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# **Massachusetts District Literacy Action Plan**

## **Westfield Public Schools**

### **Westfield, MA**

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Developed by: Westfield Public Schools District Literacy Team

Date: January 2017



## Acknowledgements

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- The School Committee who not only supports our literacy efforts, but also attends district literacy meetings to be active participants in the work.
- The Superintendent who understands the greater vision and fully supports our efforts by providing resources for our continued progress.
- Fifty-two District Literacy Team members who span across content, grade-levels, buildings, positions, and community, who created the goals and action steps that this document is based upon.
- The site based Literacy Teams who ensure the implementation of the goals and bring this plan to life.

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## Section 1: Connection Between the District Literacy Action Plan and the District Strategy for Continuous Improvement 2016-17

The *Westfield Public Schools District Literacy Action Plan* provides goals specifically created to improve the necessary support and tools needed for the improvement of academic achievement for all of our students. Each goal is outlined with a series of action steps required to guarantee its efficacy and success. The plan speaks to the needs of the entire school district, with specific attention paid to implementation in each school, among all grades, with the hope of improving reading and writing of all students across all content areas. The plan will promote the implementation and value of a literacy program that is coordinated between all schools in the district. At the heart of this plan is the intention to actively pursue data analysis to guide and inform the plan in its continuing growth and development. The goals of the *WPS District Literacy Action Plan* are aligned with the goals of the Westfield District Strategies for Continuous Improvement. The alignment is as follows:

District Literacy Goals	District Strategic Plan
<b>Goal 1: Leadership</b> By spring 2021, the Principal and Literacy Team at each school site will lead the implementation of the <i>WPS District Literacy Action Plan</i> to ensure student growth.	C3. Provide administrators and teacher leaders with an instructional focus detailing expectations for student engagement and opportunities for calibration of evaluation
<b>Goal 2: Assessment</b> By June 2021, all educational staff will be proficient in using assessment data to improve student learning and professional practice in teaching literacy standards.	A1. Build capacity with Student Data Management systems across the district  A2. Use data to inform decisions in the areas of budget, grants, staff development, program development, staffing, and student growth and achievement
<b>Goal 3: Instruction</b> By 2021, all instructional staff across content areas and grade levels will consistently incorporate literacy strategies in reading and writing as measured by data and guided by the <i>2011 MA Curriculum Frameworks for ELA and Literacy</i> .	C. Design high-quality learning experiences in all educational settings that engage students and enable access for all learners  E. Build positive climate and culture to promote high expectations and develop successful learning environments.
<b>Goal 4: Staff Development</b> By 2021, the District will refine the ERSD model to include a staff development plan that reinforces differentiation (within the course tiers) and offers courses based on student data, state mandates, and district and site initiatives.	C2. Explore the components of Universal Design for Learning as a Leadership Team in order to determine a systematic plan for teacher roll out in 2017-2018.  D2. Provide staff development and resources that support the Massachusetts Tiered System of Supports.
<b>Goal 5: Student Support</b> By 2021, staff, schools, and the district will design high quality learning experiences for our high needs population: students with disabilities, ELL, former ELL, and/or economically disadvantaged	C2. Explore the components of Universal Design for Learning as a Leadership Team in order to determine a systematic plan for teacher roll out in 2017-2018  E2. Identify examples of high functioning organizations and their practices around climate and culture.

## Section 2: Why a District Literacy Plan is Needed in Our District

It is critical that the Westfield Public Schools have a comprehensive district plan for improving literacy for all students. Early literacy development is essential to future success in school and beyond. Vocabulary development, oral reading fluency, comprehension, and writing are critical to successful literacy progress at all grade levels. Nationwide, approximately 20% of students entering four year colleges and 60% of students entering two-year colleges need to take remedial courses to catch up to their peers (Bidwell, 2014). Administrators, teachers and students need a comprehensive blueprint for improving literacy which includes listening, speaking, reading, and writing throughout the Pre K-12 continuum. This blueprint must create a strong link between curriculum, instruction, student learning, and assessment. The purpose of the *Westfield Public Schools District Literacy Action Plan* is to guide student success in literacy.

Westfield is a small residential and industrial city that is also home to Westfield State University. The Westfield school district consists of 12 schools: an early childhood center, seven elementary schools (K-5), two middle schools (6-8), one technical academy (9-12), and one high school (9-12). PreK-12 enrollment in October 2016 was 5,572 students; the high needs population rate for the district was 45%. A high needs population consists of students with disabilities, English learners (EL), former EL students, and/or economically disadvantaged students.

The Massachusetts Department of Elementary and Secondary Education (DESE) classifies schools into “Levels 1-5” based on results from the Massachusetts Comprehensive Assessment System (MCAS) and using a number of criteria when calculating MCAS data. The Westfield Public School District is been designated as a Level 3 District with four schools in the district classified as a level 3. Student performance in literacy on the MCAS for the past five years has remained fairly consistent. Over the past three years, 50% to 75% of students across all grade levels performed at proficient or advanced levels. At the tenth grade level, student performance remained steady with over 90% of students scoring proficient or advanced. (See Appendix A, Table A2)

The *Reading Inventory* (RI) is the tool Westfield Public Schools uses to measure this plan’s 95% goal of reading proficiency across grades 3 – 10. The *Reading Inventory* measures students’ reading growth on the *Lexile Framework for Reading*. This is a research-based, adaptive assessment that measures reading skills and longitudinal progress from Kindergarten through college readiness. It is a scientifically proven tool that measures a reader’s ability to read and comprehend different levels of complex text. Assessment items address the text demands of rigorous academic standards. The *Reading Inventory* is administered during the fall and spring of each year to all students in grades 3-10. In the spring of 2016, 2,896 students took this assessment. (See Appendix A, Tables A3, A4, A5)

Westfield also uses the Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) to assess students in grades kindergarten through five. DIBELS Next is comprised of six measures that are standardized and research-based assessments that measure basic early literacy skills, which are known as core components or foundational skills that can help distinguish children who are on track to become successful readers. This assessment can serve as an indicator to inform staff and parents of individual student progress on specific early reading skills, identify at-risk students for additional interventions, and provide school and grade level

data. Use of this assessment can help to determine at risk students in order to provide supplementary intervention well before the results of the third grade MCAS are available. (See Appendix A, Table A6)

Westfield uses the Group Reading Assessment and Diagnostic Evaluation (GRADE) to assess students in pre-reading, reading readiness, vocabulary, comprehension and oral language. The GRADE assessment is an untimed kindergarten through adult level assessment which is norm referenced, research based and contains multiple subtests to measure specific skills that are developmentally appropriate for that level. In Westfield, the GRADE is administered at all elementary schools, grades K-5. The purpose of assessment and diagnosis is to make instructional decisions and to track growth from year to year. This assessment can serve as a means to inform staff and parents of individual student progress, identify at risk students for additional instruction, provide school and grade level data, and to serve as an indicator of MCAS success.

In spring 2016, 2,140 students were tested using the GRADE Assessment. 1,447 students or 67.6% tested performed at a stanine level of 6 or above, while 1,103 students or 51.5 % tested within stanine levels 7-9 (see Appendix A, Table A7). Students who perform in stanine levels 7-9 should reach proficiency on the MCAS.

Literacy is the responsibility of all members of the Westfield community: students, educators, parents, and city officials. The district literacy program must be organized to identify students' needs, provide teachers with strategies to support students based on these identified needs, and include extended time necessary for all students to achieve at high levels. Our belief is that "all teachers are teachers of literacy." We will continue to follow the blueprint of the *WPS District Literacy Action Plan* for supporting all teachers as they help students acquire the literacy skills necessary for college and career readiness and to be productive citizens in the 21<sup>st</sup> century.

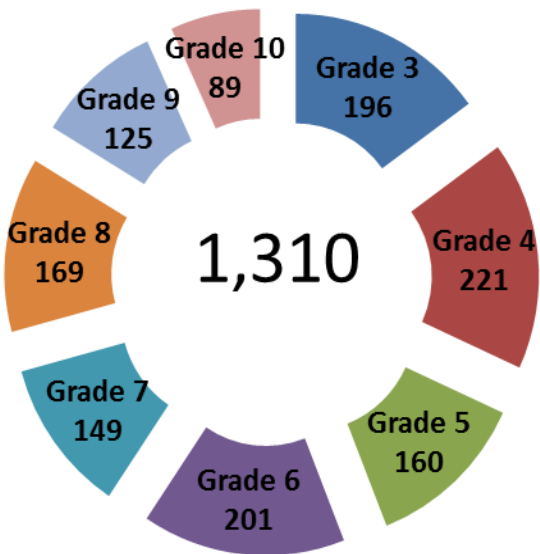
### Section 3: Literacy Vision Statement



It is the vision of the Westfield Public Schools that all students develop as independent and literate learners taking into account their individual learning profiles and actively engaging them in meaningful experiences.

Literate learners are able to...  
listen, speak, read, write, comprehend,  
reason effectively, think critically, access  
and evaluate information across all  
media, transfer learning to new  
situations, and use skills to communicate  
what they have learned in order to be  
college and career ready in the  
21<sup>st</sup> Century.

Number of students who need our support in literacy!



This data, taken from the June 2016 Reading Inventory assessment, represents the number of students whose Lexile Measures are below grade level.

## **Section 4: District Literacy Improvement Goals**

### **Overarching District Literacy Goal:**

**By 2021, 95% of all Westfield Public School students in grades 3-10 will read at or above grade level as measured by approved district and state assessments.**

#### **Goal 1: Leadership**

- By spring 2021, the Principal and Literacy Team at each school site will lead the implementation of the *WPS District Literacy Action Plan* to ensure student growth.

#### **Goal 2: Assessment**

- By June 2021, all educational staff will be proficient in using assessment data to improve student learning and professional practice in teaching literacy standards.

#### **Goal 3: Instruction**

- By June 2021, instructional staff will implement appropriate literacy strategies in reading and writing based on data and driven by the *2011 MA Curriculum Frameworks for ELA and Literacy*.

#### **Goal 4: Staff Development**

- By 2021, the District will refine the Early Release Staff Development (ERSD) model to include a staff development plan that reinforces differentiation (within the course tiers) and offers courses based on student data, state mandates, and district and site initiatives.

#### **Goal 5: Student Support**

- By 2021, staff, schools, and the district will design high quality learning experiences for our high needs population: students with disabilities, ELL, former ELL, and/or economically disadvantaged.



## Section 5: Action Plan Maps

**Goal #1 Leadership:** By spring 2021, the Principal and Literacy Team at each school site will lead the implementation of the *WPS District Literacy Action Plan* to ensure student growth.

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Communicate <i>WPS District Literacy Action Plan</i> to all stake-holders (staff, students, parents, school community).	Implement <i>WPS District Literacy Action Plan</i> across grade levels and content areas.	Monitor effectiveness of <i>WPS District Literacy Action Plan</i> in each building.
<b>Timeline</b>	January – June 2017	February 2016 – June 2021	October 2016 – June 2021
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Building Principals</li> <li>Site Literacy Teams</li> </ul>	<ul style="list-style-type: none"> <li>School Administrator</li> <li>Entire Instructional Staff</li> </ul>	<ul style="list-style-type: none"> <li>District Literacy Leadership Team</li> <li>School Administrators Literacy Teams</li> </ul>
<b>Resources Needed, Including Budget Source</b>	<ul style="list-style-type: none"> <li>Completed District Literacy Action Plan</li> <li>Time to inform and collaborate</li> <li>Printed and web-based resources</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials educational technology staff development and support</li> <li>Adequate staffing</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Data</li> <li>Reflection feedback sheets</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Disseminate plan to stakeholders</li> <li>Meet with entire staff to inform and convey the urgency and importance of literacy</li> <li>Generate enthusiasm for the work</li> <li>Develop a plan with staff to communicate the <i>WPS District Literacy Action Plan</i> and goals with parents and students</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meeting of Literacy Team</li> <li>“Literacy Update” as a standing agenda item at staff meeting</li> <li>Facilitate sharing of best practices among staff</li> <li>Identify and provide for individual staff development needs</li> <li>Provide opportunities for peer observation</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student benchmark data used to drive classroom instruction</li> <li>Daily walkthroughs by school administrators</li> <li>Feedback from staff</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Staff is able to articulate the goals of the literacy plan</li> <li>Students and parents are supportive of literacy in the schools.</li> </ul>	Curriculum Maps, Pacing Guides, Unit Plans, Lesson Plans, Benchmark Assessments, Student data, Walkthrough data	Student data; Walkthrough data
<b>Check-in</b>	June 2017	Monthly	Ongoing

**Goal #2 Assessment:** By June 2021, all educational staff will be proficient in using assessment data to improve student learning and professional practice in teaching literacy standards.

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	All staff will use literacy assessment data to improve student learning and professional practices.	Development and implementation of a training plan for using a data management system(s).	Train educators based on the needs assessment and create course offerings.
<b>Timeline</b>	Present – June 2021	June 2018	June 2019
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Assessment &amp; Accountability Office</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Assessment &amp; Accountability Office</li> <li>Superintendent</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Assessment &amp; Accountability Office</li> <li>Principals</li> <li>Trainers</li> </ul>
<b>Resources Needed, Including Budget Source</b>	<ul style="list-style-type: none"> <li>PD Funds</li> <li>Meeting Schedule</li> </ul>	<ul style="list-style-type: none"> <li>Identify WPS' Data Management System(s)</li> <li>PD Funds</li> <li>Schedule for Training</li> </ul>	<ul style="list-style-type: none"> <li>PD Funds</li> <li>Training Schedule</li> <li>Trainers</li> <li>Facilities for Training</li> <li>Current Technology</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Provide staff an understanding of various assessments, including specific literacy assessments and the goals of administering the assessment</li> <li>Develop teacher understanding of the meaning of data for classroom instruction and differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Create a structure for training educators in using identified data management system(s)</li> <li>Conduct <i>Staff Needs</i> Assessment</li> <li>Conduct <i>Technology Needs</i> Assessment</li> <li>Set up a schedule of differentiated training for levels of proficiency in using a data management system(s)</li> <li>Determine a system for staff to move from one level of proficiency to the next</li> <li>Align trainings to goals</li> </ul>	<ul style="list-style-type: none"> <li>Offer trainings based upon needs assessments</li> <li>Collect data based on teacher participation.</li> <li>Use data for making decisions for future training opportunities</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Observation data from data meetings</li> <li>Data is used to develop lessons and units</li> </ul>	Adoption of a data management system(s) and a five year training plan	<ul style="list-style-type: none"> <li>Data from needs assessment</li> <li>List of trainings and participants</li> <li>ERSD descriptions</li> <li>Courses developed with descriptions</li> </ul>
<b>Check-in</b>	Annually Fall, Winter & Spring	Annually Fall & Spring	Annually Fall & Spring

**Goal #3 Instruction:** By June 2021, all educational staff will implement appropriate literacy strategies in reading and writing based on data and driven by the 2011 MA Curriculum Frameworks for ELA and Literacy.

**Elementary Goal #3a:** By 2021, all instructional staff across all content areas will consistently incorporate writing strategies as measured by data and based upon the 2011 MA Curriculum Frameworks for ELA and Literacy.

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Create writing rubrics aligned with standards; select anchor papers to accompany scoring rubrics.	Ensure all instructional staff use the writing programs adopted by the WPS effectively across all content areas.	Provide opportunities for instructional transitions between writing programs for vertical and horizontal alignment.
<b>Timeline</b>	2017-2019	2017-2019	2019-2021
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>District ILT Subcommittee</li> <li>District Literacy Liaison</li> <li>Reading Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>District Literacy Liaison</li> <li>Reading Coaches</li> <li>Lead Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>District Literacy Liaison</li> <li>PD team</li> </ul>
<b>Resources Needed, Including Budget Source</b>	<ul style="list-style-type: none"> <li>ERSD funds</li> <li>Time and opportunities for district wide collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Time and opportunities for district wide collaboration</li> <li>Exemplars and modeling</li> <li>Release time for observations (Peer2Peer)</li> </ul>	<ul style="list-style-type: none"> <li>ERSD funds</li> <li>DSAC funds</li> <li>Time for district wide collaboration</li> <li>Release time for observations (Peer2Peer)</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Collect student writing samples for standards W.1 (arg), W.2 (info), &amp; W.3 (nar)</li> <li>Create writing rubrics aligned with standards</li> <li>Grade level teachers select anchor papers</li> </ul>	<ul style="list-style-type: none"> <li>Support to specialist teachers</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Schedule collaboration vertically and horizontally</li> <li>Provide purposeful transitions for second and third grade writing programs.</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Elementary Writing Rubrics</li> <li>Anchor papers</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of adopted writing programs in classrooms - student work</li> <li>MCAS data increases</li> <li>An increase in student writing across all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Student work/ data</li> <li>Meeting notes/agendas</li> </ul>
<b>Check-in</b>	Trimesters until June 2018	Trimesters until June 2019	Trimesters until June 2021

**Elementary Goal #3b:** By 2021, all instructional staff across all content areas will consistently incorporate reading strategies as measured by data and based upon the 2011 MA Curriculum Frameworks for ELA and Literacy.

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Train K-5 teachers in understanding the vertical progression of literacy standards with a focus on R.10 (text complexity).	Ensure all instructional staff refine their implementation of the reading program adopted by WPS effectively across all content areas.	Ensure all teachers prepare students for increasing text complexity demands, with explicit instruction across all content areas with a focus on R.1 (make inferences; use evidence to support conclusions).
<b>Timeline</b>	2017-2018	On-going 2016-2021	On-going
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Reading Coaches</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>District Literacy Liaison</li> <li>Reading Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>District Literacy Liaison</li> <li>Reading Coaches</li> </ul>
<b>Resources Needed, Including Budget Source</b>	<ul style="list-style-type: none"> <li>Coaching time</li> <li>Money for time</li> <li>Opportunities for vertical teaming</li> </ul>	<ul style="list-style-type: none"> <li>Coaching time</li> <li>Collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>Coaching time</li> <li>Collaboration time</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Create a calendar of observations of grade level above and below</li> <li>Train K-5 teachers in vertical progression</li> <li>Train K-5 teachers in the language of the standards</li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive coaching experiences centered on refinement and reflective practice</li> <li>Coaches will differentiate based on teachers' current level of program implementation</li> <li>Coaches will guide teachers in utilizing data to reflect upon their practice using the <i>2011 MA Curriculum FW for ELA and Literacy</i></li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive coaching in close reading and asking text dependent questions</li> <li>Teachers receive training for creating higher order thinking (HOT) questions</li> <li>Teachers will use new Bloom's questions/ Webb's Depth of Knowledge when checking comprehension</li> </ul>
<b>Measures of Success</b>	All observations completed according to calendar	Annual student data reviews	<ul style="list-style-type: none"> <li>MCAS-ELA</li> <li>GRADE- comprehension composite score</li> </ul>
<b>Check-in</b>	December 2017	June 2021	June 2019 & June 2021

**Goal #3 Instruction:** By June 2021, all educational staff will implement appropriate literacy strategies in reading and writing based on data and driven by the 2011 MA Curriculum Frameworks for ELA and Literacy.

**Secondary Goal #3a:** By June 2021, all content curriculum will be aligned to the 2011 MA Curriculum Frameworks for ELA and Literacy.

	<b>Action Step 1</b>	<b>Action Step 2</b>
<b>Action Step</b>	Train all lead teachers and department heads in understanding the Literacy Standards with a focus on W.1 (argument writing) and R.1 (make inferences; use evidence to support conclusions); train all content teachers in literacy standards.	Departments will imbed <i>2011 MA Curriculum FW for Literacy</i> standards into curriculum maps.
<b>Timeline</b>	Fall 2017 PD – Leader training Fall 2017 ERSD – Teacher training	Ongoing 2017-2021
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Humanities Supervisor</li> <li>Literacy Coaches</li> <li>Dept Chairs</li> <li>Lead Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Curriculum &amp; Instruction</li> <li>Humanities Supervisor</li> <li>Literacy Coaches</li> <li>Dept Chairs</li> <li>Lead Teachers</li> </ul>
<b>Resources Needed, Including Budget Source</b>	<ul style="list-style-type: none"> <li>Copy of refined MA Literacy Standards for all teachers</li> <li>Lesson plan of staff development training for distribution to Dept Chairs and Leads for replication</li> <li>Examples of W.1 and R.1 in action</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum mapping template</li> <li>Time for mapping</li> <li>Money for subs and/or stipends</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Spring 2017 create training plan with MS Literacy Coaches and ELA Department Head, including a lesson plan that can be replicated</li> <li>Determine date for Leader training</li> <li>Schedule literacy standards training during fall 2017 ERSD</li> </ul>	<ul style="list-style-type: none"> <li>2016-17: Write curriculum for Social Studies, K-12, focusing on 3C's</li> <li>2016-17: Write curriculum for Science, K-12, based on MA 2016 Science Standards</li> <li>2016-17: Write age appropriate curriculum for Health focusing on needs of our student population and incorporating MA Health Standards</li> <li>Continue to revise all curriculum maps</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Agenda and sign in sheets for secondary training</li> <li>Literacy standards are imbedded into curriculum maps and daily lessons</li> </ul>	Curriculum maps for each subject that highlight the literacy standards of the <i>2011 MA Curriculum FW for Literacy</i>
<b>Check- in</b>	May 2017 – Check in for prep work August 2017	Annually

**Secondary Goal #3b:** By June 2021, instructional staff across all content areas will implement grade appropriate literacy strategies with an emphasis on argumentative writing (W.1 & WHST.1).

	<b>Action Step 1</b>	<b>Action Step 2</b>
<b>Action Step</b>	Train teachers in how to explicitly teach standard W.1 (Argumentative Writing) through their content areas.	Teachers, through content, will teach students how to write arguments.
<b>Timeline</b>	<ul style="list-style-type: none"> <li>Content Leaders: 2016-17</li> <li>ELA: 2016-17</li> <li>Social Studies: Fall ERSD 2017</li> <li>Science: Fall ERSD 2018</li> <li>Specialists: Fall ERSD 2019</li> </ul>	<ul style="list-style-type: none"> <li>ELA: 2016-2021</li> <li>Social Studies: Spring 2018-21</li> <li>Science: Spring 2019-2021</li> <li>Specialists: Spring 2020-2021</li> </ul>
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>ELA Supervisor</li> <li>Literacy Coaches</li> <li>SPED Supervisors</li> <li>Department Chairs &amp; Leads</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>ELA Supervisor</li> <li>Literacy Coaches</li> <li>SPED Supervisors</li> <li>Department Chairs &amp; Leads</li> </ul>
<b>Resources Needed, Including Budget Source</b>	<ul style="list-style-type: none"> <li>Training Program</li> <li>Materials – Anatomy of an argument</li> </ul>	<ul style="list-style-type: none"> <li>W.1 District Rubrics</li> <li>Funding</li> <li>Timeline for collaborative scoring plan</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Adapt materials from 2014 training program to fit the needs of audience</li> <li>Schedule ERSD time each year to address W.1 training following timeline above</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum maps determine teaching time for W.1</li> <li>Collect student samples from all teachers</li> <li>Collaboratively score writing with rubrics</li> <li>Select benchmark student samples</li> <li>Refine process as necessary</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>All teachers trained in the language and techniques for teaching argument (W.1)</li> <li>Teachers implementing argument writing into lessons and explicitly teaching the techniques to their students through their discipline</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark student work to measure argument writing proficiency</li> <li>Curriculum maps and lesson plans that imbed W.1 into the framework</li> </ul>
<b>Check-in</b>	August 2017, 2018, and 2019 to ensure training is continuous to reach all teachers	Each May school literacy teams will review content expectations to ensure that argument writing has been taught across disciplines according to timeline.

**Secondary Goal #3c:** By June 2021, instructional staff across all content areas will implement grade appropriate literacy strategies with an emphasis on using evidence to support what is explicitly stated and inferred in reading. (RL.1, RI.1, RH.1, RST.1)

	<b>Action Step 1</b>	<b>Action Step 2</b>
<b>Action Step</b>	Train ELA and social studies teachers how to explicitly teach standard R.1 through the content areas by writing text based questions/ prompts.	Train ELA, social studies, science teachers, and specialists how to ask Higher Order Thinking (HOT) questions that align with standards and are text based in order to increase rigor in the classroom.
<b>Timeline</b>	<ul style="list-style-type: none"> <li>Fall ERSD 2016</li> <li>Continued training at site and district levels 2017 - 2021</li> </ul>	ELA: 2017 SS: 2018 Science:2019 Specialists: 2020
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Principals</li> <li>Humanities Supervisor</li> <li>Literacy Coaches</li> <li>SPED Supervisors</li> <li>Department Heads &amp; Leads</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>School Literacy Team</li> <li>Humanities Supervisor</li> <li>Literacy Coaches</li> <li>SPED Supervisors</li> <li>Department Heads &amp; Leads</li> </ul>
<b>Resources needed, including budget source</b>	<ul style="list-style-type: none"> <li>Presenter for Text Dependent Questions staff dev – Dr. Pook</li> <li>Funding</li> <li>ERSD time</li> </ul>	<ul style="list-style-type: none"> <li>Training</li> <li>Funding</li> <li>Time for training</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>How to write text dependent questions; training by Dr. Pook 11/8/16</li> <li>Determine outcomes for each content area</li> <li>Refine as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Develop training to dive deep into HOT questions</li> <li>Develop specific HOT question frames that can be asked across curriculum and are aligned with standards</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Collection of student samples that reflect higher cognitive thinking</li> <li>Goal setting to incorporate R.1 by department</li> </ul>	<ul style="list-style-type: none"> <li>More rigorous questioning taking place in classroom instruction as evidenced in observations/evaluations</li> </ul>
<b>Check-in</b>	By June 2017, discuss outcomes and future goals as a result of this PD	By June 2018, determine further training and necessary action steps

**Goal #4 Staff Development:** By June 2018, the District will refine the ERSD model to include a staff development plan that reinforces differentiation (within the course tiers) and offers courses based on student driven data, state mandates, and district and site initiatives.

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	State mandated requirements (SPED/SEI PD) will be offered to staff members in alternative settings to meet the needs of all educators and administrators.	<ul style="list-style-type: none"> <li>Collect and analyze student achievement data and staff data in order to identify course needs. <ul style="list-style-type: none"> <li>MCAS, GRADE, GMADE, DIBELS, RI</li> <li>Elementary literacy and math data</li> <li>Benchmark</li> </ul> </li> <li>Survey staff for input on course offerings.</li> </ul>	Edit course proposal form and process to include more information and “road show” to better communicate purpose of ERSD and generate more staff to present.
<b>Timeline</b>	June 2017	September 2018	December 2018
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction Office</li> <li>Staff Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Accountability office</li> <li>Staff Development Committee (Survey)</li> <li>Instructional Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development Committee</li> </ul>
<b>Resources Needed, Including Budget Source</b>	<ul style="list-style-type: none"> <li>Westfield State University</li> <li>Funding for WSU on-line courses</li> </ul>	<ul style="list-style-type: none"> <li>Training for all staff on how to use data</li> <li>Survey Monkey</li> </ul>	<ul style="list-style-type: none"> <li>Planned “road show” with brochure during faculty meeting</li> <li>New proposal form</li> <li>Support data for courses</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Partner with Collaborative to share costs of 15 hour courses in SPED/SEI</li> <li>Communicate on-line opportunities with instructions to all educational staff</li> </ul>	<ul style="list-style-type: none"> <li>Gather specific data</li> <li>Review academic data and teacher surveys with ILT to determine greatest areas of needs</li> <li>Plan courses that address identified needs</li> </ul>	<ul style="list-style-type: none"> <li>Survey staff for input on course offerings</li> <li>Gather site and district initiatives</li> <li>Put together schedule for “road show”</li> <li>New course proposal form</li> </ul>
<b>Measures of Success</b>	Teachers/administrators utilizing on-line resource for recertification purposes; ERSD survey results	Course offerings meet the need identified from survey and data	New process fully implemented for the 2017-2018 school year
<b>Check-in</b>	March 2017	June 2017	Annually 2019-2021



**Goal #5 Student Support:** By 2021, staff, schools, and the district will design high quality learning experiences for our high needs population: students with disabilities, ELL, former ELL, and/or economically disadvantaged.

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Inventory interventions and determine training needs and schedules.	Create Intervention Protocol manual.	Provide literacy support tools for our high needs population.
<b>Timeline</b>	June 2017	June 2018	October 2017 - 2021
<b>Lead Person(s)</b>	<ul style="list-style-type: none"> <li>Administrator of Special Education</li> <li>Administrator of Interventions</li> <li>Special Services Prog Coord</li> <li>Principals</li> <li>Special Education Supv</li> <li>Special Education Teachers</li> <li>Literacy Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Administrator of Special Education</li> <li>Administrator of Interventions</li> <li>District Instructional Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Administrator of Special Education</li> <li>Administrator of Interventions</li> <li>Administrator of Accountability</li> <li>District Instructional Leadership Team</li> <li>Principals</li> </ul>
<b>Resources Needed, including budget source</b>	<ul style="list-style-type: none"> <li>Existing list of literacy interventions and specialized literacy programs used by interventionist and special education teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Create a subcommittee to analyze the current intervention resources and documents and revise as needed to create an updated protocol.</li> </ul>	<ul style="list-style-type: none"> <li>274 Grant</li> <li>LEA funds</li> </ul>
<b>Specifics of Implementation</b>	<ul style="list-style-type: none"> <li>Determine feasibility of current interventions and specialized literacy programs, including number of teachers/schools using it, number of students served, and cost.</li> <li>Determine number of teachers that need training in current district interventions outlined on spreadsheet (Appendix C).</li> </ul>	<ul style="list-style-type: none"> <li>Write an Intervention Protocol manual that addresses the variety of aspects of interventions</li> <li>Annual feasibility process for interventions, including types, teachers, training, and number of students served</li> <li>Training protocols</li> <li>Steps for school implementation</li> <li>Student tracking of services</li> </ul>	<ul style="list-style-type: none"> <li>Research software and hardware that will support reading and writing in both specialized programs and the general education classroom.</li> <li>Vet literacy programs through ILT to determine if the program meets the needs of students based on data and program</li> <li>Purchase intervention tools and follow established protocols for implementation as outlined in intervention protocol manual.</li> </ul>
<b>Measures of Success</b>	All teachers teaching interventions for the 2017-18 school year will have been trained in current interventions outlined on spreadsheet.	Monitor use of interventions by attending data meetings and analyze student data to adjust and/or maintain interventions	Creation of district goals for interventions and delivery models.
<b>Check in/review date</b>	March 2017	Annually in the spring for budgetary purposes	March 2019

## **Section 6: Plan for Assessing and Reporting District Progress**

### **Assessment:**

The district will collect data on all PreK-12 students following the assessment calendar. (Appendix B)

### **Reporting Methods:**

The District Literacy Leadership Team will provide an annual report to the Westfield School Committee.

Principals will include a district and school literacy update at monthly faculty meetings.

The principal and school literacy teams will lead staff towards achieving literacy goals at their sites and will provide updates to the District Literacy Leadership Team by completing reflection templates and/or surveys at least twice per year.

Progress on District Literacy Team initiatives will be shared through the Superintendent's newsletters and the District's website.

## Section 7: District Expectations and Supports for Schools

### District Supports:

- Westfield Public Schools, through Instructional Leadership by principals, curriculum supervisors, department heads, lead teachers, and content area coaches, will provide the necessary training, resources, and funding for core programs, interventions, specialized instruction, and assessments as prescribed by the Westfield Literacy Action Plan.
- Westfield Public Schools will support the implementation of the *WPS District Literacy Action Plan*. The District will provide time (ERSD, after-school meeting days, etc.) and financial support (PD funds, grants, etc.) for District and Site Literacy Meetings, staff development, and other activities as outlined in the goals of this plan.

### District Expectations:

- Each school will be responsible for adherence to the *Westfield Public Schools District Literacy Action Plan* by:
  - Communicating consistently that literacy is a district and building priority, Pre-K-12, at each grade level and in all content areas every day.
  - Administering assessments as outlined in our WPS Assessment Calendar.
  - Collecting and analyzing data to inform and improve instructional practices.
  - Developing schedules and making effective use of staff to achieve literacy goals.
  - Defining tiered instruction and communicating to staff what this structure looks like at each school.
  - Implementation and monitoring of core literacy programs, strategies, and interventions.
  - Sustaining literacy teams and continuing literacy discussions across levels as outlined in this plan.
  - Completing bi-annual Literacy Reflection Sheets at each school.

## Section 8a: District Literacy Team Membership: 2016 - 2017

First	Last	School	Level	Title/Role
Justin	Baker	SMS	6-8	Principal
Carly*	Bannish	District	K-5	District Literacy Liaison
Mary Beth	Berrien	WTA	9-12	Science Lead
Katie	Bourque	NMS	6-8	Principal
Stacy	Burgess	Abner Gibbs	K-5	Principal
Fawn	Busby	Fort Meadow	PreK	Pre-school Teacher
Kerri	C'Miel	NMS	6-8	Secondary Art Lead
CC	Costello	NMS	6-8	Social Studies Lead
Linda	Crockett	SMS	6-8	Literacy Coach
Stefan	Czaporowski	District	PreK-12	Superintendent
Susan*	Dargie	District	PreK-12	Director of Curriculum & Instruction
Joanne	Fouche	Paper Mill	K-5	Elementary Reading Coach
Salvatore	Frieri	Munger Hill	K-5	Principal
Adam*	Garand	District	PreK-12	Director of Student Services
Matt	Gomes	WTA	9-12	Tech Representative
Mary	Hamel	AG/Munger	K-5	Elementary Reading Coach
Alison	Hamilton	Russell Elementary	K-5	Principal
Joanne	Hentnick	Fort Meadow	PreK	Coordinator of Early Childhood
Cynthia	Hezik	WTA	9-12	ELA Teacher
Mike	Ingraham	WHS	9-12	Dept Head - Social Studies
Eileen*	Jachym	Community		Community Representative
Charles	Jendrysik	WHS	9-12	Principal
Mary	Keane	NMS	6-8	Literacy Coach
Karoline	Kells	Elementary	K-5	SPED Supervisor
Cynthia	Kennedy	Paper Mill	K-5	Principal
Patrick	Kennedy	WHS	9-12	Secondary Music Lead
Kristen	Koziol	Elementary	K-5	Elementary Technology Lead
Joe	Langone	WTA	9-12	Principal
Trish*	LeClair	WHS	9-12	Dept Head – English
Mary Claire	Manning	Highland	K-5	Principal
Erika*	Masciadrelli	District	PreK-12	Data Coach
Diane*	Mayhew	School Committee		School Committee Representative
Donna	McKay	WHS	9-12	Dept Head - Science
Sue	Moore	Highland	K-8	ELL Coach
William	Moore	WTA	9-12	Social Studies Lead
Jeanne	Morin	Paper Mill	3-5	Elementary Teacher
Joe	Mullett	SMS	6-8	Science Lead
Christal	Murphy	WHS	9-12	Assistant Principal
Lucinda	Newcomb	SRS	K-5	Elementary Reading Coach
Kathy*	O'Donnell	SRS	K-5	Principal
Kelly	O'Sullivan	Highland	K-5	Elementary Reading Coach
Hava	Preye	NMS	6-8	Librarian
Chris*	Rogers	District	PreK-12	Admin of Student Interventions
JoAnne	Roselli	Franklin Avenue/Russell	K-5	Elementary Reading Coach
Denise*	Ruszala	District	PreK-12	Dir of Assess & Accountability
Jennifer	Schumacher	Highland	K-5	Title I Reading
Fran	St. Peter	Franklin Avenue	K-5	Principal
Noel	Stella	SRS	K-2	Elementary Teacher
Cindy*	Sullivan	School Committee		School Committee Representative
Peter	Taloumis	WTA	9-12	Director of CVTE
Michelle	Tarbox	Elementary	K-5	Elementary PE Lead
Chris*	Tolpa	District	6-12	Supervisor of Humanities
Margaret	Toomey	WHS	9-12	Dept Head-FA/Unified Life/Business

\*Members of District Literacy Leadership Team

## Section 8b: Development Process

### A History: Developing and Implementing the *2012 WPS District Literacy Action Plan*

In the fall of 2010, the District Literacy Leadership team formed and carefully selected forty educators and community representatives that reflected many facets of our district, including school and district administrators and cross-content and grade-level teachers.

From January to June of 2011, the District Literacy Team met four times to analyze and reflect upon the district data. Five goals were created to lay the foundation of our District Plan. After the *WPS District Literacy Action Plan* was completed in 2012, the District Literacy Team convened annually or bi-annually to reflect upon the progress of goals, receive professional development that focused on the goals, and/or revise the goals' action steps for clarity. The District Literacy Leadership Team met frequently to review the District's progress and each school's progress, review and revise data tools, reflect on the process, and plan district-wide literacy team workshops. The responsibilities of each literacy group can be found in Appendix D.

The following chart outlines the progress or completion of each goal from September 2012 – June 2016:

**Goal 1: Leadership:** By fall 2012, the District will have a comprehensive literacy plan in place to monitor progress on the district literacy goal and establish responsibilities for implementation.

- WPS District Literacy Action Plan was completed in September 2012.
- The WPS School Committee approved the *2012 WPS District Literacy Action Plan* in November 2012.

#### **Goal 2: Assessment**

By Spring 2013, the District will have articulated a comprehensive PreK-12 literacy assessment plan.

- A literacy assessment plan was completed in 2013 and is continually being revised based upon needs of the students.

By spring 2015, this assessment system will be fully implemented, including a data management component.

- In the fall of 2014, WPS purchased Illuminate, a system to house and create assessment data.
- The Assessment Office has begun training teachers on Illuminate.

#### **Goal 3: Instruction**

By 2014, all teachers will implement grade appropriate literacy strategies based on data and driven by the WPS curriculum, which will be aligned with the 2011 Massachusetts Curriculum Frameworks for ELA and Literacy.

- In the fall of 2012, all teachers were introduced to the new 2011 MA Curriculum Frameworks for ELA, Literacy, and Math.
- By September 2015, all K-5 classrooms adopted Reading Street and a new model for delivering instruction.
- Curriculum maps were completed for grades PreK-8
- Many strategies, such as Word Walls, RCURRA, and two column notes were implemented at the secondary level, but due to changes in leadership and priorities, these literacy strategies were not consistently maintained and monitored.
- Although many curriculum maps have been developed using the new curriculum template, due to the many changes in state standards through the CCSS and Next Generation Science Standards, departments are still in the process of completing curriculum maps.

**Goal 4: Professional Development**

By 2015, the District will have a refined professional development plan based on data which addresses the literacy needs of all educators using a formal protocol to monitor and assess its effect on student achievement.

- In 2013, the WPS School Committee approved Early Release Staff Development days. Beginning in 2014, these days focused on state, district, and site initiatives, along with providing teachers leadership opportunities to share their expertise

**Goal 5: Intervention**

By 2016, the District will have implemented a tiered instructional model that provides interventions and multiple levels of support for both students and staff.

- Created the RTI model for Westfield Public School
- See Appendix C for list of interventions

**Developing the 2016 Westfield Public Schools District Literacy Action Plan:**

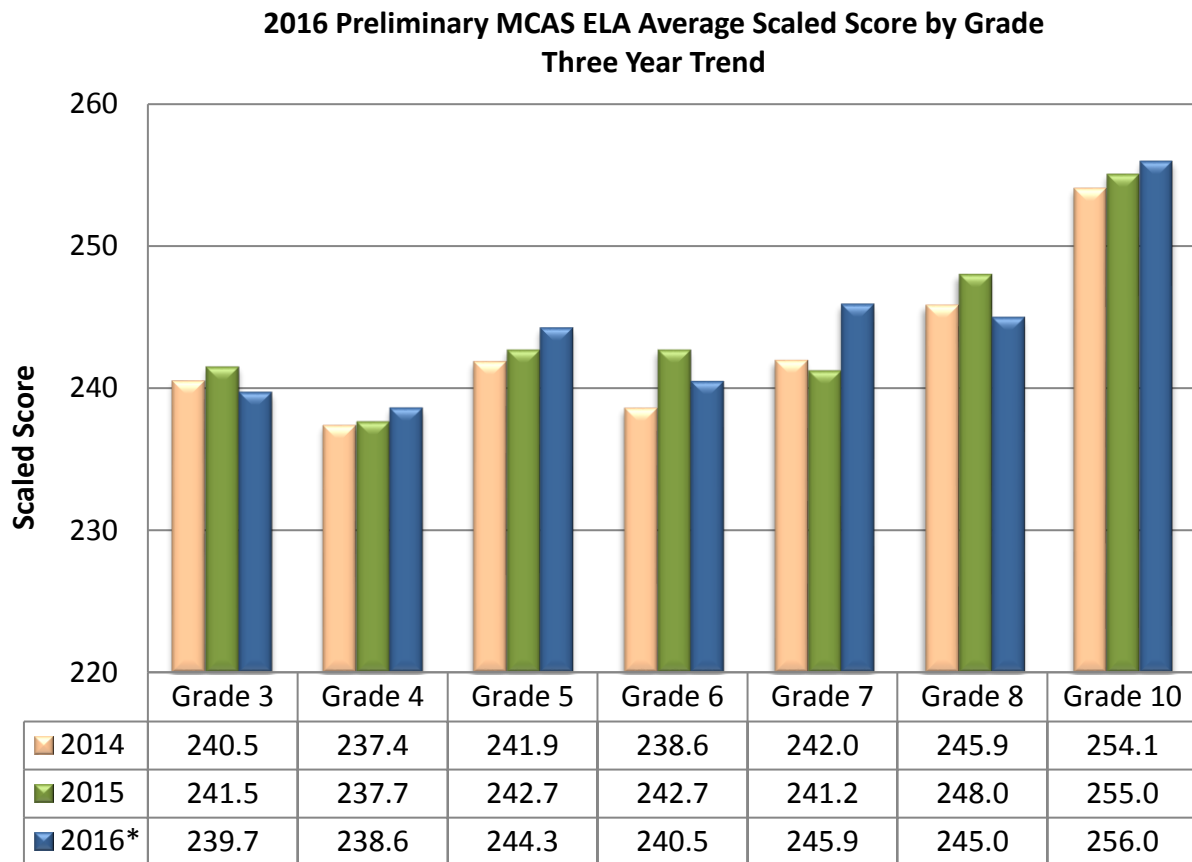
The foundational work to create our next five year plan began in January 2016, where based upon a refinement of our original goal areas, our District Literacy Team collaborated to create new goals for the 2016-2021 timespan. All 52 members, again representing all schools and a cross section of grade levels and content areas, brainstormed priorities for each of the five goal areas. From that list, each stakeholder had a voice in choosing his or her priorities. Small groups then created new goals based on our District Literacy Team's top priorities. Action plans for each of these new goals were created by the District Literacy Leadership Team and other stakeholders to ensure a clear direction for the next five years.

**Section 8c: Plan for Monitoring Implementation and Progress**

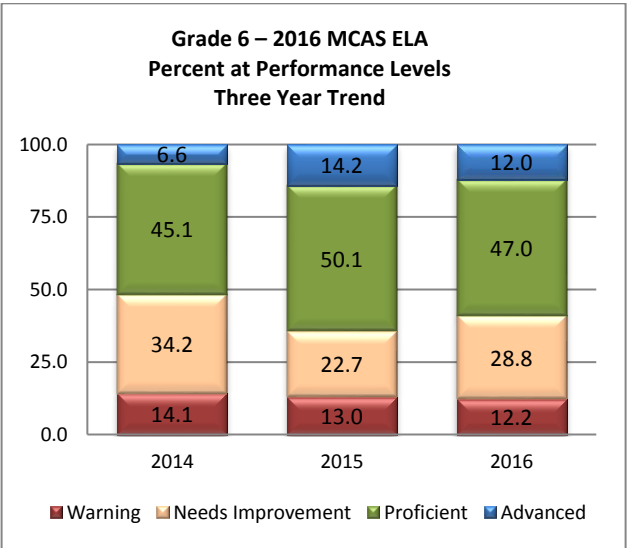
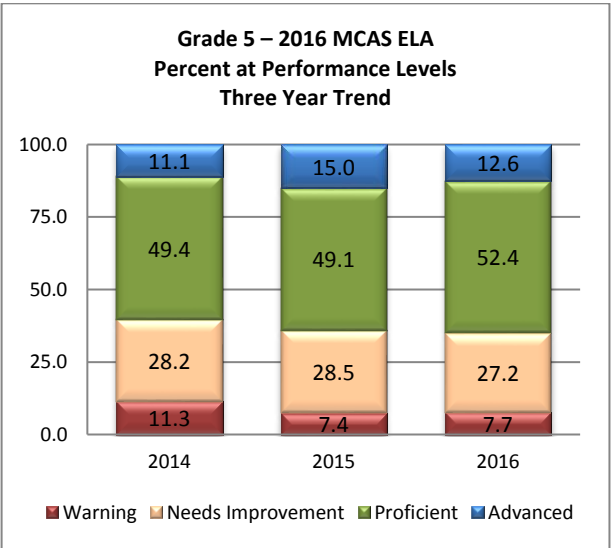
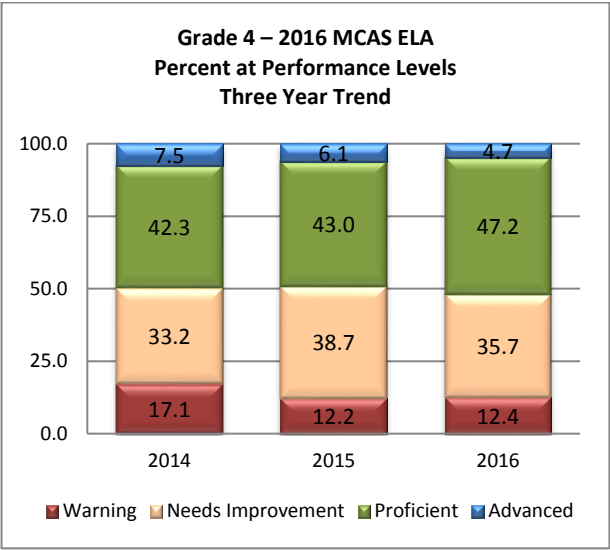
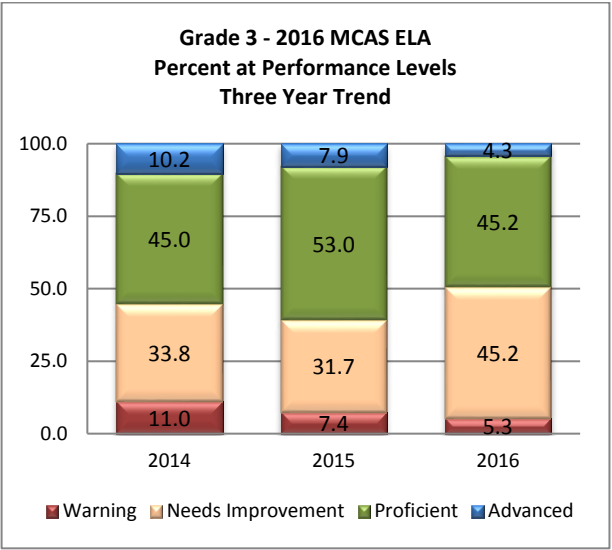
The District Literacy Leadership Team will continue to meet a minimum of four times annually, or as many times as necessary to monitor and assist with the progress of our district literacy goals. The District Literacy Team will meet at least annually to continue our unified literacy efforts across all grade-levels, content areas, and buildings. School literacy teams will meet at least quarterly, and principals will complete a bi-annual literacy reflection to update leadership on progress regarding literacy goals.

## Appendix A: Westfield Public School Assessment Data

Table A1

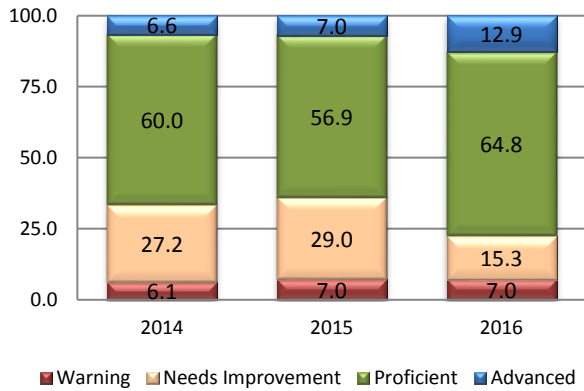


**Table A2**

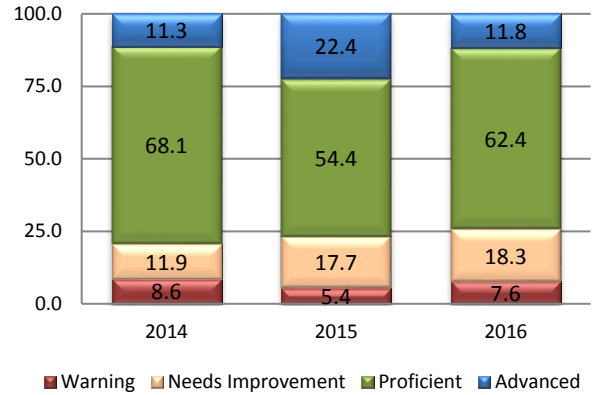




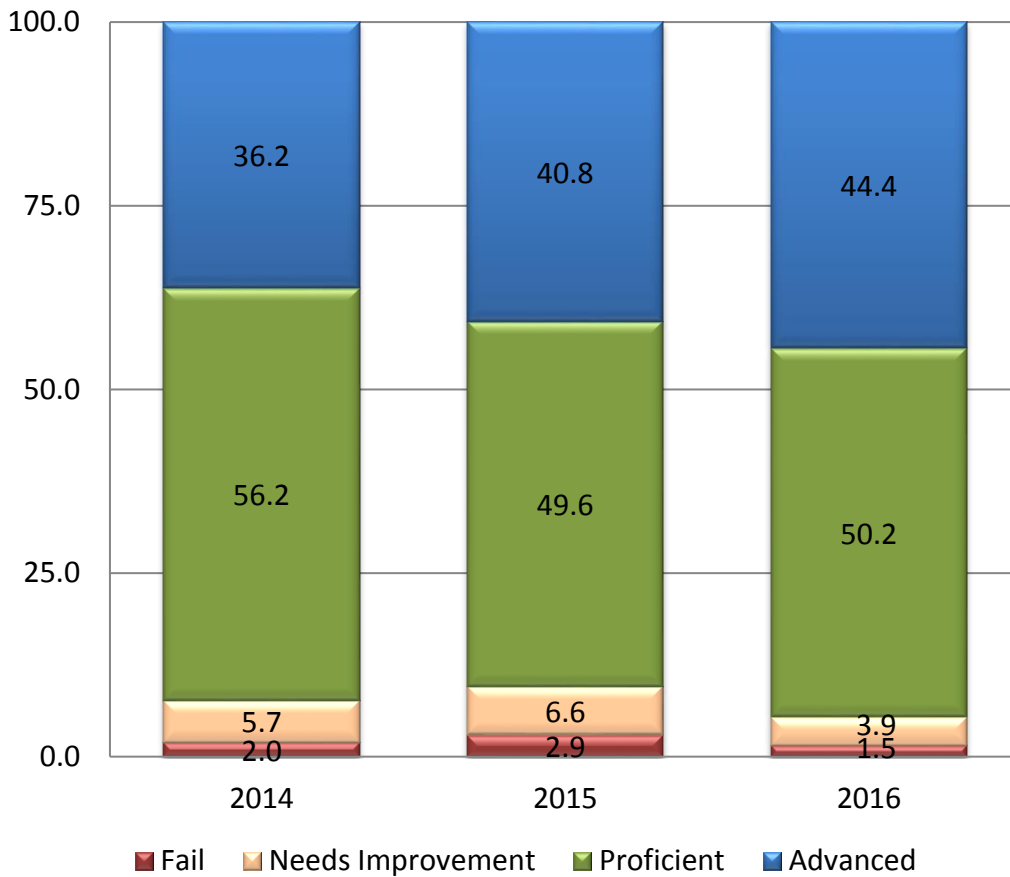
**Grade 7 – 2016 MCAS ELA**  
Percent at Performance Levels  
Three Year Trend



**Grade 8 – 2016 MCAS ELA**  
Percent at Performance Levels  
Three Year Trend

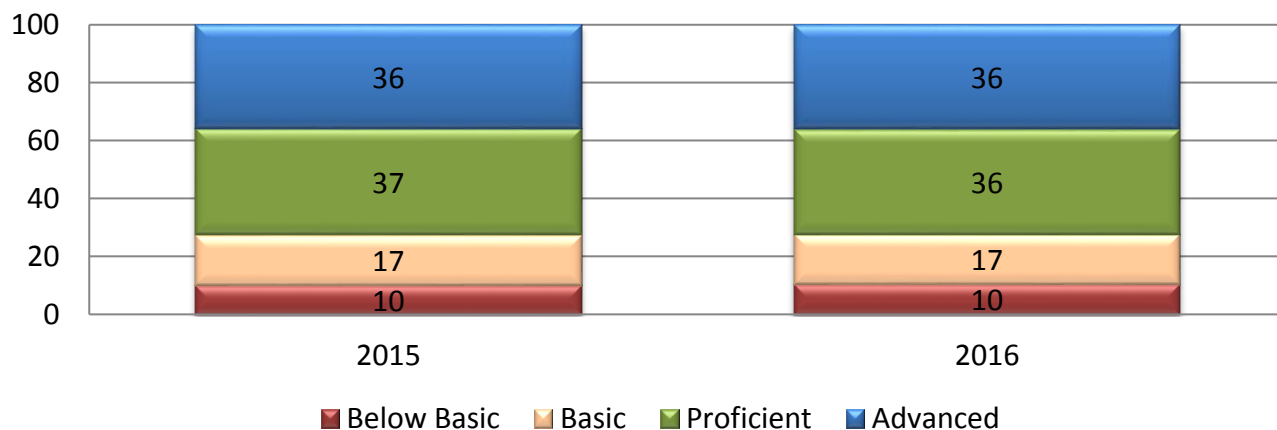


**Grade 10 – 2016 MCAS ELA**  
Percent at Performance Levels  
Three Year Trend



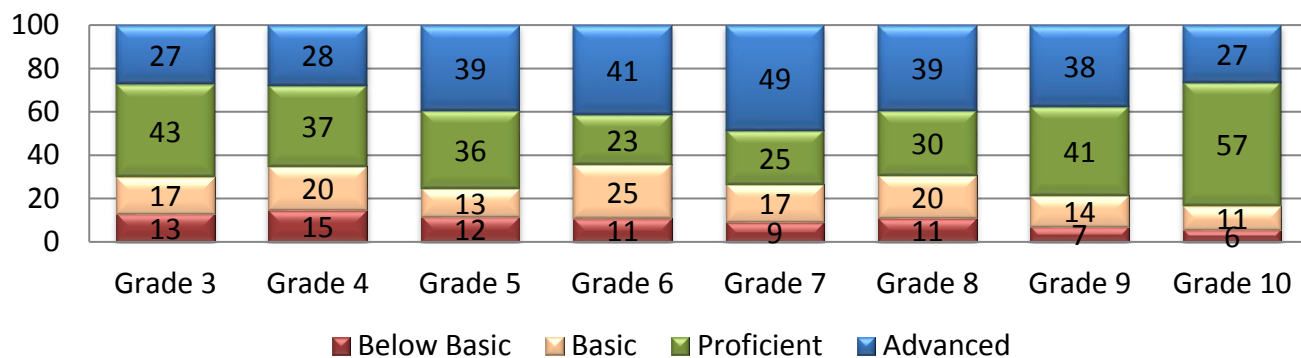
**Table A3**

**Reading Inventory Lexile Performance Levels - District  
Spring 2015 and 2016**



**Table A4**

**Reading Inventory Lexile Performance Levels by Grade  
Spring 2016**



**Table A5**

**Reading Inventory Lexile Performance Levels by Grade  
Spring 2015**

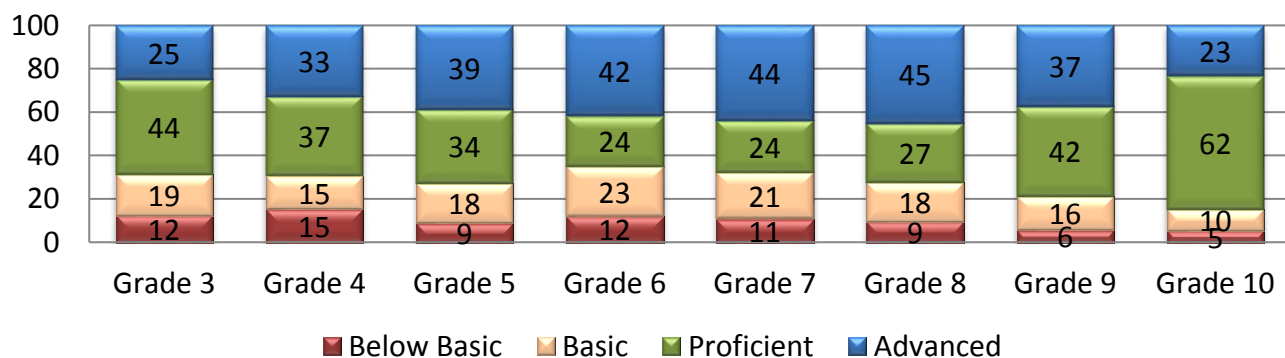


Table A6

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) – Grades K-5**  
**Spring 2016**

<b>Kindergarten</b>			
<i>Measure</i>	<i>Intensive</i>	<i>Strategic</i>	<i>Core</i>
Letter Naming Fluency (LNF)	45%	24%	30%
Nonsense Word Fluency (NWF) -Correct Letter Sounds	41%	17%	42%
Nonsense Word Fluency (NWF) -Whole Words Read	39%	20%	41%

<b>Grade 1</b>			
<i>Measure</i>	<i>Intensive</i>	<i>Strategic</i>	<i>Core</i>
DORF-Words Correct	30%	29%	40%
DORF-Accuracy	36%	37%	27%
Nonsense Word Fluency (NWF) -Correct Letter Sounds	25%	24%	51%
Nonsense Word Fluency (NWF) -Whole Words Read	27%	20%	53%

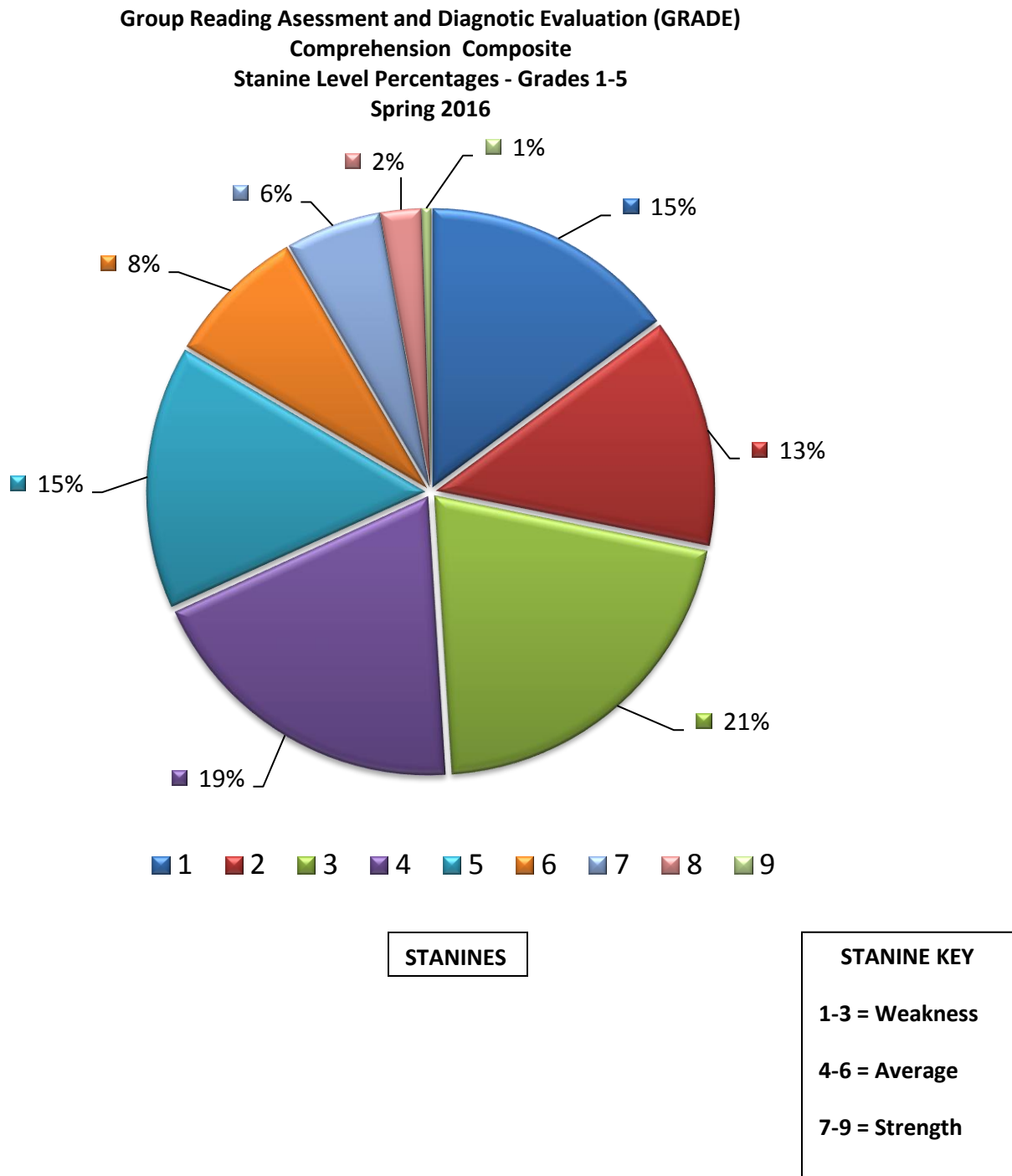
<b>Grade 2</b>			
<i>Measure</i>	<i>Intensive</i>	<i>Strategic</i>	<i>Core</i>
DORF-Words Correct	35%	30%	36%
DORF-Accuracy	59%	n/a	41%

<b>Grade 3</b>			
<i>Measure</i>	<i>Intensive</i>	<i>Strategic</i>	<i>Core</i>
DORF-Words Correct	28%	23%	49%
DORF-Accuracy	58%	n/a	42%

<b>Grade 4</b>			
<i>Measure</i>	<i>Intensive</i>	<i>Strategic</i>	<i>Core</i>
DORF-Words Correct	38%	19%	43%
DORF-Accuracy	45%	n/a	55%

<b>Grade 5</b>			
<i>Measure</i>	<i>Intensive</i>	<i>Strategic</i>	<i>Core</i>
DORF-Words Correct	29%	19%	52%
DORF-Accuracy	36%	n/a	64%

**Table A7**



## Appendix B: Westfield Public Schools Elementary Assessment Calendar 2016-17

<i>Testing Window</i>	<i>Grade Level</i>	<i>Literacy Content</i>	<i>Mathematics Content</i>	<i>Science Content</i>	<i>Assessment Title</i>
<b>September 6 – 16</b>	1 – 5		√		Math Benchmark #1 (Fall)
<b>September 6 – 16</b>	3 – 5	√			Reading Inventory
<b>September 7 – 16</b>	K – 5	√			DIBELS Benchmark (Fall)
<b>November 28 – December 2</b>	K – 5	√			GRADE
<b>January 9 – 18</b>	K – 5	√			DIBELS Benchmark (Winter)
<b>January 9 – 13</b>	K		√		Math Benchmark #1 (Winter)
<b>January 9 – 13</b>	1 – 5		√		Math Benchmark #2 (Winter)
<b>March 13 – 17</b>	3 – 5		√		Westfield's Practice Test for MCAS Mathematics
<b>April 3 – May 26 *</b>	3-5	√			MCAS ELA Reading Comprehension (*Schedule provided by district)
<b>April 3 – May 26 *</b>	3-5		√		MCAS Mathematics (*Schedule provided by district)
<b>April 3 – May 26 *</b>	5			√	MCAS STE (*Schedule provided by district)
<b>May 1 – 12</b>	K – 5	√			DIBELS Benchmark (Spring)
<b>May 15 – May 19</b>	K – 5	√			GRADE
<b>May 30 – June 2</b>	5		√		Math Benchmark #3 (Spring)
<b>May 30 – June 9</b>	3 – 5	√			Reading Inventory
<b>June 5 – 9</b>	1 – 4		√		Math Benchmark # 3 (Spring)
<b>June 5 – 9</b>	K		√		Math Benchmark #2 (Spring)

<b>Elementary Literacy SWAT Dates &amp; Data Meetings</b>						
<i>School</i>	<i>Fall SWAT</i>	<i>Fall Data Meetings</i>	<i>Winter SWAT</i>	<i>Winter Data Meetings</i>	<i>Spring SWAT</i>	<i>Spring Data Meetings</i>
<b>Abner Gibbs</b>	September 7	September 29	January 9	February 2	May 2	June 2
<b>Russell</b>	September 8	September 27	January 10	January 31	May 3	May 31
<b>Highland</b>	September 9	September 28	January 11	February 1	May 4	June 1
<b>Munger Hill</b>	September 13	September 26	January 12	January 30	May 9	May 30
<b>Paper Mill</b>	September 14	September 30	January 18	February 3	May 10	June 5

<b>Franklin Avenue</b>	September 15	October 3	January 19	February 7	May 11	June 6
<b>Southampton Road</b>	September 16	October 4	January 20	February 6	May 12	June 7

<b>Elementary Math SWAT Dates &amp; Data Meetings</b>						
<i>School</i>	<i>Fall BM Window</i>	<i>Fall Data Meetings</i>	<i>Winter BM Window</i>	<i>Winter Data Meetings</i>	<i>MCAS Planning (Grades 3-5)</i>	<i>Spring BM</i>
<b>Abner Gibbs</b>	Grades 1 – 5  September 6-16	October 3	Grades K – 5  January 9-13	January 23	March 27	Grades K – 5  June 5-9
<b>Russell</b>		October 3		January 23	March 27	
<b>Highland</b>		October 4		January 24	March 28	
<b>Munger Hill</b>		October 5		January 25	March 29	
<b>Paper Mill</b>		October 6		January 26	March 30	
<b>Franklin Avenue</b>		October 6		January 26	March 30	
<b>Southampton Road</b>		October 7		January 27	March 31	

<b>Elementary Marking Periods</b>		
	<i>Marks Close</i>	<i>Report Cards Available for Parents</i>
<b>First Marking Period</b>	December 2 <sup>nd</sup>	December 9 <sup>th</sup>
<b>Second Marking Period</b>	March 15 <sup>th</sup>	March 24 <sup>th</sup>
<b>Third Marking Period</b>	June 9 <sup>th</sup>	June 23 <sup>rd</sup> (last scheduled day-includes 5 emergency closings)

<b>2015-16 MCAS Statewide Testing Schedule</b>		
<i>Testing Window</i>	<i>Grade Level</i>	<i>Assessment</i>
<b>Jan 5 – Feb 8</b>	Grades K-5	ACCESS for ELL
	Grades 3-5	Alternative Assessment
<b>April 3 – May 26</b>	Grades 3-5	ELA, Math, and Grade 5 STE

## Appendix C: Westfield Public Schools Elementary Intervention Model - Supplemental Reading Instruction

- Support the critical elements of a core program
- Are systematic and utilize explicit instructional techniques
- Provide additional instruction to address the five components of reading: (phonemic awareness, phonics, fluency, vocabulary, comprehension)
- Allow teachers to target instruction to specific student needs

Grade Level	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grades
Targeted reading area					
Oral Language	Part I- Language for Learning, Tier III Part II- Language for Thinking, Tier III Elements of Vocabulary, Tier II,III				
Phonemic Awareness/Phonics	Early Reading Intervention, Tier II,III Telian Lively Letters, Tier I,II,III Project Read Phonics, Tier II, II Imagine Learning, Tier I,II,III	Project Read Phonics Tier II,III Early Reading Intervention, Tier III Sounds and Letters, Tier I,II,III Telian Lively Letters, Tier I,II,III Road to the Code, Tier I,II,III Imagine Learning, Tier I,II,III	Project Read Phonics, Tier II,III Sounds and Letters, Tier I,II,III Phyllis Fischer Speed Drills Imagine Learning, Tier I,II,III	Project Read Phonics, Tier II, III Sounds and Letters, Tier I,II,III Phyllis Fischer Speed Drills System 44, Tier III Imagine Learning, Tier I,II,III	Project Read Linguistics, Tier III Phyllis Fischer Speed Drills System 44, Tier III Imagine Learning, Tier I,II,III
Fluency	Read Naturally ME, Tier II Imagine Learning, Tier I,II,III	Read Naturally ME, Tier II Great Leaps, Tier II Imagine Learning, Tier I,II,III	Read Naturally ME, Tier II Reading Plus, Tier II Quick Reads, Tier II Soar to Success, Tier II Great Leaps, Tier II Imagine Learning, Tier I,II,III	Read Naturally ME, Tier II Reading Plus, Tier II Quick Reads, Tier II Soar to Success, Tier II Great Leaps, Tier II Read 180, Tier II Imagine Learning, Tier I,II,III	Read Naturally ME, Tier II Reading Plus, Tier II Quick Reads, Tier II Soar to Success, Tier II Great Leaps, Tier II Read 180, Tier II Imagine Learning, Tier I,II,III
Vocabulary	Imagine Learning, Tier I,II,III	Elements of Reading: Vocabulary, Tier II,III Imagine Learning, Tier I,II,III	Elements of Reading: Vocabulary, Tier II,III Imagine Learning, Tier I,II,III	Elements of Reading: Vocabulary, Tier II,III Read 180, Tier II Imagine Learning, Tier I,II,III	Read 180, Tier II Imagine Learning, Tier I,II,III
Comprehension		Elements of Reading: Comprehension, Tier II,III Imagine Learning, Tier I,II,III My Sidewalks, Tier II,III	Elements of Reading: Comprehension, Tier II,III Imagine Learning, Tier I,II,III My Sidewalks, Tier II, III	Elements of Reading: Comprehension, Tier II,III Soar to Success, Tier II Read 180, Tier II Imagine Learning, Tier I,II,III My Sidewalks, Tier II, III	Elements of Reading: Comprehension, Tier II,III Soar to Success, Tier II Read 180, Tier II Imagine Learning, Tier I,II,III My Sidewalks, Tier II,III

Classroom Teachers		Reading Specialists Literacy Assistants Special Education Teachers	Para Professionals & Volunteers	
Intervention	Practice	Intervention	Intervention	Practice
<ul style="list-style-type: none"> <li>• Great Leaps</li> <li>• Imagine Learning</li> <li>• Quick Reads</li> <li>• Read Naturally</li> <li>• Reading Street RtI Kit</li> <li>• Soar to Success</li> <li>• Telian Lively Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Imagine Learning</li> <li>• Lexia</li> <li>• Phyllis Fischer Speed Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Reading- Comprehension</li> <li>• Elements of Reading- Vocabulary</li> <li>• My Sidewalks</li> <li>• Part I- Language for Learning</li> <li>• Part II- Language for Thinking</li> <li>• Project Read Phonics</li> <li>• Read 180</li> <li>• Read Naturally</li> <li>• Road to the Code</li> <li>• Soar to Success</li> <li>• System 44</li> </ul>	<ul style="list-style-type: none"> <li>• ERI</li> <li>• Read Naturally</li> <li>• Quick Reads</li> <li>• Great Leaps</li> </ul>	<ul style="list-style-type: none"> <li>• Phyllis Fischer Speed Drills</li> <li>• Systematic Sequential Phonics</li> <li>• Sounds and Letters</li> </ul>

#### Notes

- Language for Learning- for ELL or students who are not making progress with ERI
- Phyllis Fischer Speed Drills- as needed if students are not making progress in fluency through Lexia
- Read Naturally- 3-8 weeks maximum
- When using both ERI and Road to the Code, the letters for instruction need to match
- After completing the 21 lessons for ERI, then move to Project Read Phonics
- Grade 1 ERI follows a different scope and sequence
- Grade 1 ERI should be implemented during the first eight weeks of the school year
- My Sidewalks includes a vocabulary component

Updated April 12, 2016



## **Appendix D: Roles and Responsibilities of Literacy Teams**

### **The School Literacy Team will:**

- Include multiple grade levels and/or disciplines as School Literacy Team representatives. Meet quarterly.
- Review and analyze school and student data to make informed decisions about literacy action steps.
- Identify and plan professional development needs in literacy, based on data.
- Communicate with staff, students, and parents the work of your School Literacy Team and the District Literacy Team to keep constituents informed.
- Be proactive and maintain progress on established goals as outlined at each grade span.
- Ask the District Literacy Leadership Team for assistance when necessary to help meet established goals.
- Complete and return all paperwork to the District Literacy Leadership Team to streamline communication and foster a systematic approach for this initiative.

### **The District Literacy Team will:**

- Attend annual meetings to keep apprised of literacy progress across the district.
- Assist school administrators with facilitating literacy meetings and staff development opportunities.
- Communicate literacy initiatives to colleagues and the greater school community.

### **The District Literacy Leadership Team will:**

- Meet at least quarterly to monitor the District Literacy Action Plan and its implementation.
- Assist schools by helping to facilitate school literacy meetings when requested, and bringing literacy information, data, and staff development to school staff when needed.
- Present literacy information and data to Administrative Team, Instructional Team, and School Committee; and bring forth recommendations for literacy initiatives.
- Coordinate District Literacy Team meetings as needed (minimum once a year). Create an agenda that provides current data, quality professional development, and relevant information to assist School Literacy Teams.
- Communicate literacy initiatives to our educational community and the public.