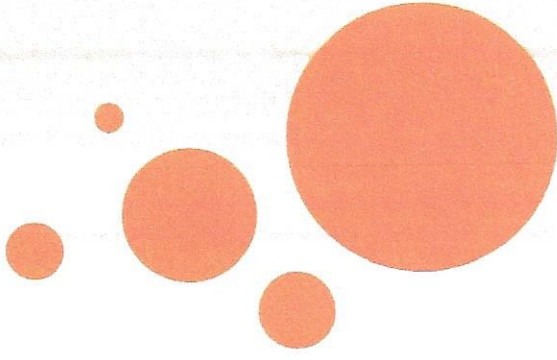


# DISTRICT LITERACY PLAN

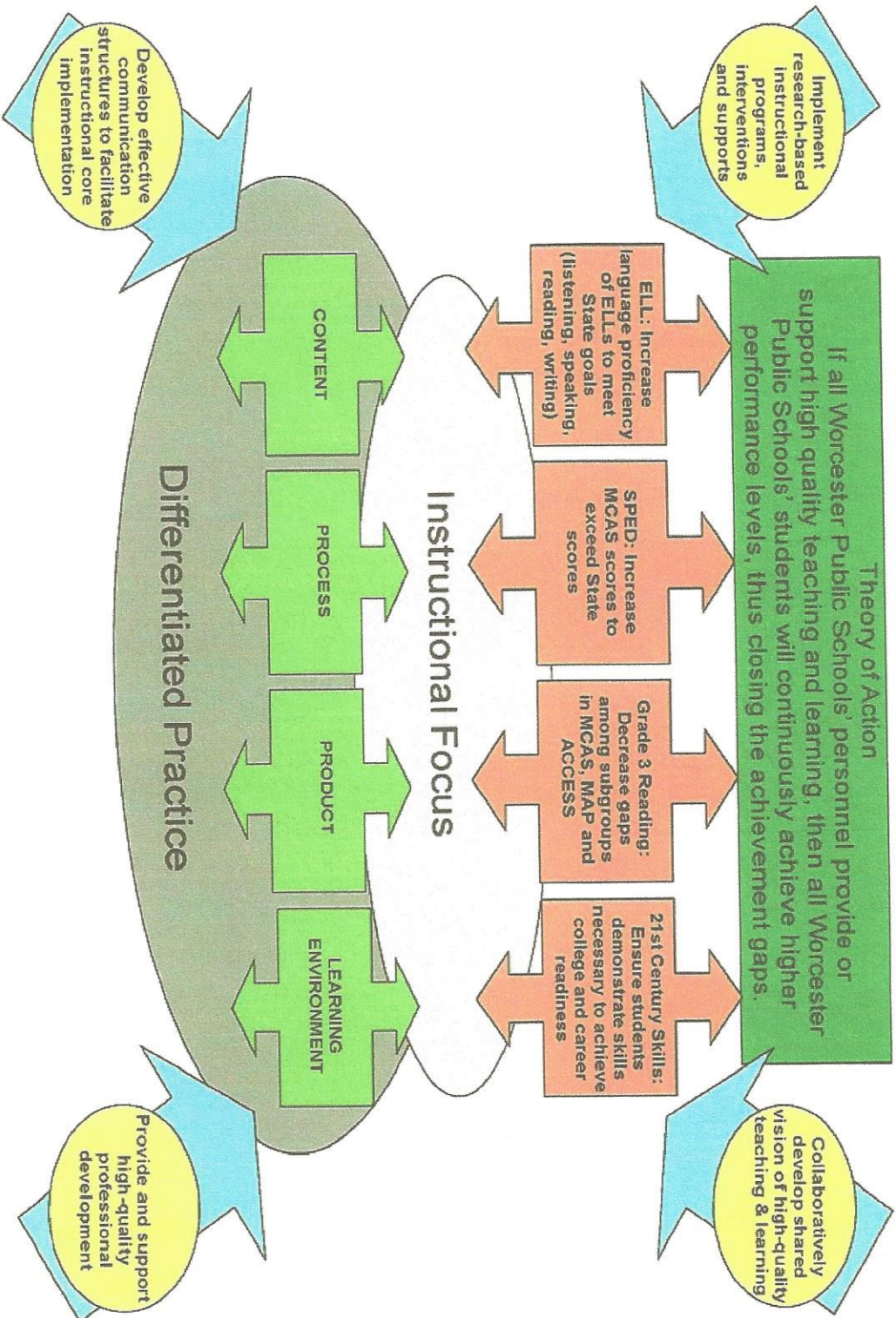
## Report of the Superintendent

October 16, 2014



Superintendent Evaluation Rubric  
Standard I  
Indicators I-A, I-B, I-C, I-E  
Standard III  
Indicators III-A, III-B, III-C  
Standard IV  
Indicators IV-A, IV-D, IV-E

# Worcester Public Schools Improvement Strategy



# WORCESTER COMPASS

## District Instructional Focus

All personnel in the Worcester Public Schools will align efforts to have **all students show growth in their ability to read fluently, comprehend deeply, think critically and respond effectively**. This will be accomplished through the implementation of rigorous evidence-based instructional practices and a standards-based curriculum across all content areas. Multiple measures including formative and summative assessments will be used to monitor our progress, refine our practice and improve our capacity to ensure all students reach and exceed grade level expectations and graduate college and career ready.

All Worcester Public Schools **students will regularly engage in listening, speaking, reading, and writing to become highly literate, creative collaborators, strategic problem solvers and effective communicators**. Our students will be self-directed learners who critically examine varied points of view and carefully weigh and manage complex information presented through multiple media. Our students will also demonstrate respect and understanding of their position as contributing members in their local and global community.



# WORCESTER COMPASS

HQTL  
Framework

District  
Instructional  
Focus

Definition of  
Reading,  
Writing and  
Discourse

District  
Literacy Plan

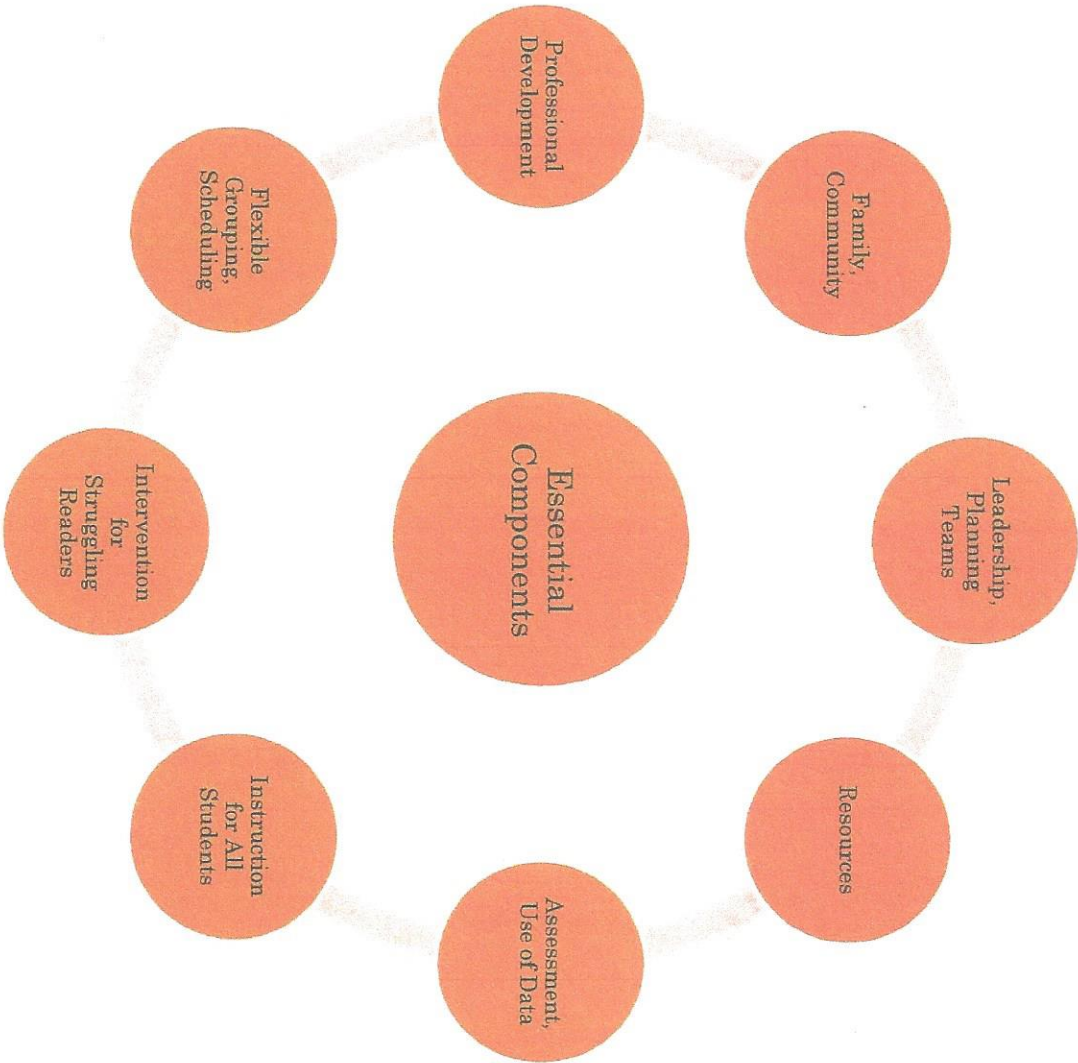
# PROCESS

## KEYS TO LITERACY

- Create Committee and Sub-Committees
  - ❖ Develop Rationale and Vision
  - ❖ Develop Literacy Definition and Goal
- Self-Assessment - District Practices
  - ❖ Collect Data
  - ❖ Evaluate and Prioritize
- Action Planning
  - ❖ Develop Goals
  - ❖ Action Steps
- Implementation and Sustainability
  - ❖ Align and Sequence Goals/Action Steps
  - ❖ Define Support, Resources, and Timeline



# PROCESS



# PROCESS

1. Leadership, Planning Teams, Structures and Resources
2. Family and Community
3. Assessment and Use of Data
4. Literacy Instruction for All, Flexible Grouping and Scheduling
5. Literacy Intervention, Flexible Grouping and Scheduling
6. Literacy Professional Development

# PROCESS

Family / Community	
Jen Carey *Chair	WEC
Beth Vietze	CFCE Coordinator
Susan O'Neil	Principal
Dinh Pham	SEAC
Mark Berthiaume	Comm. & School Support Coordinator
Keesha La Tulippe	Black Legacy
Janet Boubreau	Head Start
Margaret LeRoux	WEC

Assessment: Use of data	
Maureen Kavanaugh *Chair	Testing & Evaluation Specialist
Tamisha Thompson	Math Liaison
Kathy Berube	Science Liaison
Colleen Murray	Elementary Teacher
Patricia Jordan	Principal

Instruction for all Students & Flexible Grouping, Scheduling	
Dolores Gribouski *Chair	Quadrant Manager
Mary Ellen Scanlon	FIC
Sergio Paez	ELL Manager
Midge Wetzel	Asst. SPED Director
Marco Rodriguez	CAO
Bruce O'Connell	Lead Teacher
Celeste Mischenko	ELL Coach

Intervention for Struggling Reader & Flexible Grouping Scheduling	
Peggy Landoli-Cole *Chair	Assistant Special Education Director
Marilyn McNickles	Elementary Teacher
Kay C. Seale	Manager of SPED
Katrina Ramirez	Reading Teacher
Caprice Kopka	FIC
Sue Donahue	FIC
Courtney Harper	G.C.

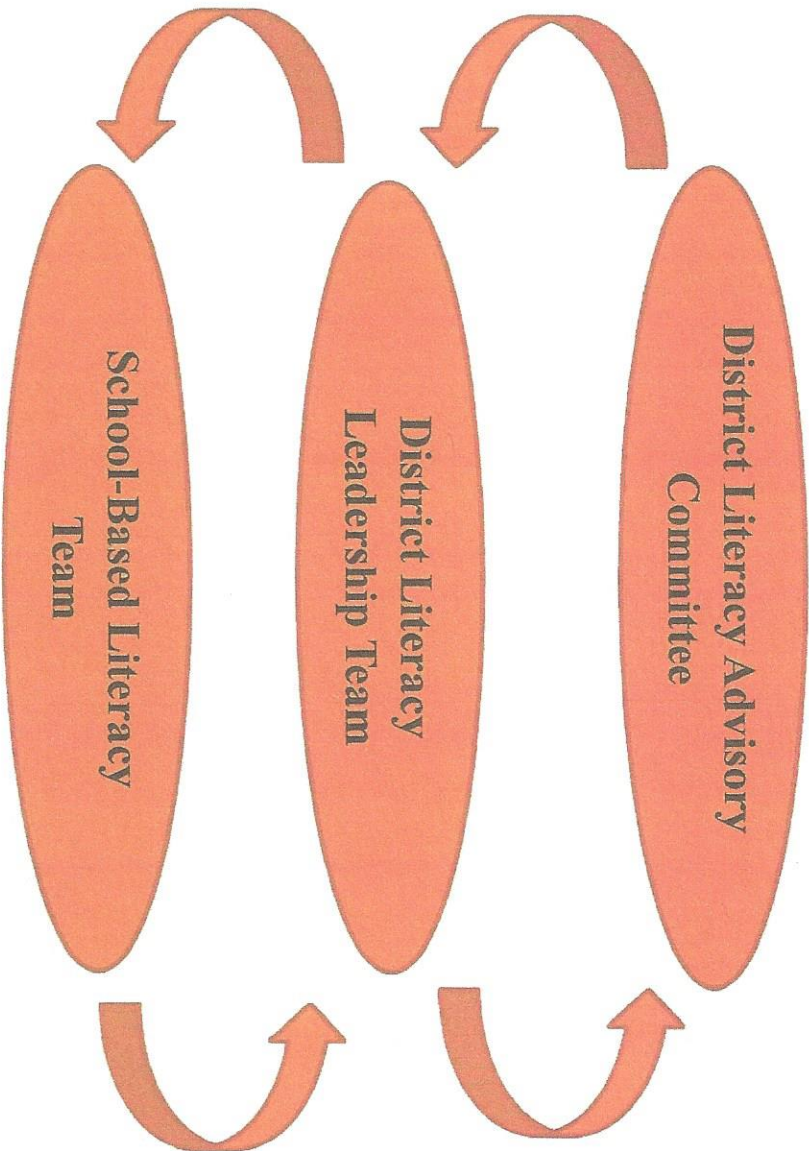
Professional Development	
Lisa Dyer *Chair	Manager of S.D.
Tom DelPrete / Heather Roberts	Clark University
Laurie Kuczka	Early Ed. Coordinator
Deb Donohue	Tech. FIC
Erin Dobson	Principal
Phyllis Goldstein	ELA Liaison

Leadership, Planning Teams, Structures & Resources	
Julie Keefe *Chair	Technology Coach
Mark Brophy	Personnel Director
Yuisa Perez	Supplemental Services
Anna Griffin	Grant Writer/Developer
Jessica Boss	Principal
Mary Meade-Montague	Quadrant Manager



**PROCESS**

**Organizational Structure**



# DISTRICT LITERACY PLAN

## Goal #1

Upon creation of the Worcester Public Schools definition of literacy, the District will utilize existing structures and processes to ensure that 100% of all WPS personnel, families and community partners understand the definition as well as its role in teaching and learning

### Strategy

- Develop a cross-disciplinary and cross grade level team to review and refine a WPS draft definition of literacy and its connection to the Worcester Compass.
- Share the draft definition through district and school based ILTs to collect feedback and to finalize the definition. Incorporate the definition into WPS Compass.
- Provide Professional Development to all administrators, instructional and support personnel to develop a working knowledge of the definition so it can be applied to support High Quality Teaching and Learning across the district, in every classroom, every day.
- Develop a working knowledge and understanding of the shared definition among family and community partners to support literacy in the community and at home every day.
- Annually monitor levels of awareness and understanding of literacy definition among WPS instructional personnel, administrators, families and community partners.



# DISTRICT LITERACY PLAN

## Goal #2

The District will consistently provide high quality literacy professional development to all administrative, instructional and support personnel to ensure the literacy development of all WPS students.

### Strategy

- Establish a Literacy Professional Development Council with PreK-12 representation that will identify and review research based reading, writing, listening, speaking and technology practices at PreK-12.
- The Literacy Professional Development Council will develop a menu of research-based practices to share with principals, coaches, LT, and district instructional personnel.
- The Literacy Professional Development Council will identify a pool of qualified candidates from across the district to support the delivery of district-wide literacy Professional Development.
- The Grants Office and the Literacy Professional Development Council will research and secure grant sources to support funding of Literacy Professional Development.
- The District and building administrators will develop a systematic plan to use current Professional Development structures to increase overall knowledge of literacy development and its integration in all content areas.
- The District Literacy Professional Development Council will develop criteria to guide the development and assessment of the quality of Literacy Professional Development. The criteria will be aligned with the HQTL document and the WPS curriculum.
- Utilize a participant feedback system to analyze the quality of Professional Development offering.
- Establish a rubric to evaluate the fidelity of implementation of Professional Development content and strategies in every day practices.

# DISTRICT LITERACY PLAN

## Goal #3

The District will collaborate with families and community partners to develop effective structures, systems and resources to actively engage family and community partners to support the WPS Literacy Focus.

### Strategy

- Establish a Family and Community Literacy Advisory group that includes representation from a variety of community partners and parent/guardian organizations.
- The Family and Community Literacy Advisory group will review research and identify best practices in family and community engagement with respect to literacy.
- Develop a menu of literacy program offerings across the Worcester community to include listening, speaking, reading, writing and technology.
- Develop and implement a unified communication plan that will outline all programs, offerings, and activities in a family friendly manner.
- Identify a lead community agency to partner with WPS to support the alignment, monitoring and implementation of family literacy offerings throughout the city of Worcester.



# DISTRICT LITERACY PLAN

## Goal #4

The district will further develop systems to support effective literacy data use.

### Strategy

- Create a team to develop a common understanding of the key components of:
  - Effective literacy assessment
  - Effective data use
- Critical knowledge and skills necessary for data driven decision making.
- The team will develop or select assessment tools that reflect the district understanding of effective assessment and data use.
- Share the key components of effective literacy assessment, data use and data driven decision making with Principals, Coaches, ILT's and District Instructional Personnel.
- Principals, ILTs and district dept./programs complete self-evaluation to identify current strengths and areas for growth related to effective assessment and data use.
- Design Professional Development modules to support effective literacy data use
- Provide differentiated Professional development based on the self-evaluation data results on:
  1. Literacy Assessment
  2. Literacy Assessment Implementation
  3. Critical knowledge and skills in data analysis
  4. Data Use
- Establish a rubric to evaluate fidelity of implementation of literacy instructional and assessment practices.
- Review data results with schools and district staff and adjust plans accordingly.