



## **Susquehanna Township School District Local Literacy Plan**

2579 Interstate Drive Harrisburg, PA 17111

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## Section I: Literacy Planning Team

### Membership

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Mia Gray	mgray@hannasd.org	Susquehanna Township School District, Librarian	Thomas Holtzman/Sara Lindemuth, Elementary
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Jessica Jacobs	jjacobs@hannasd.org	Susquehanna Township School District, Reading Specialist	Susquehanna Township Middle School, Middle
Marquita Jones	mjonesheavensent@aol.com	Heaven Sent Academy, K-2 Private School Administrator	N/A, Birth-5
Beth Khoo	Bkhoo@hannasd.org	Susquehanna Township School District, ELL Teacher	Susquehanna Township High School, High
Cara Klinger	cklinger@hannasd.org	Susquehanna Township School District, Reading Specialist	Sara Lindemuth/Anna Carter Primary School, Birth-5
Jennifer Mariano	jmariano@hannasd.org	Susquehanna Township School District, Reading Specialist	Sara Lindemuth/Anna Carter Primary School, Elementary
Jaime Marshall	Jmarshall@hannasd.org	Susquehanna Township School District, Literacy Coach	Susquehanna Township High School, High
Michelle Mutch	mmutch@hannasd.org	Susquehanna Township School District, Reading Specialist	Thomas Holtzman, Elementary
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<b>Name</b>	<b>Email</b>	<b>Organization &amp; Role</b>	<b>School &amp; Statutory Area</b>
Tamara Willis	twillis@hannasd.org	Susquehanna Township School District, Assistant Superintendent	District Level, High

## Timeline

<b>Date</b>	<b>Meeting/Activity Description</b>
Oct. 1, 2015	Introductory meeting of pilot schools at CAIU
Nov. 3, 2015	Team meeting to share components of the plan with team members. Cindy Anderson of PDE joined the meeting.
Nov. 23, 2015	Team representatives met with Jo Pepper of Dauphin County Head Start to discuss partnership
Dec. 1, 2015	Team meeting to review the process for conducting Needs Assessment across the district and with community stakeholders
Dec. 16, 2015	Team meeting to review and discuss progress toward completion of Needs Assessment
Jan. 19, 2016	Meeting with Reading Specialists to review and compile Needs Assessment
March 1, 2016	Follow up meeting of PaCLP pilot schools at CAIU.
March 3, 2016	Team meeting to begin writing of plan based upon findings within the Needs Assessment
March 9, 2016	Team representatives met with representatives from the Dauphin County Library System to discuss literacy partnerships.
March 21, 2016	Team meeting to write the plan
March 29, 2016	Team representatives met with Kelly Lesh of Harrisburg Hospital to discuss literacy partnerships
April 4, 2016	Team meeting to write the plan
May 2, 2016	Team meeting to write plan
May 6, 2016	Team representative met with Little Learners, Jewish Community Center day care directors and CEO of Heaven Sent Academy to discuss literacy partnerships
May 19, 2016	Team meeting to write plan
May 26, 2016	Team representatives met with U Gro, Goddard School, and Kinder Care representatives to discuss literacy partnerships
May 31, 2016	Meeting to finalize writing and review the plan
June 6, 2016	School Board Presentation
June 15, 2016	ECE Partnership meeting to conduct final review of the plan

## **Section II: Mission and Vision Statements**

### **Mission Statement**

The mission of the Susquehanna Township School District is to provide a world class education to every child, every day and in every way. We believe that a world class education is grounded in deliberate and clearly articulated literacy opportunities in which reading, writing, speaking, listening, and thinking become the foundation for life-long literacy habits. We will employ data-driven decisions to meet the diverse learning needs of our students and engage our school community in authentic learning experiences through professional development, collaborative leadership and family/community support.

### **Vision Statement**

All members of the Susquehanna Township School District community will become critical, creative thinkers able to work independently and collaboratively, becoming innovative problem solvers. All stakeholders, including educators, parents, students and community will provide learners (Birth-grade 12) a strong foundation and support the highest quality literacy instruction possible. Students will graduate from our school district as confident, productive and responsible citizens capable of achieving their personal and professional goals.

## Section III: Guiding Principles

### Guiding Principle #1

In order to achieve post-secondary success, all students must be provided with a range of literacy opportunities and activities from birth-grade 12, enabling them to engage in meaningful classroom and subsequent life experiences. Literacy as it is currently defined encompasses reading, writing, speaking and listening. For the millennial student, this definition must be expanded to include the mastery of technological skills, problem-solving, collaboration and analysis. The Susquehanna Township School District understands that in order for students to acquire these skills, students must develop specialized strategies, vocabulary and background knowledge in order to comprehend complex discipline specific texts.

The Susquehanna Township School District is committed to engaging all students through best instructional practices. All classroom instruction incorporates the five strategies of extending thinking skills, summarizing, understanding vocabulary in context, non-verbal representations and the use of advance organizers. Our professional staff and administrators utilize the H.E.A.T. Framework (High level thinking processes, Engaging students, Authentic connections, Technology tools) to successfully prepare students to be career and college ready.

The integration of literacy across the curriculum requires a consistent, aligned and collaborative approach to instruction requiring systematic and explicit planning. Our revised curriculum, based on the Pennsylvania Core and Academic Standards, supports such an approach. Our web-based curriculum management and lesson planning system provides a platform for teachers to collaborate about lesson plan development. Regularly scheduled data meetings allow teachers and administrators to determine, evaluate, and coordinate core instructional programs and interventions. Student progress is periodically shared with families in order to strengthen the home-school partnership.

To enhance literacy learning of students, we believe that there must be shared responsibility between educators, parents/caretakers, and the broader community. Community partners participate in shared professional development and planning for transitions. The district has developed partnerships with local Pre-school programs to share training, materials, and learning expectations for Pre-kindergarten students. Through a partnership with the ARC of Central Pennsylvania, special-needs students in the Learning for Life program are provided career training and skill development to transition from school to work.

## **Guiding Principle #2**

The Susquehanna Township School District values diversity, recognizing that both children and adults have a range of learning styles. Diversity is celebrated through literacy instruction, authentic learning experiences, and technology integration throughout the school year in order to recognize the contributions of various cultures and ethnicities. School and classroom libraries feature culturally responsive texts. We believe that when students feel valued as individuals, their motivation and thirst for learning intensifies.

The Susquehanna Township School District is ethnically and economically diverse. An increasing number of students are entering kindergarten lacking the foundational building blocks of literacy learning and effective communication. Access to a quality pre-school program based upon the Pennsylvania Early Childhood Standards is essential, as the importance of language and vocabulary development, beginning at birth, is perhaps the strongest indicator of future academic success. With a common language of literacy, we are also building oral and written communication skills to prepare students for college and post-secondary career opportunities.

Susquehanna Township School District offers a broad spectrum of educational opportunities and experiences that challenge students with a diverse range of talents. The district recognizes the necessity of developing specific programs which support a variety of student interests and talents through a standards-based curriculum that features Apollo award-winning musicals, as well as award-winning band, chorus, orchestra, visual arts programs, district-wide; and offers a School of the Arts program in the High School. Students who wish to pursue a career path in the medical sciences may apply and enroll in specialized coursework within the Medical and Health Sciences Strand in the Susquehanna Township High School.

### **Guiding Principle #3**

All students in our district are capable of achieving high levels of literacy learning. In grades K-12, assessment data is collected using a variety of tools to provide a complete overview of student levels. Grade level teams and content area departments use this assessment data to inform instructional decisions including interventions for individual students and core curriculum planning. Our district provides training to equip individual educators with the expertise necessary to effectively analyze and utilize data to increase students' literacy levels.

Our ELA and math curriculum is aligned with the Pennsylvania Core and Academic State Standards. The district is engaged in ongoing alignment of curriculum in the various content areas across the grade levels. Data is reviewed annually to inform curriculum decisions. We establish strong connections between data and instruction by providing multiple opportunities for collaboration between teachers serving all segments of the student population.

With a strong MTSS framework in place, students needing intervention are identified and provided opportunities for additional support through targeted intervention groups and tutoring. Pre-K students identified through kindergarten screening are offered the opportunity to participate in a Jump Start program. Our gifted population and students needing enrichment are provided with numerous opportunities throughout our elementary, middle, and high schools. At the high school, students have opportunities for dual enrollment in partnership with local colleges and universities and enrollment in advanced placement courses.

## **Guiding Principle #4**

We at Susquehanna Township School District, believe that evidence-based decision making is integral to all instructional decisions related to literacy development. The collaborative analysis of anecdotal, formative, summative, benchmark, and diagnostic data extends across all grade levels, to guide and prioritize instruction in order to match individual student needs as closely as possible to research-based instructional practices. A comprehensive assessment calendar enables educators to efficiently utilize student data to make evidence-based decisions in their daily instruction. Educators receive ongoing training in the analysis and use of student data.

Universal screeners (*Benchmark Assessment System, MTSS, Chalk.com, Performance Tracker, DIBELS, Lexia, GRADE, Study Island, DRA2, CDT, Words Their Way,*) are used to provide benchmark data for students in reading and writing. Data is analyzed by district, building, and grade level teams. Regularly scheduled monthly data meetings allow teachers and administrators to determine, evaluate, and coordinate core instructional programs and interventions. Progress monitoring occurs at regular intervals and is based on all data collected, including anecdotal data, ensuring that all students are meeting targeted goals. When students are not making expected progress towards identified goals, the data is used to determine a change in intervention strategy. Student progress is periodically shared with families. Susquehanna Township School District is consistently strengthening the home-school partnership.

## **Guiding Principle #5**

The Susquehanna Township School District supports and encourages our teachers to pursue professional growth by accessing expertise from within the district as well as from outside providers. Our administrators are committed to constructing district and building level budgets that provide resources for professional learning, data analysis, and curriculum development meetings. Professional development is evidence-based and supports implementation of instructional strategies and materials aligned with student learning needs. Currently, the district employs four instructional coaches who ensure that newly acquired professional learning is embedded into classroom practice and endeavor to build capacity and collaboration among the staff. Additionally, the district employs two reading specialists who use their expertise to work with students and collaborate with teachers.

Differentiated professional learning is provided through morning meetings, extended day professional development, professional learning communities, and self-directed studies. In addition to analyzing student achievement data, periodic teacher surveys are used to prioritize professional learning needs. Our administrators value the role of these processes in fostering a climate of learning district-wide.

Our teachers will step beyond their individual classrooms and content areas to participate in professional learning communities to create a cohesive learning experience for Susquehanna Township students. In order to provide consistency and a common language, we provide new staff members with training through our induction program and designated professional development days. The district's investment in providing our staff with timely and relevant professional development creates a teaching and learning environment where teachers and students can succeed utilizing the 4 C's: collaboration, communication, creativity and critical thinking.

## Section IV: Needs Assessment Review and Goal Setting

### Transition

• The district does not have a transition committee (Birth - Grade 12) comprised of multiple stakeholders who are best able to meet the needs of the initiative. • The district does not currently have documented information on student retention, graduation rates and other predictors are used in order to develop transition strategies for ensuring student success in school. • The district is not represented on the county LEARN teams. • A district transition plan Birth-Grade 12 has not been written and includes a timeline, goals, and responsibilities for implementation. • Transition goals have not been identified in the district improvement plan. • Currently, the district does not have an evaluation process that includes questions and measurements that will assess the effectiveness of evaluating effective classroom environments and a tool to monitor and improve the transition process. • The district has not developed tools to monitor and improve the transition process. • Financial support is not currently in place to continue successful transition planning for students and families. • The district does not currently offer a variety of professional learning in order to help prepare staff to ensure successful transitions for students. In conclusion, while the district maintains standard student demographic data as required by the PA Department of Education, these data points are not currently used to support successful transitions along the birth-grade 12 continuum. Pre-school students entering the primary program are screened at registration. The GRADE is administered to students entering grades K-3 grade and benchmark assessments are utilized to indicate student performance in grades K-3. Student performance data is available to staff. However, professional development is needed on how to collaboratively analyze this data to inform instruction, enhance programming, and plan for successful transitions along the birth-grade 12 learning continuum. High school students are prepared to transition to post-secondary and career opportunities through participation in mandatory meetings with guidance counselors, college and career advisement, and the Learning for Life program for special needs students. The district currently holds pre-school transition meetings to address the needs of students with special needs, however the development of a district-level transition plan will ensure that staff at the K level will have dedicated time to meet with community partners to plan for successful transitions. Teachers in grades 1-12 do not currently have dedicated time to engage in conversations with colleagues in adjacent grades, but this time will be provided in the coming deployment of the comprehensive literacy plan. Administrators will meet with their colleagues serving adjacent grades starting during the 15-16 school year.

Transition	In Place	Literacy Learning Paths	Other Literacy PD Activities
<b>Birth-5</b>	No	Supporting Learners with Special Needs Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Using Data for Literacy Decision-Making Family Literacy and Family Engagement Building Blocks of Literacy	LoTi HEAT Instructional Framework Danielson's Framework for Teacher Effectiveness

<b>Elementary</b>	No	Building Blocks of Literacy Pennsylvania Comprehensive Literacy Plan Family Literacy and Family Engagement Universal Design for Learning Supporting Learners with Special Needs Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum Navigating Content with English Language Learners (ELLs)	LoTi HEAT Instructional Framework Danielson's Framework for Teacher Effectiveness
<b>Middle</b>	No	Family Literacy and Family Engagement Pennsylvania Comprehensive Literacy Plan Universal Design for Learning Supporting Learners with Special Needs Using Data for Literacy Decision-Making Navigating Content with English Language Learners (ELLs) Literacy Design Collaborative	LoTi HEAT Instructional Framework Danielson's Framework for Teacher Effectiveness
<b>High</b>	No	Family Literacy and Family Engagement Navigating Content with English Language Learners (ELLs) Pennsylvania Comprehensive Literacy Plan Universal Design for Learning Literacy Design Collaborative Successful Transitions Along the Literacy Continuum Supporting Learners with Special Needs Using Data for Literacy Decision-Making	LoTi HEAT Instructional Framework Danielson's Framework for Teacher Effectiveness

## Professional Learning and Practice

- Professional learning efforts are being aligned to leverage resources and ensure a cohesive plan that addresses the needs of all learners (i.e. students, teachers). This alignment is sustained and focused across years.
- District literacy goals were not previously established or sustained over time.
- Application of the content to classroom instruction is stressed at an emergent level. Impact of professional learning on student and teacher learning is not fully measured. Coaching, instructional supervision, ongoing teacher collaboration, peer coaching, and related strategies are used for this purpose.
- District staff are not currently provided opportunities for professional learning in the areas of parent involvement/engagement.
- Teaching staff are provided with opportunities to collaborate, study, observe others, visit model demonstration sites, and make plans to improve instruction, but is an emerging practice across schools.
- A comprehensive professional learning plan and support system for instructional assistants who support literacy groups is not developed to include instruction and guidance on instructional materials they will use.
- The district is committed to integrating literacy across the instructional areas at the middle and high school levels. Professional learning and ongoing in-class support necessary to make this happen are being developed including subject-specific comprehension and vocabulary strategies. Historically, staff have received professional development that was either limited in scope or lacking in overall alignment with best practices for professional development. During the 2015-2016 school year, the district crafted a comprehensive Professional and Staff Development Plan based upon staff surveys, student data, and district initiatives. The plan

provides multiple platforms for delivery (job-embedded, self-paced online, face-to-face, webinar, etc.). Currently, the district plan primarily addresses the needs of teachers and administrators. However, the planning team will begin to address student needs as identified through focus groups and surveys. Administrators assisted in crafting the professional development plan, and serve as building level contacts in disseminating information regarding implementation at the building level. Literacy initiatives and professional development evaluation forms will also be reviewed at monthly administrator meetings to ensure that staff and students remain at the heart of our deployment efforts for the comprehensive literacy plan. Teachers will be given dedicated times for grade level and department meetings. However, the literacy team needs to be more deliberate in ensuring that this time is utilized for reflection and discussion of new learning and classroom practice. The HEAT Framework is a K-12 initiative that measures instructional best practices for higher-order thinking, student engagement, authentic connections and technology integration. Teachers will utilize feedback from H.E.A.T classroom visits to strengthen the delivery of effective literacy instruction including reading, writing, speaking, and listening in all content areas. Instructional coaches will facilitate job-embedded and collaborative professional development to assist teachers, K-12, in making evidence-based instructional decisions. Through district use of the Baldrige Framework for process and organizational improvement, teachers currently serve on a variety of advisory and leadership teams designed to inform and facilitate professional development opportunities for colleagues. Instructional coaches are also being utilized to assist in developing professional capacity among teachers. The district is planning differentiated professional development.

<b>Professional Learning and Practice</b>	<b>In Place</b>	<b>Literacy Learning Paths</b>	<b>Other Literacy PD Activities</b>
<b>Birth-5</b>	No	Family Literacy and Family Engagement Building Blocks of Literacy Pennsylvania Comprehensive Literacy Plan Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum	Danielson Framework for Effective Instruction
<b>Elementary</b>	No	Using Data for Literacy Decision-Making Building Blocks of Literacy Family Literacy and Family Engagement Supporting Learners with Special Needs Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Navigating Content with English Language Learners (ELLs)	LoTi HEAT Framework Danielson Framework for Effective Instruction
<b>Middle</b>	No	Family Literacy and Family Engagement Pennsylvania Comprehensive Literacy Plan Literacy Design Collaborative Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making Supporting Learners with Special Needs Successful Transitions Along the Literacy Continuum	LoTi HEAT Framework Danielson Framework for Effective Instruction

High	No	Family Literacy and Family Engagement Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making Pennsylvania Comprehensive Literacy Plan Successful Transitions Along the Literacy Continuum Literacy Design Collaborative Supporting Learners with Special Needs	LoTi HEAT Framework Danielson Framework for Effective Instruction
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## Assessment

• A “data culture” is emerging throughout the district. This includes a system to support building administrators in the use of literacy assessment data in schools and to develop follow-up plans to adjust instruction as needed at the school, grade and student levels. • A district-wide literacy assessment plan is being developed including purposes, measures to be used, schedules, procedures, and targeted students at each grade level in every school, but is not comprehensively deployed across all levels. • A district-level database is identified to collect and summarize school-level and student-level literacy data, K-12. The system has not been fully implemented to provide immediate and easy access to information. • Selected assessment measures have strong evidence of validity and reliability. These measures are not used on an established schedule to screen, diagnose, monitor, and determine literacy outcomes of pre K-12 students district-wide. • Selected measures provide information on the essential elements of literacy instruction appropriate for each level or grade span and are explicitly linked to district and state literacy goals. Duplication of assessment measures is not actively avoided on a consistent basis at the middle and high school levels. • The district has identified a data specialist to oversee the collection, validation and storage of student achievement data, provide special assessment training to staff, work with staff in the analysis of data, prepare timely reports, and identify district/school trends at the high school. • Ongoing training and support is not currently provided to all staff who teach or supervise literacy programs in the following areas: a) Assessments used by the district b) Data analysis c) Data Interpretation d) Data utilization • At least one individual per school is designated to become the expert on specific literacy measures used at the elementary and high schools. Ongoing training and support is provided for this role. • Local and formative assessments are not given in a standardized manner across students, classes, and schools. • A district-wide assessment calendar is not fully established that specifies testing windows for each measure that is a part of the district assessment plan. • Screening/diagnostic measures are administered or records are reviewed district-wide very early in the year to identify students who may need additional instructional support at the middle school level. Move-in students are not assessed within 5 school days after their arrival and placed into instructional groups. • A valid assessment for grades Pre K-3 has not been adopted to allow for evaluation of the early literacy program. • Support for a district-wide formative assessment process has not been provided at the middle and high school levels. Necessary resources are dedicated to ensure each school has a viable plan for collecting ongoing progress monitoring data on students receiving interventions. District recommendations have not been established regarding the frequency of data collection for students at risk of reading difficulties. • A valid assessment for grades Pre K-3 has not been adopted to allow for evaluation of the early literacy program. • Based on the review of data, district leaders are not consistently encouraged to participate in literacy team meetings at the school level in order to assist with systems-level problem solving and identify possible professional development needs and district supports. In conclusion, the district currently administers DIBELS benchmark assessment and the Group Reading Assessment and Diagnostic Evaluation (GRADE) to students in grades K-3 to determine early reading needs. Fountas and Pinnell's Benchmark Assessment System (BAS) is used to determine fluency and comprehension levels of students in grades K-5. Lexia Core 5 is a web-based diagnostic assessment administered to students in grades K-5. The Classroom Diagnostic Tool (CDT) is administered to students in grades 3-12, thrice in the areas of English/language arts, literature, general math, algebras I and II, geometry, general science, biology, and chemistry in accordance with PSSA and Keystone Exams schedules for each grade level. There is currently a district-level assessment

calendar that articulates administration dates. Building level teams develop procedures and schedules and communicate any major changes to district office. Sungard's Performance Tracker is the district's data warehouse and teachers have access to assessment data within the program. There is a need for additional professional development in the access and use of Performance Tracker to ensure that staff are using data to inform and modify instruction as well as develop student interventions. Building administrators will hold quarterly data meetings to discuss student progress toward instructional goals and performance standards as identified within individual student assessment profiles. Deliberate and structured analysis within these meetings help deepen staff understanding of the intended use of each assessment. Student cohort profiles are used to determine building level and district-wide professional development needs.

<b>Assessment</b>	<b>In Place</b>	<b>Literacy Learning Paths</b>	<b>Other Literacy PD Activities</b>
<b>Birth-5</b>	No	Building Blocks of Literacy Family Literacy and Family Engagement Supporting Learners with Special Needs Pennsylvania Comprehensive Literacy Plan Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum	LoTI H.E.A.T Instructional Framework
<b>Elementary</b>	Yes	Supporting Learners with Special Needs Building Blocks of Literacy Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Literacy Design Collaborative Using Data for Literacy Decision-Making Family Literacy and Family Engagement	LoTI H.E.A.T Instructional Framework
<b>Middle</b>	No	Using Data for Literacy Decision-Making Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Supporting Learners with Special Needs Navigating Content with English Language Learners (ELLs) Literacy Design Collaborative	LoTI H.E.A.T Instructional Framework

High	No	Navigating Content with English Language Learners (ELLs) Pennsylvania Comprehensive Literacy Plan Literacy Design Collaborative Supporting Learners with Special Needs Successful Transitions Along the Literacy Continuum Family Literacy and Family Engagement Using Data for Literacy Decision-Making	LoTI H.E.A.T Instructional Framework
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## Literacy Leadership, Goals, Sustainability

- Leadership and vision are in place at the district level to ensure that all staff actively support district literacy goals. However, outcome-based literacy improvement practices drawn from the Local Comprehensive Literacy Plan have not been fully communicated district-wide to date.
- Policies, personnel, budgets, training, and other operational resources are emerging as fiscal and administrative strategies to produce improved outcomes at the district and school levels.
- Programs to recruit, train, and retain future literacy leaders as well as make stronger literacy leaders of those already in leadership positions have not been developed within the district.
- Existing principals and other staff have not been assigned to buildings based on training, experience, knowledge, and skills matched to the data evidence of the instructional needs of students and the support needs of staff in that building.
- Literacy is fast becoming “front and center” as a district priority. The district currently does not systematically acknowledge positive results and high-performing and high-growth schools are not consistently recognized in a comprehensive manner.
- The district and schools at the middle and high school levels have begun to analyze data results to determine root cause of success. This is not in place at the elementary level. More professional development is needed.
- District leadership consistently asks schools, “How can we (district leaders) support your literacy improvement efforts?” However, this message has not been fully communicated to district staff, partners, and families.
- Literacy leadership is emerging, but not fully evident in administration, teachers, staff, parents, and students.
- Coordination of literacy goals, assessment, instruction, and professional learning at the school and district levels is emerging as an area of emphasis, K-12.
- At the middle and high school levels, if funds are available and/or if the district is large enough, a district-level staff member is assigned as a literacy coordinator. The same is true if funds are not available and/or in smaller districts, the function of literacy leadership is distributed to people in other leadership roles; these staff members organize literacy leadership teams at the school or district level having a point person to coordinate efforts. The process for such staff assignments are emerging at the elementary level.
- At the middle school level, the literacy coordinator (Birth-Grade 12) performs the functions of literacy coordination including a) Meeting regularly using a well-planned agenda and providing meeting notes/minutes in a timely manner b) Supporting building principals and reading/intervention specialists c) Coordinating literacy data collection and analysis. These functions are supported by the district literacy leadership team for the remaining sites (i.e., elementary and high schools).
- District funds are allocated to provide coaching support in each building in the district at the high school level. More coaching support is provided to the elementary level buildings in which the greatest numbers of students are reading below grade level. Key coaching functions are assigned within each school and at the district level but continues to emerge across the district.
- The district provides leadership and regular meeting times for professional learning teams. The focus is on the following questions: a) What do we want students to learn? b) How will we know when they have learned it? c) What will we do when they haven't learned it? This is more evident in the middle and high school levels, but needs to be reinforced, K-12.
- Principals are beginning to be provided with guidance to give structure and support for these professional learning team meetings that they participate in directly through attendance or indirectly through briefings following the meetings.
- Meeting agendas and minutes are starting to be distributed and archived. This continues to be an area of need for greater consistency, K-12.
- Supervision and ongoing support needed for principals to fulfill their roles as instructional leaders are provided by district personnel at the middle and high school levels. However, this support is not in place at the elementary levels.
- At the high school level, capacity is built district-wide by

identifying teachers, coaches, and/or district personnel who can serve as trainers of core, supplemental, intervention, and enrichment literacy materials as well as provide training on standardized assessment procedures that teachers are expected to use. This practice is emerging area at the elementary and middle levels. • Instructional coaches are not consistently provided with the time, preparation, and continuous support needed to properly fulfill this role across buildings. This is an area of strength at the high school level, emerging at the middle level, and not in place the elementary level. • District has recently entered a partnership with our local Intermediate Unit to provide literacy professional learning to build district capacity. • District uses regional PaTTAN consultants to provide professional learning and to build district capacity. However, this continues to be an area of need, K-12. • This document represents the district’s commitment to the development of a comprehensive, coordinated, and sustainable Birth-Grade 12 District Literacy Plan that will be is adopted and incorporated to include a multi-tiered instructional model for all students. • The District Comprehensive Literacy Plan is being developed, but is currently not disseminated widely, and referenced frequently. • Schools are currently not expected to develop a School Comprehensive Literacy Plan that is aligned with the District Comprehensive Literacy Plan. • Schools do not currently use a building level comprehensive plan to guide literacy improvement. In conclusion, school leaders actively seek ways to support literacy improvement efforts as evidenced by the creation and implementation of the local Comprehensive Literacy Plan. Hannah's Operational Performance Excellence (HOPE) is the vehicle by which the district has engaged in a continuous improvement process based upon the Baldrige Framework for organizational excellence. HOPE teams have be developed to address all facets of the district to include process mapping and strategic planning. Process mapping of the district's MTSS and special education referral process both support literacy improvements by emphasizing quality instructional practices within every classroom. Literacy goals, assessment, instruction, and professional development have all been coordinated through the recent development of a district-wide Professional and Staff Development Plan. Instructional coaches have received training in the use of Penn Literacy Network Strategies, and others will be trained in coming years. All professional staff will be trained in the H.E.A.T instructional framework to provide a solid basis for literacy instruction. The district has assigned the Assistant Superintendent for Curriculum and Instruction as the dedicated person to oversee literacy initiatives. It is the responsibility of each building principal to serve as an effective instructional leader communicate district initiatives to parents and members of the community. Currently, literacy initiatives are communicated through an annual presentation to the Board of School Directors, building level Open House presentations, parent literacy events, the Friday Flash at the middle school, the HOOT email blast, PTO/PTSA/PTSO meetings, HOPE Team Three initiatives to provide quality customer supports and services, a variety of superintendent advisories, the Susquehanna Township Rotary, and the Hanna Foundation. The district currently and will continue to seek technical assistance from the Capital Area Intermediate Unit and PaTTAN to support its implementation of MTSS, Collins Writing, LETRS Training, and DIBELS initiatives. Additionally, we also consult members of the Tuscarora Intermediate Unit (IU 11) on the implementation of guided reading and the Daily 5 for staff teaching grades K-5.

<b>Literacy Leadership, Goals, Sustainability</b>	<b>In Place</b>	<b>Literacy Learning Paths</b>	<b>Other Literacy PD Activities</b>
<b>Birth-5</b>	No	Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum Navigating Content with English Language Learners (ELLs) Pennsylvania Comprehensive Literacy Plan Using Data for Literacy Decision-Making	None

<b>Elementary</b>	Yes	Pennsylvania Comprehensive Literacy Plan Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum	None
<b>Middle</b>	No	Pennsylvania Comprehensive Literacy Plan Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum Using Data for Literacy Decision-Making	None
<b>High</b>	No	Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Using Data for Literacy Decision-Making Family Literacy and Family Engagement	None

## Partnerships

• At an emergent level, the district coordinates with community educational resources (e.g. intermediate unit, early childcare providers, family literacy programs, higher education) to ensure comprehensive, non- duplicative, and aligned educational services, birth to grade 12. • The district currently does not have established an advisory committee that engages educational community partners (parents, teachers, administrators, adult education providers, early childhood education providers, family literacy providers, and students) in planning, implementing, and evaluating the comprehensive and integrated literacy services. • The district does not have additional non-educational community partners that support families including libraries, health services, social services, businesses and industry at the elementary level. These partnerships do exist at the middle and high school levels. • The elementary does not fully participates in community awareness activities to inform the public of the need for literacy education for children birth to grade 12. This participating is emerging at the middle and high school levels. • The district is marginally represented in community activities and committees to expand awareness of the need for a comprehensive and integrated literacy program for children birth-grade 12, across buildings. • The district has begun to establish partnerships across the disciplines to ensure that reading and writing are taught within the contexts of the content specific curricula in the elementary school level. These are in place at the middle and high school levels. In conclusion, the Susquehanna Township School District is not well represented in community activities and committees to expand awareness of the need for a comprehensive literacy program for children birth – grade 12. The district currently partners with The Susquehanna Township Rotary Club, Capital Area Literacy Council, Dauphin County Library System, The ARC, The Hanna Foundation, VolunDears, Junior Achievement, and the Harrisburg Area Community College (HACC) among others. Members of the planning team have met with community pre-school program directors and lead teachers to discuss opportunities for collaboration to offer shared professional development, the collective use of Early Childhood Learning Standards and best practices for instructional delivery, and transition planning. Additionally, members of the team have reached out to business partners to discuss opportunities for creating greater deployment and visibility of our literacy initiatives through co-sponsored events (e.g., Literacy Nights at the East Shore Branch of the Dauphin County Library, May Fair, Book Give-Aways through Capital Literacy Council, etc.). We anticipate that these partnerships will improve the community perception of our district among all of our key stakeholders, and improve overall parent engagement.

<b>Partnerships</b>	<b>In Place</b>	<b>Literacy Learning Paths</b>	<b>Other Literacy PD Activities</b>
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<b>Birth-5</b>	No	Successful Transitions Along the Literacy Continuum Family Literacy and Family Engagement	None
<b>Elementary</b>	No	Successful Transitions Along the Literacy Continuum Family Literacy and Family Engagement	None
<b>Middle</b>	No	Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum	None
<b>High</b>	No	Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum	None

## Instruction

- The district has established an instructional model that addresses all of the essential elements including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing at the elementary level. However, such a model is emerging at the middle and high school levels.
- School administrators at the elementary and middle school levels are supported in conducting regularly- scheduled instructional walk-throughs to ensure that effective instruction is being provided to all students and programs are being implemented with fidelity. The LoTi HEAT Framework is being deployed, K-12, to provide systematic support to all administrators, K-12. Such a framework does not currently exist across pre-school sites.
- At the middle school level, school administrators’ efforts to provide instructional leadership in literacy are supported by scheduling administrative meetings at times other than during literacy instruction. This effort is emerging at the elementary and high school levels.
- English/language arts (ELA) instruction is provided to students in grades K-5 through a 90-120 minute daily literacy block to address individual learning needs. Small group instruction is seminal to the literacy block.
- Middle and high school students receive English/Language arts instruction for 45 and 52 minutes, respectively.
- In the middle school, at-risk students in sixth grade are provided flexible/homogeneously grouped instruction in ELA.
- There is a need for greater use of small group instruction at the middle and high school levels. Instructional coaches support teacher use of varied instructional practices across content areas, to include small group instruction. We engage in a reciprocal relationship with our pre-kindergarten partners to ensure that instruction practices address the development of the whole child.
- Currently, school board policy does not address the need for sufficient instructional time in literacy.
- Necessary funding and personnel are secured to support small group, teacher-directed literacy instruction for a portion of daily literacy instruction for K-3 students. However, there is a need for additional personnel to support more effective literacy instruction.
- Small group, teacher-directed intensive literacy intervention is provided beyond the core literacy block for all K-5 students across the district that are reading below grade level. However, this initiative is emerging.
- Each student in middle school with below grade-level literacy skills is provided with at least an additional period of literacy instruction support every day. This support is emerging for students at the high school level.
- Beyond providing additional instructional time during the school day, intensive after-school and/or summer school intervention programs are considered for students reading below grade level based on their assessment information at the middle and high school levels. Summer school and after-school interventions are also provided for K-5 students, but continue to emerge.
- The district has begun the process for establishing formal district policies and procedures that result in the adoption of evidence-based instructional programs that align with and support state standards and the district’s written curriculum, K-12.
- The district will adopt a district-wide, scientifically-based core literacy materials for pre-K through Grade 5 in the fall of 2016.
- Effective evidence-based supplemental and intervention

programs are being introduced for students in grades K-12, and will be fully deployed in fall of 2016 for use with students needing additional instruction beyond the core literacy program. •Where multiple literacy programs are being utilized with individual students within the district (e.g., core and intervention programs), the district is beginning to align them with each other. •Teachers across the district will begin using an adopted evidence-based programs and materials with consistency and fidelity in the fall of 2016. •In the K-5 program, federal programs that provide literacy support (e.g., Special Education, ELL, Title I) are aligned with general education literacy instruction in order to provide consistent literacy instruction for students at risk in learning to read. These supports are emerging at the middle an •In the K-5 program, federal programs that provide literacy support (e.g., Special Education, ELL, Title I) are aligned with general education literacy instruction in order to provide consistent literacy instruction for students at risk in learning to read. These supports are emerging at the middle and high school levels. •Students at the elementary and middle levels have access to the district’s core literacy curriculum. The district has begun and continues to implement a process by which all students at the high school level will have access to the same core literacy curriculum. •During the course of the 15-16 school year, the district began to institute a set of data-based decision protocols to be used consistently across the district which guides student placement into differentiated intervention and enrichment reading programs and materials. However, this is still emerging at all levels. •District personnel are not consistently working with building administrators to ensure that teachers across the district are incorporating effective delivery of literacy instruction. Literacy coaches and reading specialists support the delivery of effective literacy instruction, but this practice is not widely deployed. In conclusion, the district will utilize the H.E.A.T Framework to support teacher delivery of effective literacy instruction and ensure that staff are addressing instructional needs in reading, writing, speaking, and listening. Instructional coaches will facilitate job-embedded and collaborative professional development to assist teachers, K-12, in making evidence-based instructional decisions.

Instruction	In Place	Literacy Learning Paths	Other Literacy PD Activities
<b>Birth-5</b>	No	Family Literacy and Family Engagement Using Data for Literacy Decision-Making Building Blocks of Literacy Pennsylvania Comprehensive Literacy Plan Successful Transitions Along the Literacy Continuum	LoTi HEAT Instructional Framework The Daily 5- Guided Reading The Danielson Framework for Effective Teaching
<b>Elementary</b>	Yes	Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum Supporting Learners with Special Needs Navigating Content with English Language Learners (ELLs) Building Blocks of Literacy Pennsylvania Comprehensive Literacy Plan Using Data for Literacy Decision-Making	LoTi HEAT Instructional Framework The Daily 5- Guided Reading The Danielson Framework for Effective Teaching

<b>Middle</b>	No	Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making Pennsylvania Comprehensive Literacy Plan Successful Transitions Along the Literacy Continuum Literacy Design Collaborative Supporting Learners with Special Needs Family Literacy and Family Engagement	LoTi HEAT Instructional Framework The Danielson Framework for Effective Teaching
<b>High</b>	No	Pennsylvania Comprehensive Literacy Plan Supporting Learners with Special Needs Family Literacy and Family Engagement Literacy Design Collaborative Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum	LoTi HEAT Instructional Framework The Danielson Framework for Effective Teaching

## Standards and Curriculum

• The Pennsylvania Core Standards for ELA, are in place for students at the middle level, but are emerging for students in the primary and high school levels. • The Pennsylvania Early Learning Standards are not used consistently among the district’s pre-school partners. • The Pennsylvania Comprehensive Literacy Plan (PaCLP) is currently not the foundation of the district’s written curriculum, systemically. However, with the inception of this plan, the PaCLP will be explicitly linked to the district’s curriculum for each level moving forward. • The district has begun to use a common framework to instruct and assess literacy ensuring a consistent approach across subject areas and age/grade levels in grades K-12. The district’s pre-school partners do not currently utilize a common framework across sites. • At the middle level, the district implements with fidelity a research-based core literacy curriculum to ensure students meet the Standards. This process is emerging at all other levels. • The district is currently putting a rigorous standards aligned curriculum in place for all students, K-12. Standards-aligned curricula are not consistently accessible in partner sites (birth-age 4). • Reading, writing, speaking and listening are not systematically integrated throughout the day in all subject areas, but is emerging at grades K-12. This integration is not systemic across pre-school sites. • Students are provided with exemplary writing samples, assessment rubrics, real-world writing tasks, writing in response to reading and oral and written feedback at an emergent level in grades K-12. Student writing is not consistently in place across pre-school partner sites. • The district uses a common framework and rubrics to instruct and assess writing ensuring a consistent approach across subject areas for students at the middle school level. These frameworks and rubrics are not fully in place at the elementary and high school levels. • The written curriculum addresses all students at the middle school level, but addresses these students at an emergent level at the elementary and high school levels. In conclusion, the district is still in need of a comprehensive integration of literacy strategies within all content areas. This can only be accomplished through job-embedded and differentiated professional development designed to build instructional capacity. The district will utilize instructional coaches to build internal and systematic capacity. Curriculum adoption and cyclical review is also pivotal to assure vertical alignment and horizontal articulation of student performance outcomes.

<b>Standards and Curriculum</b>	<b>In Place</b>	<b>Literacy Learning Paths</b>	<b>Other Literacy PD Activities</b>
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<b>Birth-5</b>	No	Navigating Content with English Language Learners (ELLs) Pennsylvania Comprehensive Literacy Plan Supporting Learners with Special Needs Family Literacy and Family Engagement Successful Transitions Along the Literacy Continuum Using Data for Literacy Decision-Making Building Blocks of Literacy	LoTi HEAT Instructional Framework Danielson Framework for Teacher Effectiveness
<b>Elementary</b>	No	Navigating Content with English Language Learners (ELLs) Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Using Data for Literacy Decision-Making Supporting Learners with Special Needs Building Blocks of Literacy Family Literacy and Family Engagement	LoTi HEAT Instructional Framework Danielson Framework for Teacher Effectiveness
<b>Middle</b>	No	Supporting Learners with Special Needs Using Data for Literacy Decision-Making Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Family Literacy and Family Engagement	LoTi HEAT Instructional Framework Danielson Framework for Teacher Effectiveness
<b>High</b>	No	Successful Transitions Along the Literacy Continuum Pennsylvania Comprehensive Literacy Plan Navigating Content with English Language Learners (ELLs) Using Data for Literacy Decision-Making	LoTi HEAT Instructional Framework Danielson Framework for Teacher Effectiveness

## Section V: Setting and Prioritizing Goals

### Prioritized Goals

Priority	Goal Statement	Rationale	Section
1	The district will adopt a English/Language Arts programs, Birth-grade 8, that are aligned to PA Core and Common Core Standards.	Needs Assessments; Shared literacy experiences across grades levels.	Standards and Curriculum
2	The district will develop a K-12 Multi-Tiered System of Supports (MTSS) to provide targeted interventions based upon individual student needs.	Targeted and timely interventions are critical in building a solid foundation in literacy. Students who are not reading on grade level, will be provided instructional supports that are individualized to meet their specific learning needs.	Instruction
3	The district will establish Transition Team, with stakeholders from birth-grade 12, to develop an annual plan for successful transitions.	Careful review of the Needs Assessment revealed that very little vertical planning is taking place across the district, but particularly between the birth-kindergarten transition. This team would oversee the development of a comprehensive plan that articulates the process to ensure that student transitions are collaborative and seamless.	Transition
4	The district will identify and prioritize literacy initiatives, birth-grade 12, each year to share with the Board of School Directors.	Sustained communication of literacy goals and district-wide initiatives will continually foster a sense of shared ownership and increase community awareness of the district's commitment to literacy.	Literacy Leadership, Goals, Sustainability
5	The district will provide professional development for instructional staff, regarding the integration of literacy strategies across content areas on a annual basis. Special attention will be given to the middle and high school staff.	Shared ownership for literacy instruction is central to improving student achievement.	Professional Learning and Practice
6	The district will train all teachers on the use of required assessments and effective data analysis.	Data-driven decision making helps to inform teacher practice and guide instructional interventions across content areas.	Assessment
7	The district will establish a literacy committee that represents district, ECE, community and business partners to develop a plan to establish, promote and maintain a focus on annual literacy initiatives.	Widespread collaboration among school and community stakeholders fosters literacy engagement and growth. As community literacy opportunities become more frequent, our district commitment to literacy and our guiding principles become known and evident.	Partnerships

### Goal Action Map

### Goal Statement #1

The district will adopt a English/Language Arts programs, Birth-grade 8, that are aligned to PA Core and Common Core Standards.

<b>Action Step 1</b> Distribute materials to and provide professional development for teachers, K-8, on the ELA curriculum and the alignment of newly adopted Wonders (K-6) and myPerspectives (7-8) reading materials.	
<b>Timeline</b> May 2016-May 2017	<b>Lead Person</b> Assistant Superintendent, Building Principals (K-8)
<b>Resources Needed</b> hard copies of ELA curriculum; access to ELA units in Chalk.com; Wonders reading materials (K-6); myPerspectives reading materials (7-8)	<b>Specifics of Information</b> All professional development will be job-embedded and delivered to teachers within grade-level team meetings.
<b>Measures of Success</b> Teacher professional development surveys	<b>Review Date</b> Dec. 23, 2016

<b>Action Step 2</b> Collaborate with ECE partners to review pre-school curricula addressing PA Early Learning Standards and alignment with district K-2 ELA curriculum.	
<b>Timeline</b> September 2016-May 2017	<b>Lead Person</b> Primary Instructional Coaches, K-2 Principal
<b>Resources Needed</b> PA Early Learning Standards District (K-2) ELA curriculum	<b>Specifics of Information</b> N/A
<b>Measures of Success</b> Document articulating shared learning expectations and gaps in alignment	<b>Review Date</b> Dec. 23, 2016

<b>Action Step 3</b> Provide time for vertical alignment of ELA curriculum planning among K-8 teachers.	
<b>Timeline</b> August 2016-May 2017	<b>Lead Person</b> Building principals; Assistant Superintendent
<b>Resources Needed</b> funding for substitute coverage; electronic copies of the ELA curriculum and hard copies as needed; access to district ELA performance data	<b>Specifics of Information</b> N/A
<b>Measures of Success</b> meeting agendas, student performance improvement in ELA, revised curriculum unit maps reflecting improved vertical alignment	<b>Review Date</b> Jan. 27, 2017

<b>Action Step 4</b> Develop Birth-grade 2 document that articulates the shared learning experiences and gaps between partnership and district programming based upon the PA Early Learning Standards.	
<b>Timeline</b> September 2016-May 2017	<b>Lead Person</b> Primary Building Principal; Assistant Superintendent
<b>Resources Needed</b> Copies of PA Early Learning Standards; copy of the district ELA curriculum for grades K-2; funding for substitute coverage.	<b>Specifics of Information</b> The shared document will be used to drive professional development and inform curricular revisions within the district.

<b>Measures of Success</b> Completed document; agendas and sign-in sheets from collaboration sessions with ECE partners	<b>Review Date</b> Feb. 6, 2017
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Goal Statement #2

The district will develop a K-12 Multi-Tiered System of Supports (MTSS) to provide targeted interventions based upon individual student needs.

<b>Action Step 1</b> Draft and refine process map for MTSS/Pre-Referral Process	
<b>Timeline</b> January 2016-June 2016	<b>Lead Person</b> Assistant Superintendent
<b>Resources Needed</b> funding for teacher sub coverage; knowledge of and access to existing processes and forms used at each level, K-12	<b>Specifics of Information</b> A cross-functional (K-12) team will be utilized to develop the map the process
<b>Measures of Success</b> completed process map	<b>Review Date</b> June 30, 2016

<b>Action Step 2</b> Deploy the MTSS process and related documents to staff and parents.	
<b>Timeline</b> August 2016-September 2016	<b>Lead Person</b> MTSS Team: Building Principals, School Counselors, Reading Specialists Instructional Coaches
<b>Resources Needed</b> training materials; district website; survey monkey	<b>Specifics of Information</b> Formal and informal training sessions will be held to articulate the process and vet staff and parent questions and concerns. Following each session, surveys will be distributed to participants.
<b>Measures of Success</b> parent and staff survey data; documented use of the tiered process (meeting agendas, notes, documented interventions, etc.)	<b>Review Date</b> Oct. 10, 2016

<b>Action Step 3</b> Provide professional development for building level teams to develop a tiered system of student supports.	
<b>Timeline</b> May 2016-January 2017	<b>Lead Person</b> Assistant Principals (K-12)
<b>Resources Needed</b> training materials; funding for substitute coverage;	<b>Specifics of Information</b> District teams will focus on strengthening instruction and core curriculum in Tier 1.
<b>Measures of Success</b> Documented attendance at state-sponsored MTSS conference	<b>Review Date</b> Jan. 31, 2017

Goal Statement #3

The district will establish Transition Team, with stakeholders from birth-grade 12, to develop an annual plan for successful transitions.

<b>Action Step 1</b> Identify members of the transition team to include internal and external stakeholders representing.	
<b>Timeline</b> August-September 2016	<b>Lead Person</b> Assistant Superintendent
<b>Resources Needed</b> pre-school partner contact information	<b>Specifics of Information</b> This team should represent a cross-section of the district as well as pre-school partners.
<b>Measures of Success</b> Completed plan development by January 2017.	<b>Review Date</b> Sept. 12, 2016

<b>Action Step 2</b> Identify desired outcomes for key transitions along the birth-grade 12 continuum.	
<b>Timeline</b> September-November 2016	<b>Lead Person</b> Building Principals (K-12)
<b>Resources Needed</b> partner calendars; copies of PD Plans for the district and ECE partners	<b>Specifics of Information</b> Desired outcomes will address academic readiness, social/emotional indicators, and professional development needed to achieve each outcome.
<b>Measures of Success</b> Shared goal statements, birth-grade 12	<b>Review Date</b> Nov. 14, 2016

<b>Action Step 3</b> Utilize Approach, Deployment, Learning, Integration (ADLI) strategy to develop a transition plan.	
<b>Timeline</b> October-December 2016	<b>Lead Person</b> Assistant Superintendent
<b>Resources Needed</b> district calendar	<b>Specifics of Information</b> Plan will include key success indicators for each desired outcome along the continuum.
<b>Measures of Success</b> Fully deployed transition plan; communication plan for deployment of the plan.	<b>Review Date</b> Dec. 19, 2016

<b>Action Step 4</b> Review and monitor the plan.	
<b>Timeline</b> December 2016-April 2017	<b>Lead Person</b> Assistant Superintendent
<b>Resources Needed</b> N/A	<b>Specifics of Information</b> Opportunities for Improvement (OFIs) identified during program implementation will be utilized to revise desired outcomes for the subsequent school year.
<b>Measures of Success</b> Documented achievement of key success indicators.	<b>Review Date</b> April 24, 2017

Goal Statement #4

The district will identify and prioritize literacy initiatives, birth-grade 12, each year to share with the Board

of School Directors.

<b>Action Step 1</b> Conduct a SWOT analysis of district data: (PSSA, PVAAS, GRADE, CDTs, Lexia, Keystones, AP, post-secondary outcomes, etc.) to identify high impact literacy objectives for the 17-18 school year.	
<b>Timeline</b> September-October 2016	<b>Lead Person</b> Assistant Superintendent- Strategic Planning Team Leader; Building Principals
<b>Resources Needed</b> Data reports from Data Supervisor	<b>Specifics of Information</b> This process will be completed in accordance with the district's strategic planning process
<b>Measures of Success</b> Prioritized list of literacy objectives	<b>Review Date</b> Oct. 31, 2016

<b>Action Step 2</b> Utilize ADLI strategy to draft plan to deploy literacy initiatives for the 2017-2018 school year.	
<b>Timeline</b> October-December 2016	<b>Lead Person</b> Assistant Superintendent
<b>Resources Needed</b> District calendar	<b>Specifics of Information</b> Deployment will include a timeline for sharing with key stakeholders and plans for professional development.
<b>Measures of Success</b> Completed draft of deployment plan.	<b>Review Date</b> Jan. 31, 2017

<b>Action Step 3</b> Gather feedback on draft of initiatives from internal and external stakeholders	
<b>Timeline</b> January 2017-March 2017	<b>Lead Person</b> Varied (Assistant Superintendent, Superintendent, Members of the Comprehensive Literacy Team, Building Principals)
<b>Resources Needed</b> SWOT analysis and key objectives	<b>Specifics of Information</b> parent and community advisory committee members will provide feedback on the drafted plan; surveys will be distributed to gather additional feedback on targeted initiatives.
<b>Measures of Success</b> Agendas from stakeholder meetings; survey results	<b>Review Date</b> April 3, 2017

<b>Action Step 4</b> Present final initiatives to Board of School Directors.	
<b>Timeline</b> May 2017	<b>Lead Person</b> Assistant Superintendent
<b>Resources Needed</b> N/A	<b>Specifics of Information</b> Shared presentation to include members of the planning team
<b>Measures of Success</b> PowerPoint presentation; full deployment among internal and external stakeholders	<b>Review Date</b> May 31, 2017

### Goal Statement #5

The district will provide professional development for instructional staff, regarding the integration of literacy strategies across content areas on an annual basis. Special attention will be given to the middle and high school staff.

<b>Action Step 1</b> Collaborate with ECE partners to identify and and utilize best practices specific to pre-school learner, Birth-age 5.	
<b>Timeline</b> August 2016-May 2017	<b>Lead Person</b> Elementary Principal & Instructional Coaches (K-2)
<b>Resources Needed</b> PA Early Childhood Standards	<b>Specifics of Information</b> The district will focus on instructional practices that develop the whole child and ultimately enhance kindergarten readiness and student transitions.
<b>Measures of Success</b> ***	<b>Review Date</b> Nov. 14, 2016

<b>Action Step 2</b> Assign each teacher, K-12, to one coaching cycle per semester.	
<b>Timeline</b> September 2016-May 2017	<b>Lead Person</b> Building Principals & Instructional Coaches
<b>Resources Needed</b> PIIC Coaching Best Practices HEAT Framework	<b>Specifics of Information</b> The coaching cycle improves instructional practices by providing teachers the opportunity to collaborate and engage in critical conversations within a non-evaluative setting.
<b>Measures of Success</b> Feedback from instructional rounds, staff surveys	<b>Review Date</b> Dec. 12, 2016

<b>Action Step 3</b> Develop a shared professional development plan, reflecting birth-grade 2 training needs	
<b>Timeline</b> October 2016-May 2017	<b>Lead Person</b> Primary Building Principal Reading Specialists (K-5)
<b>Resources Needed</b> funding for substitute coverage, PA Early Learning Standards	<b>Specifics of Information</b> Professional development offerings will be co-planned, co-facilitated, and/or co-funded based upon needs identified within the planning phase.
<b>Measures of Success</b> completed plan, teacher survey data, instructional rounds cohort data,	<b>Review Date</b> Dec. 19, 2016

<b>Action Step 4</b> Provide professional development for staff, K-12, on the H.E.A.T. Framework.	
<b>Timeline</b> August 2016-May 2017	<b>Lead Person</b> Assistant Superintendent & Instructional Coaches

<b>Resources Needed</b> HEAT Resources (Provided by CAIU), Eduplanet21 learning paths	<b>Specifics of Information</b> A shared instructional framework will ensure the consistent use of high-leverage instructional strategies across grade levels and content areas.
<b>Measures of Success</b> Feedback from instructional rounds	<b>Review Date</b> Dec. 23, 2016

<b>Action Step 5</b> Conduct bi-weekly instructional rounds to gather feedback on the implementation of the H.E.A.T framework within classrooms across the district.	
<b>Timeline</b> September 2016-May 2017	<b>Lead Person</b> Assistant Superintendent
<b>Resources Needed</b> H.E.A.T	<b>Specifics of Information</b> Instructional rounds are non-evaluative in nature and will include teams of classroom teachers, instructional coaches, building administrators, and district office administrators. Feedback will not be teacher-specific, but will inform building-level professional and district-wide initiatives.
<b>Measures of Success</b> positive and constructive feedback about building level themes, literacy coaching sessions, documented instructional rounds schedule, teacher survey data	<b>Review Date</b> Jan. 23, 2017

Goal Statement #6

The district will train all teachers on the use of required assessments and effective data analysis.

<b>Action Step 1</b> Develop a list of district assessment data, K-12 to inform professional development schedule.	
<b>Timeline</b> July 2016	<b>Lead Person</b> District Data Supervisor
<b>Resources Needed</b> time, Performance Tracker	<b>Specifics of Information</b> Identify gaps and redundancy along the continuum
<b>Measures of Success</b> Completed document articulating the purpose of each assessment along the K-12 continuum.	<b>Review Date</b> July 29, 2016

<b>Action Step 2</b> Provide time for teachers to meet as grade level and/or department teams for the sole purpose of reviewing student achievement data.	
<b>Timeline</b> September 2016-May 2017	<b>Lead Person</b> Building Principals
<b>Resources Needed</b> student data reports	<b>Specifics of Information</b> N/A
<b>Measures of Success</b> meeting minutes, agendas, staff surveys, completed instructional action plans	<b>Review Date</b> Nov. 18, 2016

<b>Action Step 3</b> Teachers will meet quarterly with building administrators to review student data and subsequent action plans.	
<b>Timeline</b> October 2016-May 2017	<b>Lead Person</b> Building Principals
<b>Resources Needed</b> student data reports, Performance Tracker	<b>Specifics of Information</b> Administrators will be responsible for scheduling these meetings with teachers and providing feedback on teacher action plans
<b>Measures of Success</b> Meeting notes, completed instructional action plans addressing student needs	<b>Review Date</b> Dec. 16, 2016

<b>Action Step 4</b> Provide professional development on the effective analysis of student data during grade level and department meetings.	
<b>Timeline</b> September 2016-May 2017	<b>Lead Person</b> Data Supervisor
<b>Resources Needed</b> assessment reports, designated time slots	<b>Specifics of Information</b> Teachers will have the opportunity to schedule time with the district's Data Supervisor to review pertinent student data and begin to develop instructional interventions.
<b>Measures of Success</b> meeting agendas, staff survey data, instructional action plans	<b>Review Date</b> Jan. 23, 2017

Goal Statement #7

The district will establish a literacy committee that represents district, ECE, community and business partners to develop a plan to establish, promote and maintain a focus on annual literacy initiatives.

<b>Action Step 1</b> Identify internal staff and external stakeholders to serve on the literacy committee and develop meeting schedule.	
<b>Timeline</b> September 2016-October 2016	<b>Lead Person</b> Instructional Coaches Assistant Superintendent
<b>Resources Needed</b> Contact information for potential external members; funds for substitute coverage	<b>Specifics of Information</b> Send personal letters of invitation to external committee members with tentative meeting schedule for the school year.
<b>Measures of Success</b> Confirmed list of committee members.	<b>Review Date</b> Sept. 30, 2016

<b>Action Step 2</b> Develop an action plan addressing literacy-focused partnership opportunities around literacy for the current and upcoming school year.	
<b>Timeline</b> October 2016-December 2016	<b>Lead Person</b> Assistant Superintendent, Instructional Coaches, Building Principals

<p><b>Resources Needed</b> funding for professional development, teacher participation outside of the contractual day, and parent/student promotional materials; technical assistance from PA Department of Ed (Comprehensive Literacy Planning Team).</p>	<p><b>Specifics of Information</b> Identify OFIs within current partnerships with ECE providers, community and business leaders. The plan will operate on an October-October calendar to allow for the review and analysis of district achievement data.</p>
<p><b>Measures of Success</b> Annual events calendar addressing birth-grade 12 literacy initiatives</p>	<p><b>Review Date</b> Nov. 25, 2016</p>

<p><b>Action Step 3</b> Utilize ADLI strategy to develop marketing and promotion of district calendar of events.</p>	
<p><b>Timeline</b> October 2016-January 2017</p>	<p><b>Lead Person</b> Building Principals</p>
<p><b>Resources Needed</b> funding for parent/student event materials, marketing materials, and teacher pay for events occurring outside of the contractual day</p>	<p><b>Specifics of Information</b> Calendar of events will emphasize opportunities increased parent engagement</p>
<p><b>Measures of Success</b> Defined parent engagement plan (calendar of events specifically addressing literacy initiatives geared toward parents); meeting agendas; sign-in sheets and survey results</p>	<p><b>Review Date</b> Nov. 25, 2016</p>

<p><b>Action Step 4</b> Launch First Steps on district website to provide parent and teacher-generated videos and resources for developing early literacy skills at home.</p>	
<p><b>Timeline</b> September 2016-May 2017</p>	<p><b>Lead Person</b> Reading Specialists (K-5)</p>
<p><b>Resources Needed</b> technical support, parent resources, parent volunteers to record tutorials, teacher volunteers to record tutorials, students to appear in tutorials, media clearances for students</p>	<p><b>Specifics of Information</b> Parents and teachers will develop a video library of literacy activities and tutorials for working with children at home or in the community. Brochures, hand-outs, and quick guides will also be available for download on the district's website.</p>
<p><b>Measures of Success</b> Fully functional web library, annual parent survey data,</p>	<p><b>Review Date</b> Feb. 6, 2017</p>

<p><b>Action Step 5</b> Conduct annual review of literacy initiatives and identify OFIs to address in subsequent plans and calendars.</p>	
<p><b>Timeline</b> May 2017-October 2017</p>	<p><b>Lead Person</b> Assistant Superintendent</p>
<p><b>Resources Needed</b> survey data from participants throughout the year; district achievement data</p>	<p><b>Specifics of Information</b> Planning for the upcoming school year will commence in May but conclude in October after a review of district achievement data.</p>
<p><b>Measures of Success</b> Defined list of OFIs to address in subsequent initiatives;</p>	<p><b>Review Date</b> June 30, 2017</p>

## Section VI: Dissemination of Plan

Who	What	Where	When	Why
Assistant Superintendent	Presentation of the Plan	Board Meeting	June 6, 2016	Sustained communication of literacy goals and district-wide initiatives will continually foster a sense of shared ownership and increase community awareness of the district's commitment to literacy.
Assistant Superintendent	Feedback Session	ECE Partnership Meeting	June 15, 2016	Collaboration with our ECE partners is critical to the creation of successful student transitions to kindergarten.
Superintendent & Assistant Superintendent	Presentation: Overview and Awareness	Opening of School Ceremony	Aug. 23, 2016	Explicit endorsement of the plan among senior leadership is essential to the plan's viability as a guiding document.
Building Principals, Instructional Coaches, Reading Specialists	Presentation: Overview and Awareness	Faculty Meetings	Aug. 24, 2016	Dissemination, buy-in, and collaboration among staff will be critical to achieving the district's literacy goals.
Building Principals	Presentation: Overview and Awareness	Open House/Back to School Nights	Sept. 1, 2016	Parents need to be aware of the district's commitment to literacy across the educational continuum and their role as partner.
Superintendent	Presentation of the Plan	Rotary Meeting	Sept. 22, 2016	The Susquehanna Township Rotary Club is a valued partner who consistently supports district staff and students.
Reading Specialists	Information Sessions	Literacy Nights/Events	Oct. 17, 2016	Specialist and coaches will help to get parents actively engaged within various literacy events over the course of the plan's implementation.
Building Principals, Instructional Coaches, Reading Specialists	Review of Progress	Faculty Meetings	Nov. 1, 2016	Dissemination, buy-in, and collaboration among staff will be critical to achieving the district's literacy goals.
Assistant Superintendent	Review of Progress	Faculty Meetings	Jan. 9, 2017	Explicit endorsement of the plan among senior leadership is essential to the plan's viability as a guiding document.
Superintendent & Assistant Superintendent	Review of Progress	Closing of School Ceremony	June 8, 2017	Explicit endorsement of the plan among senior leadership is essential to the plan's viability as a guiding document.

## Section VII: Assessing and Reporting Progress

The district will utilize a variety of data points to measure and evaluate the success of literacy plan goals. Parents will be asked to provide feedback regarding each literacy event the level of parent engagement offered throughout the district via surveys, advisory meetings, and focus group interviews. Staff will be asked to evaluate professional development through mid-year and end of year surveys and at the conclusion of each offering. Data from instructional rounds will be compiled and reviewed during monthly Cabinet meetings with building administrators in order to measure and evaluate the degree to which professional practices are impacted by professional development (e.g., HEAT).

The district level Curriculum and Assessment Team will review benchmark data quarterly. The STSD CLP Team will meet in January of each year to evaluate all data sources (surveys, assessment data, instructional rounds, etc.) to determine progress toward each goal and offer recommendations for revisions, refinement, and modifications to the plan and/or timelines.

Progress will be shared with external stakeholders during monthly Rotary meetings, parent advisory meetings, and through building level parent communication (e.g., the HOOT, Friday Blasts, etc.). Instructional coaches and reading specialists will continually share progress with parents and community members through a series of literacy events as articulated within the district's Parent Engagement Plan. The school board will be kept abreast of progress during monthly Curriculum Committee meetings and during an annual report in June. The superintendent will share progress with all staff in monthly HOPE notes that recognize organizational improvements, district-wide.

September 2016	<ul style="list-style-type: none"> <li>• District-wide review of fall assessment data by grade level teams. Data will include PSSSA, Keystone, and AP data</li> <li>• Review of district data by District Curriculum and Assessment Team</li> </ul>
October 2016	<ul style="list-style-type: none"> <li>• District-wide review of benchmark assessment data by grade level teams. Data will include GRADE, BAS, CDT and Lexia scores.</li> <li>• Review of benchmark data by District Curriculum and Assessment Team</li> </ul>
January 2017	<ul style="list-style-type: none"> <li>• STSD CLP Team will conduct a brief review of all goals, action steps and corresponding indicators of success articulated in the CLP. The team will make recommendations for revisions and modifications.</li> </ul>
February 2017	<ul style="list-style-type: none"> <li>• District-wide review of benchmark assessment data by grade level teams. Data will include GRADE, BAS, CDT and Lexia scores.</li> <li>• Review of benchmark data by District Curriculum and Assessment Team</li> </ul>

March 2017	<ul style="list-style-type: none"> <li>• Transition Team will meet to determine progress toward and/or the effectiveness of the Transition Plan. Recommendations for revisions will be shared at that time.</li> </ul>
April 2017	<ul style="list-style-type: none"> <li>• STSD CLP Team will conduct an <i>extensive</i> review of all goals, action steps and corresponding indicators of success articulated in the CLP (e.g., surveys, sign-in sheets, agendas, performance data, HEAT walkthrough data, survey results, etc.). The team will make recommendations for revisions and modifications.</li> </ul>
May 2017	<ul style="list-style-type: none"> <li>• District-wide review of benchmark assessment data by grade level teams. Data will include GRADE, BAS, CDT and Lexia scores.</li> <li>• Review of benchmark data by District Curriculum and Assessment Team</li> <li>• Professional development needs for the 17-18 SY will be identified.</li> </ul>
June 2017	<ul style="list-style-type: none"> <li>• Presentation of outcomes to the School Board</li> </ul>