Community: Information will be shared with parents and the community through the following: Local Advisory Council Meetings, monthly newsletters, parent involvement activities at building level, web site publication, kindergarten orientation and registration, back-to-school nights, etc.

Plan for Celebrating/Acknowledging Student Success:

Principals will determine at the building level

Acknowledgement from the school board to grades/schools making improvement and meeting goals.

Hiring Practices to Sustain the Reading Model: Develop a literacy hiring guide
2008-2009.