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| Feature 1: Framework for Literacy | Where We Are | Where We Want to Be | Next Steps |
| Team members support the features of the Model  Team Members have an Uninterrupted Reading and Writing Block across the grade levels  Team member Differentiate Instruction; Graded Degrees of Support (whole group, small group, individual)  Team members implement Literacy components that support comprehension, vocabulary knowledge, fluency, phonics, and the writing process: Read Aloud, Shared Reading, Guided Reading, Literature Discussion Groups, Spelling/Word Study, Familiar/Independent Reading, Writing Workshop, Content Workshop  Team members Incorporate a Range of Assessments   * Screening * Diagnostic * Outcome * Progress Monitoring   Team Members Create Literate Environments   * Inquiry Based Learning * Discourse Opportunities * Classroom Libraries * Curriculum Room | Yes.  Emergent level and varied by classroom and grade level.  Instruction in these literacy components varies by classroom and grade level with a tendency towards isolated skill development and assessment. A shared understanding of literacy processes is not in place across the district.  Initial steps have begun with implementation of state and teacher created assessments, which are used to inform group placement and intervention support.  Pockets of literate environments within and across classrooms. | Full implementation of the PCL model.  Implementation of all components of workshop model with integration across workshops.  On-going, embedded use of formative assessments used to guide instruction. Deep understanding of the gradual release of responsibility model that supports instructional decision-making. Deep understanding of learning progressions and grade level standards that drives planning for whole group, small group, collaborative and independent learning.  Full implementation of the Integrated Workshop model, including all literacy components.  A balanced assessment system that is informative, useful, and not time-intensive.  Aligned literate environments with aligned instructional language, routines, resources that position literacy as a top priority. | Train PCL Building Coach/es to begin implementation of the PCL model.  Commit to uninterrupted Literacy time in K-6 Schedules  Provide professional development for all K-6 teachers on June 9/10 in differentiated instruction.  Provide professional development on June 9/10 for all K-6 teachers on the workshop model with focused attention on understanding the theory behind the workshop components:   * Mini-lesson * Guided Practice/Collaborative Practice * Small Group Instruction/Independent Work * Closure   And, provide protocols for Mini-lesson and small group reading lesson designs that will be used for the 2014-15 school year.  A balanced assessment portfolio is the work for future school years.  Fully aligned Model Classrooms as literate environments that will serve as exemplars for the school district. |
| Feature 2: High Standards | Where We Are | Where We Want To Be | Next Steps |
| Team members are knowledgeable about state, national and IRA standards  Team members understand the link between: State standards, assessment, instruction and reporting purposes | Varies by individual  Varies by individual | Focused professional development that ensures shared professional knowledge of teachers.  Deep understanding of how state standards, assessment, instruction and reporting work together to support teachers in developing strong 21st century learners | Investment in sustained, targeted professional development in this area will begin on June 9, 2014.  Goal for future school years. |
| Feature 3: Model Classrooms | Where We Are | Where We Want To Be | Next Steps |
| School Includes Model classrooms at each grade level (learning labs promote problem-solving and collaboration) | Not in place | Full implementation where all classrooms are defined as model classrooms | In place in 2014-15 school year. |
| Feature 4: Coaching & Mentoring | Where We Are | Where We Want To Be | Next Steps |
| Coach models and provides a high degree of support for model teachers  Coach models, coaches and supports within the school  Team members mentor one another within and across grade levels | Not in place  Not in place  Not in place | Full implementation  Full implementation  Full implementation | In place in 2014-15 school year.  In place in 2014-15 school year.  In place in 2014-15 school year. |
| Feature 5: Accountability | Where We Are | Where We Want To Be | Next Steps |
| Team members use the assessment wall to document guided reading placement  Team members use the assessment wall data to study trends within and across grade levels  Team members use the assessment wall data to schedule intervention team meetings  Team members use on-going assessments to inform instruction  Coach reports beginning, middle and end of year data to all stakeholders (school plan & school report) | Steps have been taken to create this electronically. More work needs to be done to use the tool as it is intended.  Not sure  Systematic intervention team meetings as defined by CLM are not in place.  Partially in place in some classrooms. Varies by classroom  Not in place | Proficiency with and deep understanding of how a balance of assessment tools align with the theory of literacy processes and can be used accelerate student literacy achievement.  Established protocols for fluid problem solving that leads to targeted interventions.  Deep understanding of the use of on-going assessments and how they are used to inform instruction. Alignment.  Full implementation | Work in progress beginning with the 2014-15 school year.  Work in progress beginning with the 2014-15 school year.  Protocols established during 2014-15 as part of PCL training coursework.  Work in progress beginning with the 2014-15 school year.  In place in 2014-15 school year. |
| Feature 6: Interventions | Where We Are | Where We Want To Be | Next Steps |
| School Includes Early interventions for Struggling Students: Fully implemented Reading Recovery Program (grade 1) & Small Group Instruction (5-2)  School Includes Upper Interventions for Struggling Students: (small group instruction 3-5) | Not in place  Leveled Literacy Intervention and Soar to Success is used at upper grades. | Full implementation  Full complement of necessary interventions with fully trained interventionists who receive on-going professional development | Train a CIM Specialist who will take on these responsibilities.  Expand the portfolio of interventions to include CIM interventions during the 2014-15 school year. |
| Feature 7: Professional Development | Where We Are | Where We Want To Be | Next Steps |
| Team members are actively involved in all types of team meetings:   * Professional ***Intervention Team Meetings*** *around students who are not making adequate progress in literacy areas.* * ***Professional Study Groups*** *around teaching and learning issues.* * ***Literacy Leadership Team Meeting*** *around district literacy plans.* * ***Adult Book Club*** | Partially in place  Not in place  Not in place  Not in place | Full implementation | The PCL Building Coach and CIM Specialist will work together to design the Intervention Team Meetings as part of the PCL training coursework. The protocol for these meetings will be in place by the end of the 2014-15 school year.  Professional study groups are a goal for the 2015-16 school year.  Literacy Leadership Team Meeting is a goal for the 2015-16 school year.  Adult book club is a goal for the 2015-16 school year. |
| Feature 8: School Plan | Where We Are | Where We Want To Be | Next Steps |
| School Plan represents long-term goals, short-term goals and stakeholders investments | Not in place | Full implementation with a 3-5 year plan that is updated yearly | Create a 5-year plan and more detailed one year plan |
| Feature 9: Technology | Where We Are | Where We Want To Be | Next Steps |
| Team members are encouraged to participate in online discussions <http://ualr.edu/literacy/>  Coaches use information from online discussions to broaden learning during team meetings | Not in place  Not in place | Full implementation  Full implementation | Included in PCL Building Coach Training |
| Feature 10: Spotlighting | Where We Are | Where We Want To Be | Next Steps |
| Team members are spotlighted and school successes are celebrated | Not in place | Full implementation | PCL Building Coach prepares spotlighting reports for School Board and Director of Instruction or other appropriate staff works with the Building Coach to upload to the website |