

# Literacy Action Plan

**Result Statement:** All students will be able to thoughtfully and critically (*p.34 literacy*) respond to information resources utilizing reading, writing, speaking,

**Target Statement:** Increase in writing NECAP test scores to 69%. Increase in reading NECAP test scores to 82%

<p><b>Changes in student learning behavior:</b> What will students do to reach the identified results? What new things will they do to learn? What things will they do more of?</p>	<p><b>Changing Instruction:</b> What will teachers do to ensure students learn and develop the learning behaviors identified in the first column?  (Be sure that the instructional practices you identify will address every student learning behavior.)</p>	<p><b>Collaboration and Support:</b> When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making?</p>	<p><b>Monitoring Progress with Timelines and Adjustments:</b> How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents, and SIT informed and involved?</p>	<p>School and District Support and Resources: What support and resources will the school and district provide in order to achieve the results of this action plan?  (List the support and resources below and then use the attached template to finalize this column.)</p>	<p><b>Evaluating Results/Reporting to Families and Community:</b> How will the school know if their students reach the intended results? In light of what we have learned, how will we revise the plan for next year? <b>Reporting to families and the Community:</b> How will we share results of this plan with the entire school community?</p>
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<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Know, understand, and demonstrate academic expectation in all classrooms</li> <li>• Analyze and interpret information from differentiated print and non-print resources</li> <li>• Engage in purposeful accountable talk: accountability to knowledge, accountability to rigorous thinking, accountability to learning community.</li> <li>• Generate questions that demonstrate their ability to think and respond critically as accountable members of the learning community</li> </ul>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Implement effective daily lesson structure/workshop model</li> <li>• Provide clear and consistent academic expectations</li> <li>• Provide clear and consistent rubrics for student work across disciplines and grade levels</li> <li>• Model rituals, routines, and procedures (classroom norms) that support the academic expectations</li> <li>• Guide students in understanding and applying academic expectations and classroom norms</li> <li>• Provide meaningful and open ended discussions</li> <li>• Model appropriate discussion strategies and techniques</li> <li>• Facilitate accountable</li> </ul>	<p><b>When we will collaborate:</b></p> <ul style="list-style-type: none"> <li>• CPT</li> <li>• Faculty and Department meetings</li> <li>• SIT meetings</li> <li>• Critical Friends group</li> <li>• Professional Release Time</li> <li>• Curriculum Coordinators meetings</li> </ul>	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Assess their own level of proficiency in literacy instruction through feedback from the Literacy Walk Reports</li> <li>• Use feedback from professional development to reflect on their own practice</li> <li>• Collaboratively look at student work</li> <li>• Calibrate the scoring of student work across content areas</li> <li>• <b>Teacher leaders will:</b></li> <li>• Utilize the Literacy Walk evaluation tool to assess the degree to which literacy practices are used during instruction</li> <li>• Collect and analyze the data to assess current teaching/learning practices/skills</li> <li>• Train teams of colleagues in analysis of student work</li> </ul>	<p><b>The school will supply the following support and resources:</b></p> <ul style="list-style-type: none"> <li>• Continue to schedule CPT</li> <li>• Print and non-print resources that are appropriate and engaging for diverse learners</li> <li>• Provide job embedded professional development on best practices in critical literacy (Workshop Model incorporating effective lesson structure and Gradual Release of Responsibility, Accountable Talk), differentiated instruction, and collaborative group work.</li> </ul> <p><b>The central office will supply the following support and resources:</b></p> <ul style="list-style-type: none"> <li>• funding for professional development and resources</li> <li>• Funding for Media Center to provide differentiated literacy resources for teachers</li> </ul>	<p><b>Evaluating results:</b></p> <ul style="list-style-type: none"> <li>• Improved test scores (individually and collectively) on state, local, and school assessments</li> <li>• Increase frequency of positive teacher and student comments/attitudes related to the teaching of <i>literacy</i> as measured by SALT, literacy evaluation tool, and Literacy Walk Reports</li> <li>• Increase in circulation of Media Center resources</li> </ul> <p><b>Reporting to the community:</b></p> <ul style="list-style-type: none"> <li>• School Report Night</li> <li>• School Committee</li> <li>• Presentations</li> <li>• School Website</li> <li>• Open House</li> <li>• Parent Listserv</li> </ul>
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	<p>talk in student dominated class discussion</p> <ul style="list-style-type: none"> <li>• Use questions to frame lessons and tasks to promote critical thinking</li> <li>• Model thinking process when posing questions at the inferential and applied levels.</li> <li>• Provide various and differentiated print and non-print resources</li> <li>•</li> <li>• Use appropriate pre-reading/critical thinking strategies – frontload difficult concepts</li> <li>• Establish a purpose for reading/instruction</li> <li>• Teach and provide models of strategies for analyzing and interpreting information</li> <li>• Provide instructional supports/formative assessments (graphic organizers, prompted outlines, guided discussions, etc.) to promote understanding and enhance student</li> </ul>		<ul style="list-style-type: none"> <li>• Facilitate the calibration and consistent scoring of student work</li> </ul> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Develop a calendar for monitoring progress of the plan</li> <li>• Lead and facilitate Learning Walks</li> <li>• Communicate results of assessments to faculty and community</li> <li>• Oversee the implementation and monitoring of the plan</li> </ul>	<p>and students</p>	<ul style="list-style-type: none"> <li>• Parent Teacher Conferences</li> <li>• Local Newspapers</li> <li>• PTSA Meetings</li> </ul>
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performance.

- Use formative assessment to adjust instruction and hold students accountable for learning
- Provide opportunities for students to share exemplary work and explain why it is exemplary