

# Pennsylvania District Comprehensive Local Literacy Plan (CLLP)

*Solanco School District*  
*121 South Hess Street*  
*Quarryville, PA 17602*

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## Section I: Literacy Plan Team

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## Section II: Mission and Vision Statements

The Solanco School District’s literacy mission and vision statements represent a clear articulation of what a highly-literate school community looks like as well as a roadmap to get there. The district’s mission and vision statements paint broader strokes, emphasizing student potential while portraying graduates as possessing the academic tools to succeed in their post-high school lives. The literacy mission and vision statements specify a major tool—literacy—that students will need to reach such potential.

The district mission statement focuses on the district’s charge to develop responsible citizens and life-long learners; the district’s literacy mission statement recruits the entire community to support the development of children’s literacy. Many programs/initiatives are employed by the district for the development of such life-long learning, but literacy represents a foundation

The Pennsylvania Comprehensive Literacy Plan, which provides guidance for the development of a comprehensive literacy education program for Pennsylvania’s students, informs the Solanco Comprehensive Local Literacy Plan. Specifically, the PaCLP is driven by the following vision:

All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21<sup>st</sup> century and enables them to achieve their personal and professional goals

This vision, which focuses on providing literacy skills for students to succeed post-high school, mirrors the district vision statement, articulated as

We envision a Solanco School District in which all students pursue the keys to their future and develop the drive and desire to unlock the doors before them.

Ultimately, students who possess strong literacy skills certainly have the ability to “unlock the doors before them”—furthermore; they possess the skills to succeed once they make such leaps forward.

Specifically, the vision developed by the Comprehensive Local literacy Plan Committee states the following:

We envision a Solanco community that supports children's literacy development so children become highly literate 21st century learners.

Therefore, the visions articulated by the Pennsylvania Comprehensive Literacy Plan, Solanco School District, and the Solanco Comprehensive Local Literacy Plan are in direct alignment in defining the purposes and requisite skills students will need to emerge as thoughtful citizens.

The Solanco School District's mission statement specifies how the district will enable students to realize this vision. The district mission statement is, as follows:

The mission of the Solanco School District is to develop responsible citizens and life-long learners by providing opportunities to maximize student academic performance in a safe and secure environment

Literacy, certainly an essential component, is addressed specifically in the mission statement of the Solanco Comprehensive Local Literacy Plan:

The mission of the Solanco Comprehensive Literacy Plan is to engage, educate, and support the Solanco community for the improvement of literacy for our children Birth-Grade 12.

This mission statement is informed by the Pennsylvania Comprehensive Literacy Plan mission, articulated as follows:

The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students.

The PaCLP's guidance provided the framework for the development of the roadmap to honor this vision.

## Section III: Guiding Principles

### Guiding Principle 1:

Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for Literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is an essential at all levels (Birth-Grades 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.

#### Discussion

##### Current Practices in Solanco

Solanco currently engages multiple stakeholders in literacy development to encourage a high degree of shared responsibility. Solanco engages in multiple partnerships with pre-schools. In addition, Nurse-Family Partnerships provides literacy materials for parents of newborns.

Solanco School District’s curriculum is standards-aligned and is structured to be rigorous and progressive. Furthermore, curriculum fidelity is assured through internal monitoring and accountability protocols.

##### Meaningfulness of Practices

A challenging curriculum is essential to prepare students for life in and outside the Solanco Community. This can only be accomplished by the collective practices of the entire community. While the school district plays an essential and central role, good pre-school, child care, and wide-ranging community support are needed to realize this goal.

##### Non-Negotiables

- Solanco School District’s literacy curriculum must be rigorous and substantive.
- Birth to Age 5 is an essential focus for enhanced literacy community-wide.
- All community members share responsibility for children’s literacy development.

### Guiding Principle 2:

Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.

#### Discussion

##### Current Practices in Solanco

Solanco attends to the emotional climate of each classroom, which is an essential ingredient for student success. Each school employs anti-bullying programs designed to encourage pro-social behavior. Furthermore, the district's social studies curriculum is built on a foundation of understanding local community history and culture.

### **Meaningfulness of Practices**

If students do not feel welcome and safe in their schools and classrooms, they do not learn. Thus, every attention paid to the emotional climate of a school is an improvement in a child's academic prospects.

### **Non-Negotiables**

Students need to feel safe and secure while in school.

The school climate must be provided with opportunities to learn about their own culture as well as the culture of others.

### **Guiding Principle 3:**

There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.

### **Discussion**

#### **Current Practices in Solanco**

Solanco's literacy curriculum was revised to incorporate common locally-designed assessments, which served to raise the rigor to a higher (and uniform) level of expectation. This level of expectation will rise even higher as the district re-aligns curriculum to the new Pennsylvania Common Core Standards. Additionally, the district has engaged in substantive professional development to enable teachers to improve quality of differentiation. This professional development has focused on both differentiating for struggling learners as well as high performing/high ability learners.

### **Meaningfulness of Practices**

High standards are essential to enable students to reach their potential; to do anything less would be a disservice for students. Furthermore, the ability to take students from their current level (regardless of level) and work to achieve growth is essential. Differentiating learning is both fair and effective in this regard.

### **Non-Negotiables**

All students are capable of learning, achieving, and growing.

High expectations are essential to maximize a student's potential.

Impactful learning is realized through skillful differentiation.

### **Guiding Principle 4:**

Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.

### **Discussion**

#### **Current Practices in Solanco**

Solanco believes student performance data must inform instructional decisions. To this end, Solanco employs multiple data analysis tools and protocols, including the Solanco Data Book, the CDT Data Project, and the Solanco Data Project. In addition, Solanco developed the GRADE Data Project for literacy.

#### **Meaningfulness of Practices**

Evidence-based decision making is the only way to ensure that meaningful learning is taking place. Evidence, such as standardized test results, localized test results, and in-classroom formative assessments are all sources of verifiable evidence of learning. Relying on evidence moves exemplary practice from the realm of inputs to the realm of outputs—proof of learning rather than proof of practice.

#### **Non-Negotiables**

Data must inform instructional decision-making.  
Instructional judgments must be supported by data.  
Teacher data-literacy is an essential skill.

### **Guiding Principle 5:**

Educators must be prepared to teach effectively in the schools of the 21st Century and be provided with continuing professional development support that enables them to be lifelong learners.

### **Discussion**

#### **Current Practices in Solanco**

Solanco employs a robust professional development cycle designed on the three pillars of rigor, efficiency, and engagement—all of which are designed to enhance the skills of educators. Multiple, differentiated in-services, targeted to affect practice, are built upon a sound needs assessment process (which also includes an analysis of student performance data).

#### **Meaningfulness of Practices**

Solanco believes that if students are going to reach increasing levels of academic expectations, the requisite skills of educators must also improve to meet these challenges. Thus, the approach that growth must be continuous, rather than just competency-based, informs all substantive professional development.

#### **Non-Negotiables**

Effective professional development must target the teacher-student learning encounter.

Effective professional development is based upon sound needs assessment processes. Effective professional development must be clearly and directly connected to student performance data.

# Section IV: Needs Assessment Review

## STANDARDS AND CURRICULUM

### **Facts**

- Demographic data show a definitive need to have a well-articulated and rigorous literacy curriculum, especially for students who are at-risk of having limited literacy exposure and support at home.
- The development of a sound curriculum and common assessments has led to a “leveling up” of student performance in literacy as measured by the PSSAs at the elementary and middle school levels.
- Solanco employs multiple data measures, including common teacher-designed assessments in literacy.
- Solanco has an articulated K-12 Language Arts Curriculum in the Learning-Focused Schools format
- Solanco Language Arts curriculum is aligned to PA Standards, but not PA Common Core Standards

### **Conclusion**

In the area of standards and curriculum, needs assessment verifies that the Solanco School District has developed a relative strength to help ensure a “guaranteed and viable curriculum” for all of its students. Overall, the literacy curriculum is well-articulated at all levels; we believe curriculum at the secondary level would benefit from revision (which is currently ongoing).

Solanco embarked on a multi-year curriculum revision process, which was specifically designed to align to PA Academic Standards for Reading, Speaking and Listening as well as with the Reading Assessment Anchors and Eligible Content. Solanco employed a thorough and wide-ranging process to do this—multiple teachers in each grade, crossing levels, authored curriculum starting with standards, articulating knows/do/understands from the standards, and then authored unit/lesson essential questions, key vocabulary, and common assessments. The result was a comprehensive, standards-based curriculum that explicitly states what students need to know and be able to do at each grade level.

Fidelity is a district strength. The district ensures fidelity in two ways—employing curriculum walk-through forms that specifically require principals to articulate if the written curriculum is being taught and requiring the administration of common curriculum-based assessments.

The common literacy assessments the district has authored include high quality rubric design. Furthermore, the district created an open-ended task force to determine to degree of student performance on reading comprehension passage questions. This task force evaluated student exemplars and prescribed a specific action plan to enable students to perform at a higher level regarding reading comprehension. The result has been a multi-faceted and comprehensive approach to improve comprehension at all levels.

Standards & Curriculum	In Place	Not in Place	KtO Content Modules That Would Assist	Other Professional Development/Resources That Would Assist
Birth-5 Years	Curriculum documents	Curriculum articulated in a continuum with district progression	Using Data for Literacy Decision Making, Building Blocks for Literacy, Navigating Content with ELL, Supporting Learners with Special Needs	Collaborative curriculum design
K-5 <sup>th</sup> Grade	Articulated curriculum and assessments aligned to PA standards	Articulated curriculum and assessments aligned to PA Common Core standards	Using Data for Literacy Decision Making, Building Blocks for Literacy, Navigating Content with ELL, Supporting Learners with Special Needs	LFS curriculum design
6 <sup>th</sup> -8 <sup>th</sup> Grade	Articulated curriculum and assessments aligned to PA standards	Articulated curriculum and assessments aligned to PA Common Core standards	Using Data for Literacy Decision Making, Building Blocks for Literacy, Common Core and LDC, Navigating Content with ELL, Supporting Learners with Special Needs	LFS curriculum design
9 <sup>th</sup> -12 <sup>th</sup> Grade	Articulated curriculum and assessments aligned to PA standards	Articulated curriculum and assessments aligned to PA Common Core standards	Using Data for Literacy Decision Making, Common Core and LDC, Navigating Content	LFS curriculum design

			with ELL, Supporting Learners with Special Needs	
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## ASSESSMENT

### Facts

- Solanco has a strong data culture.
- Coordination with Birth-age 5 partners could be improved to better align assessment practices.
- Solanco has developed a series of analysis protocols for teachers to follow to affect instruction.
- Solanco teachers use a locally created data tool, named the Solanco Data Project, which enables teachers to instantly view customizable dashboards of student performance data.
- Solanco employs an assessment design protocol that specifically requires two measures of validity be incorporated into each teacher-designed assessment: first, teachers must complete a “Content Alignment” process and, second, teachers must chart each assessment called “Taxonomy Charting.”
- Solanco employs measures to screen for kindergarten literacy, gifted instruction, special education services (first in PA approved for RTII model identification), and secondary tutoring programs in literacy.
- Solanco was approved by PDE for an Act 45 program focused on administrative use of student performance data.
- Every August Solanco works with teachers for “Solanco Data Day,” which requires them to analyze the Solanco Data Book, an interactive tool that allows for over 1.3 million different data snapshots/comparisons of student groupings (obviously we use only a fraction of these reports).
- Reliability is attended to in numerous ways, from evaluating and modifying kindergarten screening to internal consistency measures built in to 4Sigh open-ended item scoring.
- All curriculum based assessments are required to be vetted by multiple teachers.

### Conclusion

Solanco has attended well to data literacy and has purposely designed tools that provide effective yet simple data reads for teachers to adjust literacy practices (about which much professional development has taken plan).

However, this tool exposed some definitive needs to enhance the district’s literacy push. The following are those identified needs:

- Establishing a literacy expert at the high school level
- Developing and implementing more targeted literacy screenings for students who move into the district 9th grade an above
- Improved target literacy groupings for high school students
- More effective scheduling of middle school students for literacy support
- Improved reliability protocols to ensure consistency in this area

- Provide time and structure for high school literacy data review/development of high school literacy team

Assessment	In Place	Not in Place	KtO Content Modules That Would Assist	Other Professional Development/Resources That Would Assist
Birth-5 Years	Informal Assessment Structures	Standardized Assessments— Performance and Environmental	Using Data for Literacy Decision Making, Common Core and LDC	Assessment design strategies
K-5 <sup>th</sup> Grade	Articulated assessment schedule, DIBELS, GRADE, Common CBAs, Localized data analysis tools, articulated data meeting/review schedule	Locally-designed assessments in all areas	Using Data for Literacy Decision Making, Common Core and LDC	Assessment design strategies
6 <sup>th</sup> -8 <sup>th</sup> Grade	Articulated assessment schedule, CDT Diagnostics, GRADE, Some common CBAs, Localized data analysis tools, articulated data meeting/review schedule	Common CBAs	Using Data for Literacy Decision Making, Common Core and LDC	Assessment design strategies
9 <sup>th</sup> -12 <sup>th</sup> Grade	Articulated assessment schedule, CDT Diagnostics, GRADE, Some common CBAs, Localized data analysis tools	Common CBAs, Articulated Data Meeting/Review Structure	Using Data for Literacy Decision Making, Common Core and LDC	Assessment design strategies

## INSTRUCTION

### **Facts**

- Solanco has authored the Solanco Literacy Toolkit for use by all teachers at all levels.
- The district conducts an annual instructional strategies survey for teachers.
- The district designs an instructional strategies walkthrough data collection form.
- Principals are required to conduct walkthroughs of five classrooms per day.
- Reading specialists are provided in each elementary and middle school building to ensure dedicated personnel are provided for literacy instruction.
- Middle high school students below grade level are provided with extra literacy support each day.

### **Conclusion**

If students are to be literate and succeed in a global economy, the quality of instruction must improve to prepare them. While the district has focused on training, implementing, and monitoring the use of exemplary, research-based strategies, more needs to be done.

Solanco's instructional model addresses all essential elements of literacy, especially at the elementary level for all students. At the secondary level (particularly 9-12), the instructional model addresses all essential elements of literacy instruction for targeted students in targeted programs. Notably, the common literacy assessments authored at the K-5 level specifically address the essential elements (and reading comprehension is broken down into specific strategies—predicting, summarizing, questioning, and clarifying).

The needs assessment demonstrated that while many instructional strategies are in place, more needs to be done, including the following:

- Funding after-school/summer literacy experiences for students, particularly at the secondary level
- Development of a specific policy-oriented methodology to vet the evidence base for program decisions
- Solidification of assessment protocols for district-wide recommendation for targeted programming
- Investigation into the depth and quality of literacy support at home—providing tools for parents to better support literacy at home

Standards & Curriculum	In Place	Not in Place	KtO Content Modules That Would Assist	Other Professional Development/Resources That Would Assist
Birth-5 Years	Core instructional strategies	Common exemplary strategies/fidelity	Using Data for Literacy Decision Making, Building Blocks for Literacy, Common Core and LDC, Navigating Content with ELL, Supporting Learners with Special Needs	Current strategies, evolving strategies professional development
K-5 <sup>th</sup> Grade	Common exemplary strategies (LFS), fidelity, consistent/pervasive, targeted programming	Pervasive extending think skills strategies, wider variety of research-based programs and methodologies	Using Data for Literacy Decision Making, Building Blocks for Literacy, Common Core and LDC, Navigating Content with ELL, Supporting Learners with Special Needs	Enhanced instructional strategy work
6 <sup>th</sup> -8 <sup>th</sup> Grade	Common exemplary strategies (LFS), fidelity, consistent/pervasive, targeted programming	Pervasive extending think skills strategies, wider variety of research-based programs and methodologies	Using Data for Literacy Decision Making, Building Blocks for Literacy, Reading Apprenticeship, Common Core and LDC, Navigating Content with ELL, Supporting Learners with Special Needs	Enhanced instructional strategy work
9 <sup>th</sup> -12 <sup>th</sup> Grade	Common exemplary strategies (LFS), fidelity, consistent/pervasive	Pervasive extending think skills strategies, wider variety of	Using Data for Literacy Decision Making, Reading Apprenticeship,	Enhanced instructional strategy work

		research-based programs and methodologies, targeted literacy programming at this level	Common Core and LDC, Navigating Content with ELL, Supporting Learners with Special Needs	
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### PROFESSIONAL LEARNING AND PRACTICE

#### **Facts**

- The district employs a thorough needs assessment process, develops priorities, and plans for substantive professional learning activities.
- Each professional learning activity is evaluated and explicitly articulated in terms of achievement goals.
- All professional learning activities are housed in the cohesive strategic plan framework for Solanco, which articulates 4 areas which contribute to improved student achievement—exemplary teaching strategies, innovative curriculum, effective use of data, or engaging/inspiring students.
- All professional learning activities designed to improve student literacy are focused, engaging, typically collaborative, and involve a specific job-embedded assignment/task.
- Professional learning takes place prior to the start of the school year and then is revisited periodically throughout the year. No professional learning activity is structured without follow up and follow through—no “once and done” in-services are developed.
- 39.3% of teachers perceive their ability to engage students in “vocabulary strategies” needs more professional development
- 9.2% of teachers feel “highly skilled” teaching vocabulary strategies to their students

#### **Conclusion**

Responding to the professional learning needs for students is essential, and clearly new strategies are called for regarding this. For example, the increased free/reduce rate calls for intensified literacy strategies.

The needs assessment process completed by the committee showed the following areas of need:

- Professional learning regarding engaging parents more effectively is needed.
- Process/programs need to be developed to enable teachers to observe other teachers, thus increasing the quality of literacy instruction in the classroom.
- Higher quality literacy instruction across the disciplines at the high school level
- Professional learning regarding the unique learning needs of an increasingly impoverished student population

Standards & Curriculum	In Place	Not in Place	KtO Content Modules That Would Assist	Other Professional Development/Resources That Would Assist
Birth-5 Years	Some professional development training	Enhanced/expanded professional development programming	Using Data for Literacy Decision Making, Family Engagement and Family Literacy	Professional learning regarding the unique learning needs of an increasingly impoverished student population
K-5 <sup>th</sup> Grade	Articulated professional development programming consequent of needs assessment process	Professional learning regarding engaging parents more effectively, peer observation protocols	Using Data for Literacy Decision Making, Family Engagement and Family Literacy	Professional learning regarding the unique learning needs of an increasingly impoverished student population
6 <sup>th</sup> -8 <sup>th</sup> Grade	Articulated professional development programming consequent of needs assessment process	Professional learning regarding engaging parents more effectively, peer observation protocols	Using Data for Literacy Decision Making, Family Engagement and Family Literacy, Common Core and LDC	Professional learning regarding the unique learning needs of an increasingly impoverished student population
9 <sup>th</sup> -12 <sup>th</sup> Grade	Articulated professional development programming consequent of needs assessment process	Professional learning regarding engaging parents more effectively, peer observation protocols	Using Data for Literacy Decision Making, Family Engagement and Family Literacy, Common Core and LDC	Professional learning regarding the unique learning needs of an increasingly impoverished student population

## LITERACY LEADERSHIP, GOALS, AND SUSTAINABILITY

### **Facts**

- 4.6% of district families attend some type of nursery school even though 8.8% of the population is nursery-school age.
- Solanco's extended-day kindergarten program, which is 100% literacy focused, is offered to 33% of incoming kindergarteners. Placement is determined through literacy screenings, and the lowest third of student scores triggers an offer of extended-day kindergarten.
- In terms of goals, six schools and the District, as a whole, met or exceeded every Adequate Yearly Progress standard for the fourth year in a row on the PSSA exams in reading and mathematics for the 2011-2012 school year as mandated by NCLB federal legislation.
- The Solanco School District, as a whole, was rated a "high growth" district in reading performance for exceeding the Pennsylvania growth standard.
- Bart-Colerain, Quarryville, Smith and Swift Schools met or exceeded the Pennsylvania growth standard in reading.
- Solanco School District ranks 4th out of 16 Lancaster County School Districts in overall Reading PSSA performance.
- 81% of surveyed parents responded "Agree" or "Strongly Agree" with the statement, "I respect the school's principal."
- 54.5% of surveyed high school students responded "Agree" or "Strongly Agree" with the statement, "My school administrators treat me fairly." \* 34.1% responded "Neutral"
- 59.8% of surveyed middle school students responded "Agree" or "Strongly Agree" with the statement, "When I am at school, I feel my principal cares about me." \* 23.9% responded "Neutral"

### **Conclusion**

While district leadership attends to literacy skills as a central focus area, more can be done to ensure literacy remains the focus of district initiatives. Needs assessment data speaks to the need to celebrate accomplishments in literacy more often.

There are good processes in place for district leadership to communicate literacy needs. All principals meet monthly with the district assistant superintendent. In addition, all district administrators meet monthly with the superintendent. The assistant superintendent meets on a monthly basis with all department heads. Agendas and minutes are the norm.

With these processes in place, district leadership has built capacity not only to enact substantive and meaningful reform; but also, district leadership is able to respond to the substance of these reforms.

The needs assessment process completed by the committee showed the following areas of need:

- Greater attention paid to the assignment of principals/literacy leaders based on data evidence as well as specific leadership skills
- Increased district-wide coordination of literacy development
- Better communication with pre-school partners about literacy plans and initiatives.

Standards & Curriculum	In Place	Not in Place	KtO Content Modules That Would Assist	Other Professional Development/Resources That Would Assist
Birth-5 Years	Some coordination of literacy plans	Improved communication and coordination of literacy plans	Building Blocks for Literacy, Family Engagement and Family Literacy	Communication strategies
K-5 <sup>th</sup> Grade	Articulated goals (development), administrative trainings	Protocol for assignment of principals/literacy leaders, district-wide literacy coordination	Building Blocks for Literacy, Family Engagement and Family Literacy	Communication strategies, value-added data analysis
6 <sup>th</sup> -8 <sup>th</sup> Grade	Articulated goals (development), administrative trainings	Protocol for assignment of principals/literacy leaders, district-wide literacy coordination	Building Blocks for Literacy, Family Engagement and Family Literacy, Common Core and LDC	Communication strategies, value-added data analysis
9 <sup>th</sup> -12 <sup>th</sup> Grade	Articulated goals (development), administrative trainings	Protocol for assignment of principals/literacy leaders, district-wide literacy coordination	Family Engagement and Family Literacy, Common Core and LDC	Communication strategies, value-added data analysis

### TRANSITION

#### **Facts**

- 8% of last years' Solanco 12th graders did not attend a Solanco middle school
- 23% of last years' Solanco 12th graders did not attend a Solanco elementary school
- Of last year's Solanco grade 11 students, 70.9% of those who attended Solanco middle schools were proficient on the PSSA reading exam.
- The proficient rate of 11th graders who did not attend Solanco Middle Schools was 60.6%.
- Students who did not attend Solanco middle schools were half as likely to demonstrate a strength in Comprehension and Reading Skills on the PSSA Reading exam.
- 59.7% of freshman students rated their degree of preparation for transition to the high school as "Excellent" or "Good." 31.6% rated it as "Average" and 8.6% of students rated it "Below Average."
- The district partners with area preschools and daycares so that incoming kindergarteners are met by their preschool teachers and daycare providers during registration and the kindergarten

testing process. Parents are surveyed in a formal fashion to rate the quality and effectiveness of this transition process.

- Area pre-school teachers are partnered with district kindergarten teachers to ensure good communication and effective transition planning for students.
- Orientations at all transition points are carefully planned and purposefully implemented.
- The district has developed an alternative education program for middle school students.
- The district also created an intensive assistance program for at-risk students who have transitioned into 9th grade in order to help ensure these students experience academic excellence and a strong sense of well-being.
- Solanco High School implemented two years ago the Link Crew transition program designed to ensure a healthy and productive transition for all students moving into 9th grade.

### Conclusion

The needs assessment analysis for this domain identifies the following needs:

- A more cohesive analysis of transitions from a district perspective, not just a grade level perspective
- The transition from elementary to middle school could involve more robust programming
- Secondary levels administrators and teachers should investigate benefits and possibilities of participating in county LEARN teams

Standards & Curriculum	In Place	Not in Place	KtO Content Modules That Would Assist	Other Professional Development/Resources That Would Assist
Birth-5 Years	Area pre-school teachers are partnered with district kindergarten teachers, orientations	Enhanced transition programming	Successful Transitions along the Literacy Continuum	Research-based transition programs and strategies
K-5 <sup>th</sup> Grade	Area pre-school teachers are partnered with district kindergarten teachers, orientations	Enhanced transition programming	Successful Transitions along the Literacy Continuum	Research-based transition programs and strategies
6 <sup>th</sup> -8 <sup>th</sup> Grade	Orientations, SAVE program	LEARN teams	Successful Transitions along the Literacy Continuum	Research-based transition programs and strategies
9 <sup>th</sup> -12 <sup>th</sup> Grade	Orientations, IA	LEARN teams	Successful	Research-based

	program, Link Crew		Transitions along the Literacy Continuum	transition programs and strategies
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**PARTNERSHIPS**

**Facts**

- The district has partnered with multiple community resources to provide needed services to students—most recently being the Venture Grant authored by the district in partnership with the United Way.
- Each kindergarten teacher “adopts” a pre-school teacher in the community to encourage communication and collaboration, with a focus on literacy.
- The Solanco School District provides copies of all district textbooks to the Quarryville Public Library so that they can develop a “teen room,” which is a library section where teens can go for help with schoolwork or to read.
- The district staffs a booth at the annual Solanco Fair, which is a large agrarian fair attend by a large majority of the community population. At the fair booth, district administrators hand out pre-school information as well as tip sheets for increasing early literacy.

**Conclusion**

The needs assessment analysis for this domain identifies this area as a relative strength, with the following needs emerging:

- More aggressive campaigning to involve community resources on district committees and initiatives (although they are generally well represented currently)
- More aggressive awareness building to inform the public of the need for literacy education for children birth to grade 12

Standards & Curriculum	In Place	Not in Place	KtO Content Modules That Would Assist	Other Professional Development/Resources That Would Assist
Birth-5 Years	Each kindergarten teacher “adopts” a pre-school teacher	More robust partnerships (from available resources)	Successful Transitions along the Literacy Continuum, Family Engagement and Family Literacy	Professional development and strategies for increasing meaningful/substantive partnerships for the support of literacy

K-5 <sup>th</sup> Grade	Each kindergarten teacher “adopts” a pre-school teacher, some private business partnerships	More robust partnerships (from available resources)	Successful Transitions along the Literacy Continuum, Family Engagement and Family Literacy	Professional development and strategies for increasing meaningful/substantive partnerships for the support of literacy
6 <sup>th</sup> -8 <sup>th</sup> Grade	QE teen room, some private business partnerships	More robust partnerships (from available resources)	Successful Transitions along the Literacy Continuum Successful Transitions along the Literacy Continuum, Family Engagement and Family Literacy	Professional development and strategies for increasing meaningful/substantive partnerships for the support of literacy
9 <sup>th</sup> -12 <sup>th</sup> Grade	QE teen room, some private business partnerships	More robust partnerships (from available resources)	Family Engagement and Family Literacy	Professional development and strategies for increasing meaningful/substantive partnerships for the support of literacy

## SECTION V: SETTING AND PRIORITIZING GOALS

The prioritized literacy goals chosen for the action plan clearly demonstrate a thorough review of and reflection on the needs assessment, the grant narrative and multiple measures of data.

The goals demonstrate a maximization of efforts and resources to advance student literacy achievement.

The short term action plan builds on the long term action plan. The alignment of the short and long term action plans is explicit and clearly articulated.

Title of Section	Goal	Rationale
Focus on the Community	Create and maintain a literacy committee representing Birth-Grade 12 children	The coordination of literacy efforts birth-grade 12 is an essential precondition for improving literacy community-wide
Focus on the Community	Investigate the depth and quality of literacy support at home	Gauging the depth of literacy support at home is necessary to develop targeted interventions of enhance this support
Focus on the Community	Provide parents of children in their program with enhanced opportunities to learn about ways to improve literacy for their children	Once the depth of support is measured, the necessary next step is to design and implement targeted programming to enhance this support
Focus on the Community	Develop a recurrent communication system to engage the broader Solanco Community in literacy improvement	The need to communicate frequently, pervasively, and effectively will enable literacy efforts community-wide to be better realized
Use of Data	Implement and employ measures of student literacy at all levels	While the district has a good degree of data literacy in a lot of subjects, here is a need to implement a uniform, consistent literacy measure district-wide
Use of Data	Evaluate quality of literacy environments at all levels	Environmental improvement (HEAT, ECERS, ITERS) is a necessary enhancement area for literacy improvement
Use of Data	Assess literacy skills of transferring students shortly after enrollment	The volume of transition into the district necessitates a more rapid and effective literacy screening mechanism
Professional Development	Engage educators and administrators in substantive	At the core of this literacy initiative is the belief that

	professional development in literacy-building	literacy improvement will be consequent of enhanced skills and abilities of teachers
Professional Development	Provide professional development for teachers on ways to engage parents more effectively in their children's education	Parents are important and influential partners in literacy enhancement—educators would be more effective with increased strategies/skills for enhancing this partnership
Professional Development	Provide professional development for educators regarding the unique learning needs of an increasingly impoverished student population	As the impoverished rate of students increases in the district, so too do the essentialness to address the unique needs of these students
Resources and Materials	Create functional and practical resources for educators to apply exemplary literacy strategies in the classroom setting	Practical, hands-on literacy resources for educators (at all levels and subjects) is an important component of literacy improvement—the Literacy Toolkit can be expanded and used more pervasively
Resources and Materials	Create functional and practical resources for parents to apply exemplary literacy strategies in the home setting	Practical, hands-on literacy resources for parent is an important component of literacy improvement

**Goal Action Map**

**Goal Statement:** Focus on the Community: Create and maintain a literacy committee representing Birth-Grade 12 children

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Solicit committee membership from wide-range of representative groups	Maintain/add to membership for year 2 and beyond	NA
<b>Time Line</b>	Fall 2012	Fall 2013	NA
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	NA
<b>Resources Needed</b>	NA	NA	NA
<b>Specifics of Information</b>	NA	NA	NA
<b>Measure of Success</b>	Wide-ranging committee composition	Wide-ranging committee composition, sustainable year-to-year	NA
<b>Review date</b>	10/1/2012	10/1/2013	NA

**Goal Action Map**

**Goal Statement:** Focus on the Community: Investigate the depth and quality of literacy support at home

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Create home literacy survey	Administer home literacy survey	Analyze home literacy survey
<b>Time Line</b>	Fall 2013	Spring 2013	Fall 2014
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	Survey Monkey subscription	NA	NA
<b>Specifics of Information</b>	Create survey on Survey Monkey and paper/pencil	Distribute notifications of survey/links	Presentation to literacy committee
<b>Measure of Success</b>	Finalized survey ready for distribution	Finalized survey distributed	Written report/presentation of analysis with recommendations
<b>Review date</b>	12/1/2013	5/1/2014	10/1/2014

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Focus on the Community: Provide parents of children in their program with enhanced opportunities to learn about ways to improve literacy for their children			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Community Newsletter 1	Community Newsletter 2	Community Newsletter 3
<b>Time Line</b>	April 2013	July 2013	July 2014
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	Authoring team, vendor designer	Authoring team, vendor designer	Authoring team, vendor designer
<b>Specifics of Information</b>	Create team to author segments by statutory area, contract with design vendor, contract with community newspaper publisher	Create team to author segments by statutory area, contract with design vendor, contract with community newspaper publisher	Create team to author segments by statutory area, contract with design vendor, contract with community newspaper publisher
<b>Measure of Success</b>	Successful publication is wide-distribution publication	Successful publication is wide-distribution publication	Successful publication is wide-distribution publication
<b>Review date</b>	April 2013	July 2013	July 2014

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Focus on the Community: Develop a recurrent communication system to engage the broader Solanco Community in literacy improvement			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Draft communication system development	Implement communication system	Evaluate communication system
<b>Time Line</b>	Fall 2013	Spring 2014	Spring 2015
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	Committee time/input	Committee time/input	Committee time/input
<b>Specifics of Information</b>	The literacy committee will develop a comprehensive system for communicating with all stakeholders regarding literacy	The communication plan developed by the literacy committee will be implemented with fidelity	The communication plan developed by the literacy committee will be evaluated by the committee for effectiveness
<b>Measure of Success</b>	Successful development of articulated plan	Successful implementation of articulated plan	Substantive evaluation of articulated plan
<b>Review date</b>	Spring 2014	Fall 2014	Spring 2015

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Use of Data: Implement and employ measures of student literacy at all levels			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Implement GRADE assessment at all levels	Evaluate and determine best literacy assessment for plan purposes	Implement literacy assessment at all levels
<b>Time Line</b>	Fall 2012	Fall 2013	Fall/Spring 2013
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	GRADE materials, scanner/software, administration training	Sample assessments, vendor-based information	Literacy assessment materials, scanner/software, administration training
<b>Specifics of Information</b>	Full implement the administration of the GRADE assessment at all targeted levels	Analyze various literacy assessments and determine best assessment for purposes of the plan (may or may not be Pearson's GRADE)	Full implement the administration of the literacy assessment at all targeted levels
<b>Measure of Success</b>	Successful administration 3 times during 2012-2013 school year	Recommendation for literacy assessment	Successful administration 3 times during 2013-2014 school year
<b>Review date</b>	Spring 2013	Fall 2013	Spring 2014

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Use of Data: Evaluate quality of literacy environments at all levels			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Implement ITERS/ECERS/HEAT	Evaluate environmental assessment data	Develop data analysis protocols for environmental assessments
<b>Time Line</b>	Fall 2012	Fall/Spring 2012-2013	Fall/Spring 2012-2013
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	ITERS/ECERS/HEAT, iPads for administrators (HEAT), administration training	Overview data for presentation	Overview data for presentation
<b>Specifics of Information</b>	Implement appropriate	Evaluate baseline data,	Evaluate baseline data,

	environmental assessments at targeted levels	gain familiarity with types of data recorded	gain familiarity with types of data recorded
<b>Measure of Success</b>	Successful implementation of environmental assessments	Substantive data analysis of all applicable environmental assessments	Substantive data analysis of all applicable environmental assessments
<b>Review date</b>	Spring 2013	Spring 2013	Spring 2013

### Goal Action Map

**Goal Statement:** Use of Data: Assess literacy skills of transferring students shortly after enrollment

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Implement GRADE assessment or all transfers outside of typical GRADE assessment windows	NA	NA
<b>Time Line</b>	Spring 2013	NA	NA
<b>Lead Person/s</b>	Guidance Counselors	NA	NA
<b>Resources Needed</b>	GRADE materials, scanner/software, administration training	NA	NA
<b>Specifics of Information</b>	Assess students who transfer in when GRADE assessment window is not imminent	NA	NA
<b>Measure of Success</b>	Successful procedure development for transferring students	NA	NA
<b>Review date</b>	Spring 2013	NA	NA

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Professional Development: Engage educators and administrators in substantive professional development in literacy-building			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Implement literacy core trainings at 50% threshold	Implement literacy core trainings at 75% threshold	NA
<b>Time Line</b>	School year 2012-2013	School year 2013-2014	NA
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	NA
<b>Resources Needed</b>	IU13 trainers, attendant materials	IU13 trainers, attendant materials	NA
<b>Specifics of Information</b>	Implement literacy content module training as per Keystone Grant parameters	Implement literacy content module training as per Keystone Grant parameters	NA
<b>Measure of Success</b>	50% staff training threshold met	75% staff training threshold met	NA
<b>Review date</b>	Spring 2013	Spring 2014	NA

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Professional Development: Provide professional development for teachers on ways to engage parents more effectively in their children's education			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Develop data acquisition tool for degree of parental involvement	Research degree of parental involvement	Implement targeted professional development
<b>Time Line</b>	School year 2013-2014	School year 2013-2014	Fall 2015
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	Data collection tools	Research materials, literacy committee involvement	Training materials, presentations
<b>Specifics of Information</b>	Committee will develop methodology for measuring the degree of parental involvement, develop/contract data collection instrument	Implement data collection instrument regarding degree of parental involvement	Develop and implement targeted trainings to teachers consequent of parental involvement data analysis
<b>Measure of Success</b>	Successful development of plan to collection relevant information	Successful implementation of data collection instrument	Successful implementation of professional

			development sessions
<b>Review date</b>	Spring 2014	Fall 2015	Spring 2016

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Professional Development: Provide professional development for educators regarding the unique learning needs of an increasingly impoverished student population			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Research learning needs of impoverished students	Design professional development for staff regarding learning needs	Implement professional development for targeted teachers
<b>Time Line</b>	School year 2013-2014	Summer 2014	Fall 2014
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	Research materials, available trainings	Relevant training materials	Relevant training materials
<b>Specifics of Information</b>	Small task force from literacy committee will research methodologies and best practices regarding impoverished students	Substantive, efficient, and engaging professional development will be designed in anticipation of implementation	Fully implement professional development for targeted teachers during scheduled in-service
<b>Measure of Success</b>	Substantive presentation of research findings to literacy committee	Fully development professional development series	Successful implementation of professional development sessions
<b>Review date</b>	Spring 2014	Summer 2014	Spring 2015

<b>Goal Action Map</b>			
<b>Goal Statement:</b> Resources and Materials: Create functional and practical resources for educators to apply exemplary literacy strategies in the classroom setting			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Develop/Refine Solanco Literacy Toolkit	Deploy Literacy Toolkit with Trainings	Deploy Literacy Toolkit Maintenance Trainings
<b>Time Line</b>	School year 2012-2013	School Year 2013-2014	School Year 2013-2014
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	Literacy Toolkit both print and online	Literacy Toolkit both print and online, relevant training materials	Relevant training materials
<b>Specifics of Information</b>	Refine and prepare for presentation the	Employ substantive trainings for teachers at	Employ substantive trainings for teachers at

	Literacy Toolkit	all levels on ways to implement segments of the Literacy Toolkit	all levels on ways to implement segments of the Literacy Toolkit
<b>Measure of Success</b>	Toolkit packaged well	Successful implementation of trainings	Successful implementation of trainings
<b>Review date</b>	Spring 2013	Spring 2014	Spring 2014

### Goal Action Map

**Goal Statement:** Resources and Materials: Create functional and practical resources for parents to apply exemplary literacy strategies in the home setting

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>Action Step</b>	Research methodologies for parents to support literacy development in the home	Develop Home-Based Literacy Toolkit for Parents	Distribute toolkit for home use
<b>Time Line</b>	Fall 2013	Begin authoring Spring 2014—complete by Spring 2015	Fall 2015
<b>Lead Person/s</b>	Brian Bliss	Brian Bliss	Brian Bliss
<b>Resources Needed</b>	Research materials, sources	NA	Home-use toolkit
<b>Specifics of Information</b>	Research supporting methods/theories to improve home literacy	Develop an easy-to-use, substantive toolkit for parents to use at home to support their children's literacy development	Distribute toolkit to all district families for use
<b>Measure of Success</b>	Substantive research compilation for evaluation by literacy committee	Creation of toolkit for use in the home	Full distribution
<b>Review date</b>	January 2014	Spring 2015	Fall 2016

## SECTION VI: DISSEMINATION OF PLAN

The plan will be disseminated in multiple/wide-ranging ways to ensure engagement of diverse stakeholders.

The plan, itself, is part of a larger 2-pronged goal—to engage the community in literacy support for all children and to improve the quality of that support. Thus, the dissemination of the plan is but a component of a larger communication effort.

The plan, itself, has been authored by a wide-ranging and representative committee. It will be disseminated in the following ways:

<b>Dissemination</b>	<b>By Whom?</b>	<b>Target</b>	<b>Timeline</b>
Publication of Solanco School District Moodle site	CLLP Committee/Assistant Superintendent	All district employees	June, 2013
Publication on <a href="http://www.solanco.org">www.solanco.org</a>	CLLP Committee/Assistant Superintendent	Entire community—parents, business leaders, community members, partners	June, 2013
Presentation to and approval by the Solanco School Board	CLLP Committee/Assistant Superintendent	School board and public attendees	June, 2013
“Literacy” insert in The Chronicle and/or the Merchandiser	CLLP Committee/Assistant Superintendent	Entire community—parents, business leaders, community members, partners	Twice annually—first publication will be April, 2013
Copies available at the district annual Solanco Fair booth w/cards for electronic access instructions	Superintendent/Assistant Superintendent	Entire community—parents, business leaders, community members, partners	September, 2013
Kindergarten registration	Elementary Principals	Parents of kindergarten students	April, 2014
Pre-schools	Elementary principals	Parents of pre-school students	September, 2013
Quarryville Public Library	CLLP Committee/Assistant Superintendent	Entire community—parents, business leaders, community members, partners	June, 2013
Teacher Induction	CLLP Committee/Assistant Superintendent	New district teachers	August, 2013
Administrative Council	Assistant Superintendent	All district administrators	May, 2013

Teacher in-service	Assistant Superintendent	All district teachers	August, October 2013
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\* The Solanco Comprehensive Literacy Plan details differentiated levels of support in building common knowledge among all stakeholders. Some mechanisms detailed above serve as introductory/overview communications. However, the dissemination plan also includes cyclical communications/revisiting of communications to consistently deliver a robust, evolving understanding of the plan itself.

# SECTION VII: ASSESSING AND REPORTING PROGRESS

The Solanco Literacy Plan is a comprehensive plan to improve the literacy of students birth through grade 12. Multiple data points are pertinent to measuring progress towards the plan's goals, and these data points align with Berhardt's Multiple Measures of Data, as articulated below. The plan also includes a systematic, rational approach to measuring, analyzing, and collecting this data, as detailed below:

## **Multiple Measures of Data: Student Learning**

### GRADE assessment

Measurement: Three times annually—Sept./Jan/May:

Reporting: GRADE Data project distributed after each administration, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

### DIBELS Next assessment

Measurement: Three times annually—Sept./Jan/May:

Reporting: Update of DIBELS website and spreadsheets on Google Docs, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

### PSSA Reading

Measurement: Annually in grades 3-8

Reporting: Solanco Data Project distributed after each administration, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

### Keystone Literature Exam

Measurement: Annually grade 10

Reporting: Solanco Data Project distributed after each administration, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

### HEAT

Measurement: Twice annually—Sept./May:

Reporting: Website reporting, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

### ITERS

Measurement: Twice annually—Sept./May:

Reporting: Website reporting, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

## Committee

### ICERS

Measurement: Twice annually—Sept./May:  
Reporting: Website reporting, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

### Curriculum-based assessments in literacy

Measurement: Ongoing as part of curriculum progression  
Reporting: Website reporting, analyzed by building data teams and by literacy specialists for the Solanco Literacy Committee

### **Multiple Measures of Data: Demographics**

#### Solanco Data Book

Measurement: Annually in August  
Reporting: Solanco Data book, analyzed by building level data team, principals' group, and Solanco Literacy Committee

#### Drop-out rate

Measurement: Annually in August  
Reporting: Solanco Data book, analyzed by building level data team, principals' group, and Solanco Literacy Committee

#### Attendance rate

Measurement: Annually in August  
Reporting: Solanco Data book, analyzed by building level data team, principals' group, and Solanco Literacy Committee

### **Multiple Measures of Data: School Processes**

#### Classroom Walk-Through data

Measurement: Monthly  
Reporting: Principals' group using the Solanco Walkthrough Data project

#### Curriculum Fidelity

Measurement: Monthly  
Reporting: Principals' group using the Solanco Walkthrough Data project

### **Multiple Measures of Data: Perceptions**

#### Teacher practices survey

Measurement: Annually in May  
Reporting: Annual June administrative retreat—design of walkthrough form/protocol

