Read 2700: Strategy for Literacy 2018-2023

June 15, 2018

Vision

Each of our 2,700 students, of all abilities, will reach and exceed their individual capacity to become skilled and enthusiastic readers for life.

Goal Statement

The Hanover School system aspires to exceed our current instructional capacity, and strengthen our inclusive culture of literacy, to deliver research based, impactful, effectively aligned, comprehensive literacy skills and strategies for students of all abilities; pre-kindergarten through graduation. To support this work, we will implement teacher centered training to raise the instructional capacity of HPS staff. This increased capacity, in turn, will support the development of exceptional readers, writers, and thinkers by incorporating the essential components of a balanced literacy program: phonics, phonemic awareness, comprehension, vocabulary, fluency, and writing.

Along with enhancing instruction through targeted professional development beginning in September 2018, this strategy and action plan represents a responsible and measured approach to support all students with significant long-range improvements in literacy at all levels. We believe that we can increase the skill level of all students by strategically elevating instructional practice through investment in our faculty.

Current Conditions

Overall, our students are strong readers that learn from skilled, compassionate, adaptable, and committed teachers with a strong understanding of literacy instruction. However, our school community aspires to reach higher for all students, and to better assist and enrich students who require additional supports and strategies to reach their potential as readers. Assessment data at all grades, current service levels, updates to the Massachusetts Curriculum Frameworks for English Language Arts and Literacy and teacher feedback combine to inform our decision in determining this work as a top priority.

Strategic Outcome

Our staff is a collaborative community of reflective educators who will support one another, create and embrace change, share knowledge, and lead and learn with confidence. The investment in human capital through the development of a strategic professional learning model will result in increased student achievement, a greater love of reading, and enhanced instruction for all.

Key Factors for Success

- We will be innovative, collaborative, and transparent
- We will incorporate inclusive professional development which leverages our internal expertise along with support from consultants as needed
- We will regularly evaluate progress, adjust to student and staff needs, and make recommendations to advance our work

- We will engage the broader academic and parent community through regular communication and inclusive activities and events
- We will evaluate options for supportive technology, books, programs, etc. This work will require candid evaluation of current standards and research-based resources and teacher practice along with long range financial planning to support this work
- We will ensure literacy strategies support and enhance best practices for inclusion of all students
- We will examine and enhance current programming
- We will incorporate the strategic integration of literacy strategies, standards, and practices into content area instruction
- We will provide regularly scheduled reports on this work to our faculty, School Committee, and school community for strategic planning purposes
- We will evaluate our performance and frequently seek feedback

Estimated Timeline and Process Targets

Summer 2018

- Review and revise recently implemented (2017-2018) assessment plan
- Finalize selection of consultant to support this work
- Communicate strategy to faculty, School Committee, and community
- Conduct an analysis and implement a plan to ensure equitable access to all resources for all students
- Conduct outside needs assessment on our district-wide reading program and review considerations (elementary and middle schools)
- Formalize a hiring strategy for reading specialists and coaches
- Recruit and finalize the Instructional Support Team (reading specialists/coaches)
- Develop an action plan based on student data, needs assessment, program review, and feedback from staff and administrators
- Outline and plan professional development schedule - 2018-2019
- Develop specific goals and objectives for implementation - outline in individual School Improvement Plans

Fall/Winter 2018 - 2019

- Bring teachers and school leaders together for rich exploration of pedagogical knowledge related to our literacy goals and objectives
- Deploy Instructional Support Team (IST) to support varied and embedded professional development opportunities
- Implement action plan
- Facilitate professional learning workshops, study groups, and Professional Learning Communities (PLCs) to examine best practices
- Support the development of an enhanced coaching model that includes individual reflection, discussion, and planning ensuring sustainability of initiatives
- Establish universal expectations for a tiered approach to literacy including beginning, middle, end of year benchmarks and relevant expectations related to data-informed goals
- Provide demonstration lessons and in-class coaching to instill enduring, research-based practice

Spring 2019

- Gather feedback, assess initiatives and review professional development evaluations

- Revise and determine priorities and focus areas for 2019-2020
- Determine and communicate tools and resources needed for accountability measures and benchmark growth

Financial Considerations

To ensure success, we will invest our financial and human resources in collaborative teacher training, complementary technology, and assessment tools that are sustainable, adaptable, and will benefit our students and faculty for a minimum of five to ten years. The evaluation and training phases will require the use of PD funding for:

- Teacher professional development and training during the summer and beyond school hours
- Teachers that have been strategically selected to receive Orton-Gillingham/Wilson certification level training - will require funding for training and occasional substitute coverage
- Materials and software/technology purchases for evaluation, training, and pilot groups; purchases must have additional utility to the district
- Outside consultants to objectively evaluate our ability to deliver high quality experiences for all students and advise on focus areas