



Literacy Plan

2016-17

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Main Street Elementary

At Main Street Elementary (MSE), we began our journey to create our Literacy Plan by conducting a needs assessment to determine our direction. The faculty and staff considered the following areas: School structures that support literacy, school resources that support literacy, and school policies/procedures that support literacy. As we reflected on these areas, we provided evidence that the structures are in force and/or what our needs are to fully have these structures in place to support literacy at our school. Following the needs assessment, the team met to discuss MSE's Literacy Vision and Core Beliefs which mirrors the Florence School District 3 Literacy Vision and Core Beliefs. All faculty and staff were provided an opportunity to have input on the development of the vision and beliefs and it was decided to adopt the district's vision and beliefs in order to maintain a sense of consistency. With the needs assessment complete and vision and core beliefs in place, we were ready to move forward with student data. The MSE Literacy Team is committed to meeting monthly throughout the 2016-17 school term.

Literacy Vision:

In an effort to meet the expectations of the South Carolina Graduate, Main Street Elementary will provide quality literacy instruction every day, for every student, in every classroom, in order to develop effective reading, writing, listening, and speaking skills.

CORE Beliefs:

- ❖ **The classroom is the most important place in the district and our children come first.**
 - Our literacy plan ensures that training and support are made available to staff in all content areas so they provide students with engaging, relevant learning experiences resulting in high levels of literacy achievement and growth.
- ❖ **Leadership and accountability are keys to our success.**
 - Our literacy plan requires that those in leadership roles have the knowledge, skills and dispositions necessary to bring all children to proficiency and beyond in literacy and to be held accountable for their success.
- ❖ **Main Street Elementary Instructional Team supports student achievement.**
 - Our instructional team supports student achievement by ensuring that our literacy plan provides a clear message and a systemic structure for aligning and delivering the district's literacy curriculum, assessment tools, professional development, and technology, and involves all stake holders in the accountability for all students' academic proficiency.
- ❖ **Families are valuable partners.**
 - Our literacy plan values families and therefore is committed to involving them in impactful literacy discussions, strategic practices, and purposeful volunteer opportunities at the district and school level.

❖ **Community partnerships add value.**

- Our literacy plan and goals will be communicated to and aligned with community partnerships in order to provide a coherent continuum of services for students and their families.

Analysis of the DRA2 data revealed that 50% of our students are reading significantly below grade level (more than a year), it is imperative that MSE develop a comprehensive Literacy Plan to aggressively address these deficiencies with research-based strategies to meet the needs of our individual readers and prepare them for life as productive citizens. As a result of the successful implementation of the Literacy Plan, our school climate will reflect a true literacy rich environment where authentic reading, writing, speaking and listening experiences occur throughout the day for all students and in all content areas. There will be increased emphasis placed on independent reading and writing with all students aware of how to select just right reading materials at their independent level in order to practice their reading. According to research, the amount of reading students do in and out of school was positively related to their reading achievement (Allington, 2001). All students will be required to keep daily reading logs to document their twenty minutes of reading at home which will be monitored by their parents. Data from formative and summative assessments along with information obtained from reading and writing conferences will drive instructional decisions in order to meet the individual needs and grow every student as a reader creating lifelong learners.

In order to have a cohesive plan for our school, the Literacy Plan will fuse with the Title I and/or Strategic Plan and SIC for our school to provide seamless flow of educational services for our students. Our plan will connect directly with our district initiative which has been a literacy focus for the 2015-16 school year. For the past two years, our school has been fortunate to have Reading Partners to provide some individual instruction for our struggling readers. Their continued assistance will certainly mesh with our plan to provide our students with rich literacy experiences to meet their individual needs. It is our goal that the Literacy Plan will encompass all our existing plans and initiatives in order to have a comprehensive literacy program.

In order to collaborate and ensure the success of our plan, the components of the plan will be communicated to all stakeholders to garner their support and assistance in the implementation. The Literacy Plan for the school will be posted on the website and a hardcopy will be accessible in the school office for those not having access to a computer. All teachers will be provided a copy of the Literacy Plan along with an initial professional development session to become abreast of the components and requirements of the plan. Additional professional development will be provided on a regular basis throughout the school year. During the annual Title I Meeting and the initial SIC meetings, the school Literacy Plan will be shared with the stakeholders. Regularly scheduled literacy events will take place through the year and updates will be given on the implementation of the plan in order to keep the momentum and the urgency of our goal in the forefront of all stakeholders.

The implementation of the program will be monitored using data from various sources: Classroom observations, student data, regularly scheduled Literacy Team meetings at the district/school levels and records of various literacy events and professional development. Careful and regular analysis of the data will determine if progress is being made. All stakeholders will be made abreast of the progress of the implementation and adjustments will be made to ensure the success of the plan and the achievement of our students.

Please provide a belief statement in support of each reading plan component.

Component 1: Leadership

Main Street Elementary (MSE) school leadership team will be committed to meeting monthly to ensure the implementation of our school literacy plan and the implementation of best practices in reading and writing.

Component 2: Student Outcomes

MSE will decrease the number of students reading one year below grade level by 50% and 25% of students who are significantly below level will increase one to two reading levels according to DRA2.

Component 3: Professional Learning Opportunities

MSE will provide a focused staff development on building stamina, developing vocabulary, increasing comprehension and holding effective reading and writing conferences during the 2016-2017 school year.

Component 4: Assessment Plan

MSE will use common quarterly benchmark assessments aligned to the South Carolina State Standards. DRA2+ will be conducted three times a year, along with progress monitoring for students who are one or more grade levels below in reading. Weekly common formative assessments will be administered and data will be analyzed at PLC's to drive instruction.

Component 5: Instructional Plan

MSE will ensure that all students will receive ninety minutes of ELA instruction, with sixty minutes of uninterrupted reading and writing instruction. All teachers will teach a thirty minute enrichment block. During this block, teachers will use small group instruction to address identified needs of their students.

Component 6: Parent and Family Involvement

MSE will use the school webpages, family nights, and newsletters to provide parents with strategies to help their children with increasing literacy.

Component 7: School-Community Partnerships

MSE will maintain current partnerships and seek to develop new partnerships with community and faith based organization to involve them in the Literacy Plan.

COMPONENT 1: LEADERSHIP

No uploads or narrative required.

COMPONENT 2: STUDENT OUTCOMES

Prekindergarten: Please **upload a copy of your district assessment results from the assessment you chose to administer to 4K students. NA**

At the beginning of each school year, Main Street Elementary analyzes the available data from the summative state assessment from the previous school year to look for trends. Given that this data is malleable with the progression of time, we embark on gathering current data to drive instruction with on-going administration of formative assessments by certified teachers to include the interventionists. The Measures of Academic Progress (MAP) is administered three times a year and the information is used to guide small group instruction as well as identify students who need intervention. The DRA2 along with the progress monitoring component is used to determine students' reading levels and make decisions about their individual reading instruction throughout the year. Following each administration, teachers are required to analyze their data in preparation for the school data team meeting and to ensure that the data is used to drive instruction. The District Instructional Team (DIT) meets on a regular basis with the school leadership team to discuss data. The Enrich system is utilized to manage the MAP and DRA2 data. ELA teachers develop weekly formative assessments for focus standards. During the weekly PLC, the data from the prior week's assessment is analyzed and used to plan for remediation and enrichment as teachers collaborate to share successful strategies. The weekly PLC's are facilitated by the Literacy Coach in collaboration with the principal. To ensure that students are aware of their data, every student has an ELA Goal Setting Sheet which requires an individual conference to review the data and set goals along with a data card to keep in their agenda. The Goal Setting Sheet is shared with parents each time it is updated and strategy suggestions are provided to assist them in growing their child as a reader.

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COMPONENT 3: SCHOOL LEVEL PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017

No uploads or narratives required.

COMPONENT 4: ASSESSMENT PLAN

Based on your analysis of state and local assessment data, please respond to the following:

	Indicate at least one area for growth	Indicate the action needed to support increased student achievement.	Indicate a timeline for action and who will be responsible.
Grade 3	Stamina, Comprehension and vocabulary	Plan for building and increasing stamina at each grade level. Professional development on the use of strategies for increasing vocabulary, comprehension using the data from running records, and individual conferencing.	2016-2017 School Leadership Team. coaches, and teachers
Grade 4	Stamina, Comprehension and vocabulary	Plan for building and increasing stamina at each grade level. Professional development on the use of strategies for increasing vocabulary, comprehension using the data from running records, and individual conferencing.	2016-2017 School Leadership Team. coaches, and teachers
Grade 5	Stamina, Comprehension and vocabulary	Plan for building and increasing stamina at each grade level. Professional development on the use of strategies for increasing vocabulary, comprehension using the data from running records, and individual conferencing.	2016-2017 School Leadership Team. coaches, and teachers

COMPONENT 5: INSTRUCTIONAL PLAN

If you selected less than 90 minutes of uninterrupted instructional time for the 2016-17 school year, please indicate the actions your school is taking to move toward a 90 minute block.

What action is your school taking to maximize and protect uninterrupted instructional time at all grade-levels?

Please *upload* a sample schedule for your school.

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

Every attempt is made to address the individual needs of all our students. Nine of our 420 students are ELL and are served at least one time a week by the ESOL teacher. Classroom teachers were provided strategies to work with the ELL population. Seventeen students have been identified as gifted and talented and are served by our district TAG teacher. She uses the Kid Biz Literacy Program for enrichment of the proficient readers and intervention for those moving towards proficiency. Our after school program, WINGS has an academic component which consists of help with homework and tutoring. Thirty minutes is included in the master schedule for enrichment and intervention. Traditional summer school is offered as well as community sites that provide interventions and enrichment.

If Tier II or Tier III interventions are not being provided, please explain why.

What instructional supports are you providing in addition to state adopted materials?	
Grade 3	Classworks, Reading Counts, Readworks.org, Newsela.com, notebooking, text sets, trade books, certified interventionists
Grade 4	Classworks, Reading Counts, Readworks.org, Newsela.com, notebooking, text sets, trade books, certified interventionists
Grade 5	Classworks, Reading Counts, Readworks.org, Newsela.com, notebooking, text sets, trade books, certified interventionists

What support is your school providing to increase the number of books in classrooms and in the library media center?

Monies in Title 1 are being earmarked to supplement the increase of media and classroom libraries. Our school received a grant to purchase additional books for our media center. Class sets of novels were purchased with the grant funds.

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

As a member of the Johns Hopkins University of National Network of Partnership Schools (NNPS), we realize that the home-school partnership is a crucial element in our children’s education. The NNPS School, Family and Community Partnership model is designed to enhance parent participation and involvement in the school and community. We know that it is important to provide a nurturing environment where all who enter feel safe and welcomed by all members of the school staff. It is our desire to foster and support an active involvement program for parents, students and community members. Throughout the year, MSE holds various events to involve parents, such as Parent Academy, Family Reading Night, Curriculum Nights, Real Men

Read, and Career Day. Regular parent-teacher conference times are scheduled through the year. However, parents can schedule a conference at other times by contacting the teacher. Each Monday, teachers send home the Monday Folder which contains samples of student work and communication about various school functions. After each administration of the DRA and MAP, teachers conference individually with students to set goals. This goal setting sheet is shared with parents along with ideas to improve their child's reading proficiency. Students are required to read for at least twenty minutes at home daily and keep a log which is initialed by parents. By forming strong partnerships between the school, the parents and the community, we all work together to contribute to the development of our most important asset, our students. As a community, we have a common goal of ensuring that our children grow up to be productive citizens.

How does the school communicate the third grade retention policy, as required by Read to Succeed, to parents and families?

At the beginning of the 2017-18 school year, MSE will send a letter to parents addressing the retention policy. Information will be posted on the school website.

Does the school require regular and frequent communication with parents and families specifically related to literacy? If yes, what communication methods are used?

Yes No

If no, what plans are in place to strengthen parent and family communication, specifically related to literacy?

Individual Goal Settings sheets which contain the child's current DRA2 level with approximate grade level and MAP data are shared with parents/guardians three times a year.

Parents/guardians are requested to initial weekly reading logs to document reading at home.

Weekly, Monday Folders containing samples of student work serve as another means of communicating about literacy. District Parent/Teacher Conference Nights are regularly scheduled throughout the school year. Various family events, such as Family Reading Night and Curriculum Nights, take place throughout the year to promote literacy and literacy education. Literacy information will be shared during all parent meetings throughout the academic school year.

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

MSE has several community partnerships in place to raise the awareness of literacy as well as garner their support for our literacy initiative.

List community partnerships that currently exist with your school. What services and/or supports are provided?

- Real Men Read Annual Event: Male role models from our community volunteer to read to our classes throughout the day.
- Lake City Public Library: They have a booth at our Family Reading Night to provide students and their family members with library cards. They also invite us to participate in various events held at the library.

- Pizza Hut: Book-it incentives
- Lake City United Methodist Church: The church adopted our school and provides some resources to purchase literacy supplies.
- United Methodist Church South Carolina Conference: We were a one-time recipient of a grant for our media center.
- Lake City Chamber of Commerce: The chamber provides us with information and brochures about various events in our community.
- Reading Partners: Volunteers tutor struggling readers.
- Mega Men: Lake City High School students come in and read with/to our students.

Our Literacy Team is planning to increase community partnerships by asking local businesses to allow us to place in their business a drop box for book donations to be distributed to our students to increase their home libraries. Many of our students do not own books.

Please provide any additional information you wish to add or any information not requested in support of your school's reading plan.