

River Ridge Elementary School Literacy Plan
Appendix “A” Information
2016-2017

Our River Ridge Elementary School Literacy Plan is aligned with the following district leadership statements:

Literacy Vision and Culture:

Literacy is the foundation for all learning and is integral to success within the global community. The transition from learning to read and reading to learn is an important progression to lifelong learning beyond the classroom. Students must have opportunities to collaborate through literacy in whole group and small group settings, as well as, through independent practice. All educators are teachers of literacy and facilitate learning through reading and writing using the gradual release of responsibility. Student achievement data reflects growth for all students.

Context:

The District Five Literacy Plan is aligned and integrated with the District Strategic Plan, as well as, the AdvancEd Plan. It is supported with the implementation of the district-wide standards-based curriculum, evidenced-based instructional practices, the use of technology to enhance personalized student learning, and the use of high-quality resources to increase student learning to meet the expectations of the Profile of the South Carolina Graduate.

Communication:

The District Five Literacy Plan will be shared with all administration by the district literacy leader. Principals will then share the plan with all building level staff members. School Literacy Team representatives will present the plan to the school community at parent events.

The plan will also be posted online on the District Five website, as well as, individual school websites. Copies will be available for review in the district office. Additionally, the plan will be presented with the strategic plan at a board meeting.

Implementation:

The District Five Literacy Plan will be monitored throughout the school year via feedback from district and school literacy team meetings, instructional observations, and through the review and analysis of district data.

Spartanburg District Five Literacy Belief Statements:

Our River Ridge Elementary School Literacy Plan is aligned with the District Five Literacy Belief Statements:

Leadership

We believe literacy is the foundation of educational and global success. District and school leadership teams hold teachers accountable for high expectations and implementation of appropriately challenging, evidence-based reading practices resulting in the development of students' critical thinking, language, and literacy.

Student Outcomes

We believe the analysis and systemic use of student achievement data informs instruction and leads to increased levels of literacy and student outcomes.

Professional Learning Opportunities

We believe engaging in high quality, purposeful, and on-going professional learning opportunities supports teacher effectiveness in literacy instruction.

Assessment Plan

We believe the core of the District Five assessment plan is informative to instruction, with a high quality and rigorous foundation that authentically measures growth and achievement based on the South Carolina College and Career Ready standards in a timely and efficient manner.

Instructional Plan

We believe student learning is maximized through engaging, evidence-based, and differentiated instructional practices coupled with access to a variety of student-centered, standards-based curricular resources during secured blocks of instructional time.

Parent and Family Involvement

We believe family is an integral part of literacy development. Parents and educators support literacy at school and home through collaboration and consistent communication regarding student progress.

School- Community Partnership

We believe the District Five community collaboratively supports and validates the literacy of all students.

COMPONENT 1: LEADERSHIP

No uploads or narratives required.

COMPONENT 2: STUDENT OUTCOMES

A variety of assessments provide teachers with critical information. Scores are shared with both students and parents through meetings and conferences. Teachers analyze results and develop strategies for instruction based on results in Long Range Plans, daily lesson plans, and Student Learning Objectives (SLOs).

Who administers assessments?

Teachers will administer assessments at the classroom level, with assistance from support staff.

What system is used to manage the assessment data including data entry and management?

Enrich is used to manage assessment data which includes: PALS PreK, DRA2+, Fountas and Pinnell Benchmarks, NWEA, and SC READY.

What plan is in place to support the analysis of the data and who will be responsible for this?

The Director of Assessment will compile the data for the district including the disaggregation of results across school, teacher, and student levels. Principals review all assessment data in district principals' meetings and through the district shared online file. The information is then disseminated to school administrative teams, school literacy teams, teachers, and other stakeholders including School Improvement Councils. Time is also allocated for teachers to collaborate using the data to plan for instruction.

How are data displayed and accessed?

The Director of Assessment maintains an administrative assessment drive to provide access to all data. Data will also be compiled and presented at the request of principals, board members, and other district leaders. Additional assessment data can be accessed by all certified personnel through Enrich, NWEA, eDirect, and the State Department of Education.

What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?

School Literacy Teams will review and disaggregate assessment data with all teachers. Grade level meetings, faculty meetings, and SLO conferences provide additional opportunities to analyze data to determine strengths and areas for improvement.

OMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED - No uploads or narratives required

COMPONENT 4: ASSESSMENT PLAN - additional data included in Appendix B

	Indicate at least one area for growth	Indicate the action needed to support increased student achievement.	Indicate a timeline for action and who will be responsible.
Prekindergarten	Emergent Reading Skills	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District ELA Curriculum Team School Literacy Team Teachers
Kindergarten	Proficiency in reading grade level texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District ELA Curriculum Team School Literacy Team Teachers
Grade 1	Proficiency in reading grade level texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District ELA Curriculum Team School Literacy Team Teachers
Grade 2	Proficiency in reading grade level texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District ELA Curriculum Team School Literacy Team Teachers
Grade 3	Proficiency in reading grade level texts/ Analyzing texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District ELA Curriculum Team School Literacy Team Teachers

Grade 4	Proficiency in reading grade level texts/ Analyzing texts	District Five professional learning plan to support implementation of new curriculum, best instructional practices, and data analysis.	2016 -2017 District ELA Curriculum Team School Literacy Team Teachers
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COMPONENT 5: INSTRUCTIONAL PLAN

Sample master schedules for all grade levels, special education, intervention and related arts are uploaded separately.

What action is the school taking to maximize and protect instructional time at all levels?

Expectations for the use of instructional time are communicated and supported through district and school plans. All master schedules are aligned to the District Five Literacy Plan. Core instruction is uninterrupted and interventions occur in addition to this time.

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

Additional supports include: small group instruction, 1 to 1 conferencing, and individual personalized computer software. Accommodations include: additional time, student choice, differentiated end products, use of technology, leveled texts, and varied delivery models.

What instructional supports are you providing in addition to the state adopted program?

Kindergarten	District Five Understanding by Design (UbD) ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, Open Court Phonics, virtual libraries
Grade 1	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, Open Court Phonics, virtual libraries
Grade 2	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources , leveled texts, classroom libraries, Open Court Review, virtual libraries
Grade 3	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, virtual libraries

Grade 4	District Five UbD ELA Curriculum Guides, Schoolwide Fundamentals, personalized learning/instructional software, Fountas and Pinnell Continuum of Literacy Learning and additional resources, leveled texts, classroom libraries, virtual libraries
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What support is the school providing to increase the number of books in classroom libraries and library media centers?

After determining current resources in classroom libraries and media centers, the district will prioritize highest areas of need and allocate funding to support purchasing additional books.

If Tier II or Tier III interventions are not being provided, please explain why.

Tier III interventions are not utilized due to scheduling, resources and the need for additional personnel.

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

What is the school’s mission regarding parent and family involvement in their student’s educational program? How is this mission fulfilled?

We believe family is an integral part of literacy development. Parents and educators support literacy at school and home through collaboration and consistent communication regarding student progress.

How does the school communicate the third grade retention policy, as required by Read to Succeed, with parents and families?

The Read to Succeed third grade retention policy will be communicated with all parents and families of students K-3 through district distributed letters, the district website, grade-level Open House Nights, Parent Literacy Information Nights and parent/teacher conferences.

Does the school require regular and frequent communication with parents and families specifically related to literacy? If yes, what communication methods are used.

Parent and teacher collaboration and communication occur through various avenues such as conferences, newsletters, Literacy Nights, progress reports, Parent Portal, and sharing resources to expand acquisition of literacy skills. Parent communication is offered in multiple languages as needed.

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the school create partnerships with business and community organizations to raise awareness of the importance of literacy?

School and district representatives share ideas, collaborate on projects, and communicate goals and expectations to various community entities. Representatives include: district office instructional directors, literacy coaches, parent facilitators, media specialists, school administrators, guidance counselors, and classroom teachers.

List community partnerships that currently exist within the school/district. What services and/or supports are provided?

Community Partnerships	Services and Support
Greenville Drive (Minor League Baseball Team)	reading incentive program
Junior League of Spartanburg	teacher grants
Middle Tyger Community Center	This is My Child, ESOL classes, prenatal support, Tutoring, GED classes, Teen Mom program, District Five ministries
SEW Eurodrive (Local Manufacturing Company)	mentors
Spartanburg Academic Movement (SAM)	county wide data collection, preschool supports, shared professional learning
Spartanburg County Public Library - Middle Tyger Branch	summer reading program, promotes literacy through parent nights, presents book talks, membership drives (events held at library and/or school campuses)

Spartanburg Writing Project/USC Upstate	summer writing camps for 3rd-12th grade students, conference and courses offered to teachers
United Way of the Piedmont	Imagination Library, provide books, gifts in kindergarten
Joy Lutheran Church	Reading Buddies visit the school twice each week.
PTO	Provide a book twice each year for all students (Book Celebrations)

What plans does the school/district have to increase community partnerships?

The district is committed to continuing the existing partnerships and will reach out to various agencies to create new partnerships. School and district representatives to include: District Office Instructional Directors, Literacy Coaches, Parent Facilitators, Media Specialists, School Administrators, Guidance Counselors, and Classroom Teachers.