

Amesbury Public Schools K-12 Literacy Plan 2009-2012

<i>Goal Strategic Goals</i>	<i>Objectives Please list specific objectives</i>	<i>Activities In order to meet our objectives, we will</i>	<i>Resources utilized as well as needed</i>	<i>Evidence of Impact</i>
<p>District Strategic Plan Goal 2</p> <p>Achievement/Academic Excellence</p> <p>Literacy Plan GOAL #1: Achievement /Academic Excellence:</p> <p>To support student learning by providing teachers with strategies, resources, and professional development opportunities that will result in students meeting or exceeding grade level expectations</p>	<p>Objectives:</p> <p>Over the next three year’s Amesbury will continue to partner with CACD/Tufts and Collins Education Associates to provide professional development workshops and coaching sessions to help Amesbury teachers:</p> <ol style="list-style-type: none"> 1) Understand and implement the components of Balanced Literacy and the research base supporting this approach. 2) Understand and implement the Gradual Release of Responsibility Model (GRRM) and the research base supporting this approach. 3) Understand and implement the strategies used by proficient readers, and teach short, lessons that focus on a single strategy. 4) Understand and implement with fidelity the Collins Writing Program with relevance across all subject areas. 5) Maximize their classroom environment to facilitate the development of critical readers, writers and thinkers. 	<ul style="list-style-type: none"> • provide job-embedded coaching in the following areas : <ul style="list-style-type: none"> ➤ Content area reading ➤ Content area writing ➤ GRRM ➤ Think Aloud Write Aloud (TAWA) ➤ Technology and data analysis to teachers K-12 that will enable them to meet the diverse literacy needs of the students in their classrooms • provide professional development for 5-12th grade ELA teachers around best practices in reading to improve instructional practices • implement more thinking aloud, inference making, and making connections throughout the K-12 reading program • increase student exposure and interaction with non-fiction texts K-12 • consistently conference with all students regarding district-wide local writing assessment by ELA, Math or Science teachers • develop common open response question strategies across grades/departments • expand use of district scoring rubric aligned to state scoring rubric for students and teachers to gauge student progress • continue to encourage teacher leadership in the form of leading book groups i.e “Teachers as Readers”, “Teachers as Leaders”, “Do I Really Need To Teach Reading” and “Better Answers” • continue to utilize benchmark data and data team meetings to analyze student reading progress, grouping practices and services needed 	<p>Funding to provide coaches or consultants</p> <p>Professional development days needed for grade level collaboration</p> <p>Professional books or journals for researching best practices in Reading</p> <p>Funding to increase school based non-fiction reading resources</p> <p>PD or Release time to score district writing assessment prompts</p> <p>Funding for professional books and stipends for staff</p> <p>Assessments and technology to support improved use of data to drive instruction</p>	<p>Classroom use of best reading practices strategies implemented within instructional planning & Reading in the Content</p> <p>Common approach towards open response strategies used in grades K-12</p> <p>Number and % of students scoring at or above Proficiency on MCAS Reading /English Language Arts increases by at least the amount required to make Adequate Yearly Progress (AYP)</p> <p>Reading and Writing Benchmark Assessments demonstrate continued growth at all grade levels. (DRA, SRI, DIBELS, Reading Street on-line assessments, quarterly exams, Accuplacer, Student Implementation and Teacher Implementation Writing Folders)</p>

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<p>Literacy Plan GOAL #2: Achievement /Academic Excellence:</p> <p>To close the achievement gaps between all subgroups and the aggregate so that ALL students demonstrate proficiency in reading and writing.</p>	<p>Objectives:</p> <p>Students will:</p> <p>6) Increase their ability to accurately respond to a variety of text-based and self based prompts across all subject areas.</p> <p>7) Write in all subject areas meeting or exceeding district-wide grade level expectations.</p> <p>8) Demonstrate critical thinking skills with primary emphasis on synthesis, analysis and evaluation of new content through writing.</p> <p>9) Graduate from Amesbury High School ready for college coursework.</p>	<ul style="list-style-type: none"> • provide job-embedded coaching in the following areas : <ul style="list-style-type: none"> ➤ Content area reading ➤ Content area writing ➤ GRRM ➤ Think Aloud Write Aloud (TAWA) ➤ Technology and data analysis to teachers K-12 that will enable them to meet the diverse literacy needs of the students in their classrooms • implement more thinking aloud, inference making, and making connections throughout the K-12 reading program • increase student exposure and interaction with non-fiction texts K-12 • consistently conference with all students regarding district-wide local writing assessment by ELA, Math or Science teachers • develop common open response question strategies across grades • expand use of district scoring rubric aligned to state scoring rubric for students and teachers to gauge student progress • expand common scoring opportunities and make it a normal practice of grade level planning meetings • continue to utilize grade level, department and goal setting meetings to analyze student writing progress • continue to develop and expand Early College and Dual Enrollment programs with Northern Essex Community College 	<p>Funding to provide coaches or consultants</p> <p>Professional development days needed for grade level/department collaboration</p> <p>Professional books or journals for researching best practices in Writing</p> <p>Funding to increase school based non-fiction reading resources</p> <p>PD or Release time to score district writing assessment prompts</p> <p>Assessments and technology to support improved use of data to drive instruction</p>	<p>Individual students will score an average of 3 points on a 4 point rubric on the ELA, Math and Science MCAS</p> <p>District averages on open response questions will all increase to over 3 points</p> <p>Writing Benchmark Assessments demonstrate continued growth at all grade levels.</p> <p>District Writing Portfolio, Student Implementation and Teacher Implementation Writing Folders</p> <p>100% of AHS students entering college will test out of remedial ELA courses.</p>

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<p>Literacy Plan</p> <p>GOAL #3: Improve School Culture, Leadership, and Capacity for Long-term Growth</p> <p>To support principals as instructional leaders, helping them learn how to promote, lead, and sustain a school community of adult learners.</p>	<p>Objectives:</p> <p>Amesbury Public Schools will:</p> <p>10) Develop existing administrators, school based structures and teacher leadership to strengthen and sustain long term growth in K-12 literacy instruction.</p>	<ul style="list-style-type: none"> • provide job-embedded coaching in the following areas : <ul style="list-style-type: none"> ➤ Data Warehouse Training ➤ Collins Writing Folder Review ➤ Formative Assessment Techniques ➤ Looking at Student Work and Data ➤ Reading Strategies and Metacognition to administration that will enable them to lead the literacy program with their staff • create data teams and data leaders at each grade level/department • continue to build and refine the RtI process in the district and expand Tier 2 and 3 instructional programs and opportunities K-12 • expand use of district scoring rubric aligned to state scoring rubric for students and teachers to gauge student progress • expand use of common formative assessments and make them a normal practice of grade level/department planning meetings • continue to utilize grade level, department, faculty and goal setting meetings to analyze student writing progress 	<p>Funding to provide coaches or consultants</p> <p>Stipends for “Data Divas”</p> <p>Professional development days needed for grade level collaboration</p> <p>Professional books or journals for researching best practices in Literacy</p> <p>PD or Release time to review data</p> <p>Assessments and technology to support improved use of data to drive instruction</p>	<p>Individual students will score an average of 3 points on a 4 point rubric on the ELA, Math and Science MCAS</p> <p>District averages on open response questions will all increase to over 3 points</p> <p>Benchmark Assessments in writing demonstrate continued growth at all grade levels</p> <p>District Writing Portfolio, Student Implementation and Teacher Implementation Writing Folders</p>