

**CHARLOTTE CENTRAL SCHOOL LITERACY ACTION PLAN
2009-2010**

Goal 1: To provide learning experiences that will enable each CCS student to write effectively in grade level appropriate genres and have command of grade appropriate conventions. (Writing Dimensions 1.5 & Writing conventions 1.6).

Needs Assessment: CCS will improve the aggregate score regarding writing effectiveness and students' use of conventions as measured on the NECAP at grades 5 and 8 and scores on local-on-demand assessment writing prompts in grades 1-8. The longitudinal data will compare cohort groups as they move from grade to grade.

Fall 2008-2009 NECAP results: **5th graders: 76%** were proficient and/or exceeded the Standards
8th graders: 76% were proficient and /or exceeded the Standards

Measurable Objectives:

- The percentage of 5th graders who will meet or exceed the standards on the Writing NECAP will increase to 80% on the Fall NECAP for the school year 2009-2010.
- The percentage of 8th graders who will meet or exceed the standards on the Writing NECAP will increase to 80% on the Fall NECAP for the school year 2009-1010.

Strategy/Action Steps	Person Responsible	Measurement	Resources	Due Date/ Timeline
All students will write for at least 20 minutes each day in K-8. This will include the use of interactive writing, non-fiction writing, constructed response, and/or quick writes as appropriate to grade level.	Classroom teachers, literacy support team, team supervisors	Teachers' assessments of student performance: grades and written comments and improved NECAP scores.	Literacy Lead Teachers(s) for consulting and/or modeling the instruction of different writing genres. Videos or DVD's that model exemplary writing strategies. TIME to review and share strategies and best practices available.	Ongoing
Students in all grades will receive instruction, practice and feedback using the writing rubrics and benchmark pieces throughout the year.	All teachers and para educators	Teachers' assessments of student performance on NECAP scores; On- demand writing scores. Effective use of writing rubrics directly reflect improvement in everyday writing.	In-service time to review and discuss updated rubrics and to score on-demand writing pieces. Continued professional development and support for teachers/ paras.	Ongoing
Every student in every grade will maintain a writing portfolio, archived in the student's classroom. Specific pieces will follow the student as s/he moves through CCS, K-8.	Classroom teachers, literacy leaders	Writing portfolio assessment. Teachers' assessments of student performance, e.g. grades, written comments and improved NECAP scores.	Staff/grade level meeting TIME and/or in-service time dedicated to collaboration among teachers for implementation, sharing of student writing.	ongoing

Restructure the literacy instruction schedule so that students receive daily literacy instruction and guided practice for writing as appropriate for the varied grade levels.	Administration, classroom teachers,	Literacy blocks will be staggered so that support personnel can be available for mixed group targeted intervention lessons	Teachers receive professional development in what literacy blocks look like and how to implement the model in their classroom	Start conversation now and have in place for 2010-2011
Provide professional development in Lucy Calkin’s “Writer’s Workshop”, “Writing in the Content Areas” and “Implementing a Literacy Block”.	Literacy Leaders Administration	Improved scores on writing assessments.	Time for teachers and staff to share knowledge and to collaborate to support the Lucy Calkin’s writing workshop model. Professional development	ongoing
Administer the NECAP Writing Assessment in grades 5 and 8	Teachers and administrator	Administration of the assessment is completed	Time, professional development	annually
Analyze the results of the NECAP Writing Assessment	Teachers and administrator	Reports, action plans	Time, professional development	annually

Goal 2: READING: To have each CCS student read fluently, accurately, and for meaning, using appropriate grade level strategies (Reading standards 1.1, 1.2, 1.3).

Needs Assessment: CCS will improve the aggregate performance scores of cohorts of students as they move from grade to grade on the AIMSWEB (Gr. 1-4) and NECAP (Gr. 3-8) assessments.

- Fall 2008-2009 NECAP results for Grades 3-8: Proficient or above

GRADE 3	87%
GRADE 4	96%
GRADE 5	88%
GRADE 6	81%
GRADE 7	96%
GRADE 8	94%
TOTAL	90%

- FALL 2009 AIMSWEB results for Grades 1-4: Proficient or above:

Grade 1: Nonsense word Fluency (NWF)	75%
Grade 2: Nonsense Word Fluency (NWF)	75%
Reading-Curriculum. Based Measurement (R-CBM)	78%
Grade 3: Reading-Curriculum. Based Measurement (R-CBM)	76%
3 minute silent clozed reading passage (MAZE)	75%
Grade 4:: Reading-Curriculum. Based Measurement (R-CBM)	74%
3 minute silent clozed reading passage (MAZE)	86%

Measurable Objectives:

- Students in grades 3-8 taking the Reading NECAP will improve their scores by 2%.
- The percentage of students, proficient or above in grades 1-4 on the AIMSWEB assessments will improve by 5%.

Strategy/Action Steps	Person Responsible	Measurement	Resources	Due Date/ Timeline
Instruct every student at CCS with a research-based, balanced literacy reading program	Teachers, administrators, para-educators trained in literacy	Progress monitoring using AIMSWEB (k-6); Fountas and Pinnel’s (BAS) Benchmark Assessments ; Teacher made assessments, running records, etc.	Materials: Fountas and Pinnel’s Benchmark Assessment Kit (BAS kits), Comprehension Tool Kit, professional development, time	ongoing
Create a matrix of available resources within the school or district to be organized according to the 5 elements of a balanced literacy program (Phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies).	Literacy coordinator Literacy team	Teachers will have available varied literacy resources to differentiate instruction	Completed document Professionals knowledgeable about instructional programs	Dec. 2009 and ongoing
All literacy teachers K-6 implement AimsWeb Assessment	Administration, Literacy Coordinator K-6 teachers, Literacy para educators	Aimsweb data will be collected three times a year for grades (1-6) and at least twice a year for K. Data will be used to differentiate instruction.	Time to train all literacy personnel in the administration and recording of AimsWeb assessments. Monies for substitutes so that classroom teachers will be able to complete this task.	2009-2010 and ongoing

Strategy/Action Steps	Person Responsible	Measurement	Resources	Due Date/ Timeline
Use of assessment data to regularly identify all students not meeting the standard in reading. Provide extra reading support for those scoring below proficient level	Principal, literacy coordinator, classroom teachers	Students in need of intervention will be grouped according to their needs and be served	Time to train all literacy personnel in the administration and recording of AimsWeb assessments. Monies for substitutes so that classroom teachers will be able to complete this task.	2009 and ongoing
Restructure the literacy instruction schedule (k-4) so that students have a minimum of 2 to 2 ½ hours of daily literacy instruction and guided practice that includes reading, writing and word study. (Note: 20 minutes of sustained writing may occur during this block)	Administration, classroom teachers,	Literacy blocks will be staggered so that support personnel can be available for mixed group targeted intervention lessons	Teachers receive professional development in what literacy blocks look like and how to implement the model in their classroom	Start conversation now and have in place for 2010-2011
Evaluation of summer reading program	The coordinator for the summer school program under the direction of the principal or literacy coordinator	Records and notes from day 1 compared with the final day. Notes on how the program is meeting the needs of the students and how to adjust for improvement	Planning meetings with literacy coordinator support Money Staff Materials	ongoing