

Pennsylvania District Comprehensive Local Literacy Plan (CLLP)

Glendale School District
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Glendale School District

Acknowledgements

We want to thank all the teachers, administrators, parents, community members, community partners, Early Childhood partners, our superintendent and our school board members for their support and extensive data gathering and background writing to assist us in developing this Comprehensive Literacy Plan for Glendale School District.

Each member of the Core Team listed below was a sub-committee chair for a section of our Comprehensive Literacy Plan, holding monthly meetings, collecting data, and composing drafts to be added to our overall plan. Their sub-committees consisted of community members, parents, teachers, and staff members from all four statutory areas, Birth to Pre-K, Kindergarten through Grade 5, Middle grades 6-8, and High School grades 9-12.

Our school district (for the purposes of this plan, in each instance “District” includes our Birth to 5 years of age Early Childhood partners) has assembled an amazing team of dedicated individuals to lead this important literacy initiative. Together we will provide our children and young people with the foremost in 21st Century literacy skills for our changing world and their future success.

Core Team Members:

Arnold Nadonley
Richard Stackhouse
Ed DiSabato
Katie Lakatosh
Patricia Harrison
Amy Wible
Deborah Neyman
Bonnie Decker
Jeff Westover
Christy Braniff
Susan Bickford

Gary Walstrom
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Section I: Literacy Plan Team Members

Bonnie Decker – Chair/Core team Reading Teacher

Guiding Principle #1

Karen Woods	6-8	Community, Teacher
Matthew Haney	9-12	Teacher, Community
Rheannon Mattiuz	9-12	Teacher
Kimberly Kozak	9-12	Parent
Karen Fortney	K-5	Teacher
Shirl Smith	B-5	Community
Amy Wible	B-5	Leadership Team

GARY WALSTROM – Chair/ Core Team HS Principal

Guiding Principle #2

Matt Lobb	6-8	Teacher
Gena Worthington	K-5	Parent
Cindy Koteas	9-12	Community
Shirl Smith	B-5	Community
Amy Wible	B-5	Community
Eric Frank	9-12	Parent

Ginger Bakaysa - Chair/Core Team Supervisor of Special Education

Guiding Principle #3

Jill Miles	K-5	Teacher	Enrichment & ELL
Jessica Swope	K-5	Teacher	Special Education
Sarah Klezek	6-8	Teacher	Special Education
Rick Magulick	9-12	Teacher	Special Education
Shirl Smith	B-5	Community	
Amy Wible	B-5	Leadership Team	
Rick Kozak	6-8	Parent	Special Education Teacher

STEPHANIE KASABACK - Chair/Parent Reading Teacher

Guiding Principle #4

Renee McQuown	K-5	Community	
Becky Link	K-5	Teacher	
Sherry Slaterbeck	6-8	Teacher	
Dawn Cunningham	9-12	Teacher	
Diane Oravec	9-12	Teacher	
Sheri Brooks	K-5	Counselor	
Shirl Smith	B-5	Community	
Amy Wible	B-5	Leadership Team	

RICK STACKHOUSE – Chair/Admin HS Assistant Principal

Guiding Principle #5

Bill Damiano	9-12	Teacher
Jen Putorek	6-8	Teacher Parent
Theo Sinclair	K-5	School Board Member
Shirl Smith	B-5	Community
Amy Wible	B-5	Leadership Team

PATTY HARRISON – Chair/Core Team Reading Teacher

Standards and Curriculum

Jeff Custer	9-12	Teacher
Brenda Hewitt	K-5	Parent
Jennifer Lechner	K-5	Teacher
Darla Burket	6-8	Community
Shirl Smith	B-5	Community
Amy Wible	B-5	Leadership Team
Connie Wright	B-5	Community

DEBORAH NEYMAN – Chair/Core Team KtO Data Liaison

Assessment

Georgia Rice	9-12	Teacher
Shannon Dudurich	K-5	Parent
Lyncola Gallaher	6-8	Teacher
Amy Wible	B-5	Leadership Team
Shirl Smith	B-5	Community Member

PATTY KIMBERLY – Chair/Core/Parent Reading Teacher

Instruction

Diane Andrews	K-5	Community
Mike Davis	6-8	Teacher
Jay Arnold	9-12	Teacher
Kelly Rydbom	B-5	Community
Shirl Smith	B-5	Community
Amy Wible	B-5	Leadership Team
Bonnie Westrick	K-5	Community
Pam Pifer	B-5	Literacy Coach
Connie Wright	B-5	Community

ED DISABATO – Chair/Core/K-5 Elementary Principal

Professional Learning and Practice

Shirl Smith	B-5	Community
Amy Wible	B-5	Leadership Team
Larry Putorek	6-8	Teacher
Christy Braniff	9-12	Parent

ARNOLD NADONLEY – Chair/Core/K-5 Superintendent

Literacy, Leadership, Goals, and Sustainability

Shirl Smith	B-5	Community
Amy Wible	B-5	Leadership Team
Susan Bickford	6-8	Admin
Ed DiSabato	K-5	Principal
Gary Walstrom	9-12	Principal

JENNY WILLIAMS – Chair/Core Team Teacher

Transition

Shirl Smith	B-5	Community
Amy Wible	B-5	Leadership Team
Christal Hayward	B-5	Community
Jodi Chilcote	K-5	Teacher
Tisha Rorabaugh	6-8	Teacher
Jen Jasper	9-12	Parent

AMY WIBLE – Chair/Core Team Community Partner

Partnerships

PAM PIFER – Chair/B-5

Karen Krise	B-5	CIU Partner
Shirl Smith	6-8	Community
Kim Kozak	9-12	Counselor/Teacher

Core Team members and their sub-committees first began meeting in June, 2012 and continued to meet monthly beginning in August through December to gather data, write entries/drafts and make recommendations to the Comprehensive Literacy Plan writing team. The writing team began to compile recommendations and drafts from December, 2012 through March, 2013 into a single document that would align with the Glendale Comprehensive Plan as a Phase I district. We want to thank the Core Team members and members of each sub-committee for their dedicated time and effort to the Glendale School District community in building this important plan for ensuring a deep commitment to the development of literacy for all students.

Section II: Mission and Vision Statements

DISTRICT MISSION:

It is the mission of the Glendale dedicated staff and involved community to create a positive climate in which all students will develop the academic, technological, and social skills necessary to function successfully as citizens in our ever-changing global society.

DISTRICT VISION:

The Glendale School District will utilize curriculum, a variety of teaching and learning strategies, special activities and services to promote the following student learning tasks:

Academic Goals:

The Glendale Student will continue to demonstrate improvement towards the mastery of curriculum standards in the following subject areas:

- Reading, Writing, Speaking, Listening
- Mathematics
- Science and Technology
- Environment and Ecology
- Social Studies (Civics and Government, Geography, Economics, History)
- Arts and Humanities
- Career Education and Work
- Health, Safety, and Physical Education
- Family and Consumer Science
- World Languages

Problem Solving Skills:

The Glendale Student will continue to demonstrate these abilities:

- Identify issues and define problems
- Gather, analyze, and synthesize information
- Consider various strategies and their consequences
- Propose solutions
- Apply the solution and evaluate the outcome
- Recall and transfer information to new situations

Technical Skills:

The Glendale student will continue to demonstrate the following:

- Knowledge of the personal implications of technology
- Acquisition of technical skills
- Analysis of the appropriate and inappropriate use of technology

Social Skills:

The Glendale student will demonstrate these characteristics and abilities:

- Be tolerant, kind, respectful, and understanding of others
- Contribute to the maintenance of a positive work environment
- Work both independently and cooperatively
- Maintain a healthy lifestyle
- Respond appropriately to adversity
- Accept the rights and responsibilities of citizenship in a democratic society.

LITERACY MISSION:

The Glendale School District Comprehensive Literacy Plan will provide guidance to all our learning community members concerning their roles in developing and assuring an integrated, aligned, and comprehensive set of literacy experiences for all students. Our plan will provide the content of our literacy programs and activities as well as the processes by which all stakeholders can facilitate learning in a consistent and coherent manner.

LITERACY VISION:

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

CONNECTING OUR LITERACY PLAN TO OUR DISTRICT PLAN:

There are five basic principals that represent the beliefs and assumptions concerning the reasons why Glendale students need a rigorous foundation in literacy in order to achieve their personal and professional goals:

- **Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success.**
- **Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.**
- **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.**
- **Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.**
- **Educators must be prepared to teach effectively in the schools of the 21st century.**

These guiding principles will be used to make certain we are aligning our various district comprehensive plan initiatives with our literacy plan initiatives. Our current district initiatives are the following:

1. Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
 - Curriculum mapping is established for every course, grade level, and subject area to ensure horizontal and vertical alignment of curriculum. Maps are reviewed and revised periodically to ensure alignment with Common Core State Standards for Language Arts, Math, Social Studies, and Science.
 - Data teams are analyzing assessment data periodically and using the results of the discussions and planning to inform instructional practices. Instruction is then differentiated to better meet individual student needs.
 - Data is warehoused on a district-wide system so all teachers and administrators can easily access it.

2. Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
 - RTII, our intervention model, is in the developmental stages with plans to be fully implemented by 2015.
 - We incorporate the principles of Universal Design for Learning (UDL) into our curriculum and instructional practices for every student, further differentiating instruction on an individual basis where needed.
 - Literacy instructional coaching occurs on a daily basis with professional development that is job-embedded and on going for all teachers and administrators.
 - Our School Board has committed to increase literacy staffing as needed to ensure the successful implementation of our district Comprehensive Literacy Plan.
3. Establish a district system that fully ensures barriers to student learning are addressed in order to increase student literacy achievement and graduation rates.
 - Transition planning is a main focus in the following areas for the next 3 years:
 - PreK to K
 - Grade 6 to Grade 7
 - Grade 8 to Grade 9
 - Grade 12 to post secondary institutions/work world
 - New students to our district
 - Where appropriate, more fully integrating special needs students into regular classes with necessary supports
 - Expanding Family Engagement opportunities
 - Implementing Universal Design for Learning planning/practices into every classroom
 - Digital Technology is incorporated in every course/class

Keystones to Opportunity

- Collecting and analyzing four forms of data (perceptual, demographic, student learning, and school processes) in order to ensure all avenues are explored that may be impacting individual student achievement in our district.
- Ensuring the full implementation of Common Core State Standards to increase rigor in reading and writing for all students.
- Utilizing the Literacy Design Collaborative framework to more fully implement the Common Core literacy standards in language arts, social studies, and science classes.

Our district level comprehensive planning initiatives align effectively with our literacy initiatives to provide a plan for the next 3-5 years to positively impact learning for all students, birth through grade 12. As we further delineate our specific needs, priorities are for the following KtO modules and district initiatives to be expanded here at Glendale School District:

- Reading Apprenticeship training for all teachers, grades 5-12
- Building Blocks of Literacy and/or expanded LETRS training for grades pre-K through 4.
- Incorporation of Universal Design for Literacy by all teachers in all classes
- Utilize data-based decision making in all subject areas and grade levels to further refine and guide instructional practices that more fully meet student needs.
- Utilize data-based decision-making for driving district initiatives
- The development and implementation of a formal RTII process
- Further enhancement of our transitioning processes for all students
- A focus on family literacy initiatives and engagement.
- Implement fully the Literacy Design Collaborative Framework to create discipline-specific learning tasks that involve reading and writing for all secondary students.

Section III: Guiding Principles

- 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-Grade 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.**

Over the past several years, our District has seen growth in student achievement because of our focus on the development of a coherent literacy curriculum, Birth through grade 12. Our teachers feel that we have a solid literary foundation. However, in examining the full scope of Guiding Principle One, our group found that there are several areas that our District could improve upon:

- I. There is a strong parent connection in the Birth to five years old component of our plan because of frequent home visits, continual parent engagement and partnering with agencies to support parent involvement.
- II. There is little interaction with parents with regard to literacy education, particularly as the students advance through the grades K-12.
 - We will focus on parent engagement activities, Birth through grade 12, involving teachers, administrators, community members and students.
 - Our Early Learning partners have extensive training in family literacy engagement, so they will be integral in our development process.

III. There is a need for better communication and coordination between our Birth to Five years old partners, preschool partners, elementary school and Jr/Sr High School pertaining to student ability, achievement, and curricula.

Because of their connectedness, these literacy-focused curricula and best practices will be our area of concentration:

- Parents as Teachers (PAT)
- I-2-3 Read
- Creative Curriculum for Preschool
- Journeys
- Explicit vocabulary instruction
- LETRS (PreK-4)
- Handwriting Without Tears.

IV. Through surveys and perception data, we discovered there is very little connection to the greater community concerning the importance of literacy as fundamental to student achievement and success. As a result, we want to do the following:

- The strong reliance on our newly developed partnerships with Birth to Five years old providers will be expanded to other community partnerships.
- We want to further develop our K-Kamp experience for our pre-K children, with continued emphasis on literacy. Students will be visiting with future classrooms and staff members in an effort to foster an understanding of the classroom environment and expectations resulting in a more positive school experience.
- We want to extend our efforts to develop ongoing parent and community engagement practices across all statutory areas throughout the school year with an emphasis on gaining a mutual understanding of 21st Century literacy expectations.

Keystones to Opportunity

- We will continue to solicit, from our community partners, perceptual data through surveys, questionnaires, and interviews in order to more fully advance our literacy initiatives.
- V. Literacy remains at the forefront as an interdisciplinary approach to our daily instruction at the elementary level. Research and evidence-based instruction is at the core of our literacy initiatives. Some of our practices are referenced from the following:
- *LETRS*
 - *Daily Five and Café*
 - *Building Blocks of Literacy*
 - *Four Blocks*
 - Additional tiered supports: *Read 180, System 44*
- VI. Currently there is limited explicit literacy instruction on the secondary level. Professional development will more effectively focus on the interdisciplinary approaches of Penn Literacy Network and Reading Apprenticeship in order to better support teachers as they further develop rich literacy environments in their own classrooms.
- VII. Our district has focused on the literacy component of writing over the past several years. We want to ensure a more comprehensive approach towards literacy that will continue this strong writing component.
- VIII. We need to increase rigor in our resources, materials, and texts as well as put into practice more effective vocabulary instruction.
- IX. District-wide, we need to implement a program that encourages voracious reading at early ages.

- X. We want to develop and fully implement a Birth through grade 12 systematic instructional and interventional approach to literacy.
- XI. We intend to expand our job-embedded, research-based, ongoing professional development through instructional coaching, book studies, and data analysis for instructional change in literacy.

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.

At Glendale School District we need to educate our students on multi-cultural differences. Our population is not culturally diverse and therefore we need to expose our students to other cultures they may not otherwise experience. Even though cultural differences are not abundant in our school community, this does not mean we do not value differences. A very large percentage of our students are of the same ethnic background, so therefore we need to educate our students concerning the impact of other cultures through our literacy initiatives. Over the next few years, we will do the following:

- Secure more culturally diverse reading materials, resources for our classrooms
- Provide professional development on specific cultural differences in the Glendale School District community.
- Provide a community-wide approach, Birth through grade 12, to acceptance of individual differences.
- Value every child/student, parent, teacher, administrator, and community members for their overall contributions.

- Ensure every child/student, parent, teacher, administrator, community member has ownership in our approach to creating a rich literacy environment.

- 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.**

What does this mean in our district?

- Society is changing and so should our classrooms.
- Classrooms are diverse; different learners need a variety of avenues to learn.
- Teachers adapt instruction and materials to each student's level. We do not use a one-size-fits-all approach.
- Teachers accept and build upon the premise that learners differ in important ways.
- The key to a differentiated classroom is that all students are regularly offered choices and students are matched with tasks compatible with their individual learner profiles.

I. Teachers can differentiate in three areas:

1. Content – Provide multiple options for taking in information
2. Process – Provide multiple options for making sense of ideas
3. Product – Provide multiple options for expressing what they know

II. According to students'

1. Readiness
2. Interest
3. Learning profile

Differentiation is vital to support growth for all learners.

- Every classroom is equipped with state of the art technology.
- Full-time learning support inclusion teachers are provided to assist regular education teachers with accommodations/adaptations.
- Regular education teachers are involved in Individualized Educational Program (IEP) development and implementation.
- The Renzulli program is provided for gifted students based on their interests and aptitudes.
- Staff development is provided as part of KtO as well as district and state initiatives.
- The KtO grant is enabling our district to provide training and resources for teachers to use in differentiating instruction.
- *Read 180* and *System 44* reading programs instruct students at their own level.

We provide for alignment and congruence among the various programs.

- All teachers, regular and special education, are participating in the same trainings for SAS/ Common Core Curriculum Framework alignment.
- All teachers are expected to use the educational framework Universal Design for Learning (UDL) – to provide multiple means of representation to give learners various ways of acquiring information and knowledge, multiple means of expression to provide learners alternatives for demonstrating what they know, and multiple means of engagement to tap into learners’ interests, challenge them appropriately, and motivate them to learn.
- Our district is encouraging and providing resources for creating professional learning communities or PLCs (groups of teachers talking and sharing professionally) in all disciplines and grade levels to provide alignment and congruence.

Keystones to Opportunity

Society is changing and so should our classrooms. Classrooms are diverse; different learners need a variety of avenues to learn. A differentiated classroom is student, not teacher centered.

The key to a differentiated classroom is that all students are regularly offered choices and are matched with tasks compatible with their individual learner profiles, readiness and interests. Teachers can differentiate in one of four areas: content, process, product, or environment.

The Glendale School District is equipped to provide differentiation to support growth for all learners. Every classroom is equipped with state of the art technology. We have full time learning support inclusion teachers to assist the regular education teachers with providing accommodations and adaptations for struggling students. The regular education teachers are involved in developing and implementing Individualized Education Programs for students with learning needs.

Our entire teaching staff has received the following professional development: Universal Design for Learning (UDL) and training for SAS/Common Core Curriculum. In addition, the sub-committee for Guiding Principal #3 of the KtO grant has developed ideas and resources to help teachers make accommodations and adaptations in the regular education classrooms. The sub-committee recently decided to purchase modification/accommodation resources to distribute to the teachers. These resources provide quick and easy access to behavioral and academic accommodations.

Students in the enrichment program use the Renzulli program, an educational software program that differentiates assignments based on a student's interests, learning styles and expression styles. Students who struggle in reading are provided instruction through the *READ 180* and/or *System 44* reading intervention programs. These programs individualize instruction for students and provide powerful data for differentiation for teachers.

When combined with the practices and principles of UDL, differentiated instruction guides teachers in creating lessons to appropriately challenge the broad scope of students in classrooms today.

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

It is important to understand that evidence-based decision-making must be at the heart of all instructional decisions for literacy development to be successful. After consulting with a variety of teachers, community members, parents, and administration, we found the general consensus is that instructional decisions are made at the discretion of the individual teacher. Professional staff will be utilizing formative, diagnostic, summative, and benchmark assessments to meet the needs of individual students.

Educators utilize the following tools in a variety of ways in data meetings and to guide instruction:

- Birth to Five
 - Home Visiting Environment Inventory
 - ECERS
 - GRADE
 - DIBELS
 - Additional tools as identified to best meet the needs of each program
- K-5
 - GRADE
 - DIBELS Next
 - Running Records
 - PSSA
 - CDTs
 - Additional tools as identified to best meet the needs of each program

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- 6-8
 - GRADE
 - CDTs
 - PSSA
 - Keystones
 - Additional tools as identified to best meet the needs of each program

- 9-12
 - GRADE
 - CDTs
 - Keystones
 - Additional tools as identified to best meet the needs of each program

After data is collected and disseminated, it is presented in grade level data meetings with the intention of collaborating and aligning curriculum and instruction to focus on the identified strengths and weaknesses in literacy. At our data meetings, the assessment results from multiple sources are analyzed and used to guide instruction. As teachers differentiate instruction to meet student need, the cycle begins again to monitor student progress throughout the school year and from year to year as the student moves through our educational system, Birth through 12.

Teachers collaborate near the end of each school year to review student data of each incoming grade level cohort. One to one conferencing is an important element that will be included to improved student engagement, goal setting, and ultimately student achievement. Students requiring additional interventions are monitored more frequently through both formative and diagnostic assessments.

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.

- I. In our district, professional development has been fragmented in the past. We are undergoing an evolution that supports teachers in acquiring and implementing effective literacy practices.
- II. Teachers are now involved in book studies, instructional coaching techniques, bi-weekly lesson demonstrations, extensions of previous workshops, building deeper knowledge of instructional practices, co-teaching experiences, modeling effective teaching strategies, and mentoring with peers.
- III. Professional development will better serve the purpose of helping teachers and students to become self-directed learners. Professional development will be focused, research-based, purposeful, job-embedded, meaningful and useful to the education process. Teachers and administrators, as stakeholders, will have input as to what will best serve our students and staff.
- IV. Glendale School District professional development will promote lifelong learning by continually encouraging teachers to be self-motivated and self-directed learners. We encourage new staff to further their professional development beyond the requirements for permanent certification.
- V. Through effective training, sufficient time to discuss and develop changes in instruction, classroom practice, and the appropriate use of assessments, learning is maximized. Professional development will be differentiated for teachers and staff based on need.
- VI. Teachers and administrators will be encouraged to “experiment” with new literacy strategies in the classroom and be risk-takers. Reflection is an important part of

Keystones to Opportunity

the implementation process that we will use to guide our literacy instructional practices and determine future professional development needs.

- VII. Professional development initiatives will be analyzed through student literacy outcomes.

Section IV: Needs Assessment Review

Standards and Curriculum

- We are in the process of aligning our curriculum with the Common Core State Standards and Early Learning Standards.
- We are engaged in the ongoing development of a written curriculum, Birth to grade 12, to address the needs of all students.
- There is a need to develop a common framework (Birth to grade 12) to instruct and assess literacy ensuring a consistent approach across subject areas and age/grade levels.
- Students need to be provided with exemplary writing samples, assessment rubrics, real-world writing tasks, writing in response to reading, oral and written feedback.
- Reading, writing, speaking, and listening are sporadically integrated throughout the day in all subject areas.
- We have a need for a common framework and rubrics to instruct and assess writing ensuring a consistent approach across subject areas and grade levels.
- All students need to have access to a rigorous, standards aligned curriculum.

Since we are currently analyzing and aligning our curriculum with the Common Core Standards and Early Learning Standards, weaknesses in our curriculum were noted. By aligning with the Common Core Standards and adopting a District Level Plan, those areas will be addressed.

We are in the process of establishing a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. The district has provided training and release time so teachers are actively involved in Curriculum Mapping, including embedding Universal Design for

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Learning practices. The district plans to create and implement a tiered intervention system (RTII) that will meet individual needs for identification, curricula, and instruction changes.

In addition, middle level and secondary educators will participate in Literacy Design

Collaborative professional development to enhance the implementation of the Common Core State Standards into their curricula and practice.

Standards & Curriculum	In Place	Not in Place	KtOContent Area Modules that would assist	Other Professional Development /Resources that would assist
Birth – 5yrs.	X (Head Start) Early Head Start Family Center	X (Coalport Nursery School)	Building Blocks UDL Transitioning Data Analysis Special Needs Family Literacy	Partnership with Head Start to share materials/coaching Technology
K-5 th grade		X (Transitioning to Common Core)	Building Blocks UDL Transitioning Data Analysis Special Needs Family Literacy	Curriculum Mapping SAS Technology
6 th – 8 th grade		X (Transitioning to Common Core)	Reading Apprenticeship LDC UDL Transitioning Data Analysis Special Needs Family Literacy	Curriculum Mapping SAS Content Area Reading App Training Technology
9 th – 12 th grade		X (Transitioning to Common Core)	Reading Apprenticeship LDC UDL Transitioning Data Analysis Special Needs Family Literacy	Curriculum Mapping SAS Content Area Reading App Training Technology

Assessment

- We have developed a district literacy assessment plan listing the assessments and what each assessment measures. It is fully accessible on our Glendale District website: www.gsdl.org
- We have a data specialist to oversee the collection, validation and storage of student achievement data, provide special assessment training to staff, work with staff in the analysis of data, prepare timely reports, and identify district/school trends.
- Our district has a cadre of literacy trainers, both internal and external, who do the following:
 - Train district staff on data collection, analysis, interpretation, and utilization (e.g., PSSA, PVAAS, DIBELS Next, CDTs, Keystones, GRADE, ELLCO or Early Learning Language and Literacy Classroom Observations)
 - Provide a comprehensive initial training on data collection, analysis, interpretation, and utilization to all new staff members
 - Provide quarterly follow-up and retooling trainings as needed
 - Conduct brief reliability checks to ensure that the data collected are valid and reliable for all data collectors.
- We have developed an assessment schedule that states the school, grade level and specific students that will be assessed, along with a procedure of how each assessment will be administered.
- Our administrators and teachers have access to all the literacy data at one single site. We purchased a data warehousing program to store and enable easy access to valid and reliable literacy-based assessments such as the following: PVAAS, PSSA scores, Keystone scores, SAT scores, ACT scores, DIBELS Next scores, GRADE scores, and local assessments, as well as demographic information. This system gives us the ability to sort, analyze students, and get a comprehensive view of each student based

Keystones to Opportunity

on many assessments and data points, not just one or two assessment scores, by using various filters provided through the program.

- We are building a “data culture” throughout the district. This includes a system to support building administrators in the use of literacy assessment data in schools and to develop follow-up plans to adjust instruction as needed at the school, grade and student levels.
- Our specially selected assessment measures have strong evidence of validity and reliability. These measures are used on an established schedule to screen, diagnose, monitor, and determine literacy outcomes of Birth - 12 students district-wide.
- During data meetings, we discuss possible professional development needs that arise due to the interpretation of the data. We determine if the professional development needs to be district wide, school wide, grade level, department level, or delivered on an individual basis.

Through this process of data analysis, we are more knowledgeable about the different types of assessments and their purposes. We are now able to determine student needs based on more than a single test score, teacher grading system, and teacher observations to determine a child’s strengths and needs for mastery of a subject. The data analysis process gives us the ability to reflect and improve classroom practices, in addition to offering support and feedback to all learners. Using data to drive instruction will enable all students in the Glendale School District, from birth through grade 12, to have a comprehensive set of literacy experiences to prepare them to achieve their personal and professional goals.

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Assessment	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	X		Data UDL Building Blocks	Training in GRADE, ECERS DIBELS Next Formative Assessment
K-5 th grade	X		Data UDL Building Blocks	Training in GRADE, DIBELS Next CDTs Formative Assessment
6 th – 8 th grade	X		Data UDL Reading Apprenticeship LDC	Training in GRADE, CDTs Formative Assessment
9 th – 12 th grade	X		Data UDL Reading Apprenticeship LDC	Training in GRADE, CDTs Formative Assessments

Instruction

- Our district has established an instructional model that addresses all of the essential elements including phonemic awareness, phonics, fluency, vocabulary, comprehension, receptive and expressive language, and writing.
- School administrators are supported in conducting regularly scheduled instructional walk throughs to ensure that effective instruction is being provided to all students and programs are being implemented with fidelity.
- In our high school, approximately 10% of literacy time is in small group instruction. Approximately 50% occurs in the elementary school. The time allotted at the pre-school setting is approximately 50%.
- There are intervention systems in place, although there is some discussion among the teachers as to what actually is intervention. Title reading, learning support and individual interventions by teachers are embedded and visible.

Keystones to Opportunity

- In the elementary school, two hours daily are devoted to literacy time. In the high school the time varies, but is approximately the same.
- Teachers and administrators' knowledge of what constitutes effective literacy instruction varies according to an individual's background, experience, education and area(s) of expertise.
- Evidence-based instructional approaches or programs are utilized.
- Data is used to assist with instructional planning. School administrators are assisted in providing structure and support for grade level and school level literacy team meetings. They are either participating in these data meetings directly or indirectly through briefings following the meetings.
- All areas of language arts are being addressed, however it can be said that of the four language arts, a smaller amount of time is devoted to the speaking portion of the language arts area.
- After school and summer school programs for intensive literacy instruction need to be considered. Our community Birth to 5 programs have summer literacy instructional activities and home visits to support children's developmental gains.
- We currently have created and implemented a summer K-Kamp for all our new kindergarten students prior to the beginning of school each fall. This important transitional practice provides our youngest students with literacy supports for their academic and social/emotional success.

Literacy embedded connections and instructional practices will be extended and included in all grade levels and content areas, Birth through 12. Currently language arts instruction occurs daily within a two-hour language arts block in the elementary school. This instruction is supported in the elementary through the implementation of the Houghton Mifflin Harcourt *Journeys* reading program, aligned with the Common Core Standards. Within the Birth to 5 setting, literacy instruction is supported through the implementation of *Parents as Teachers* and the *Creative Curriculum* for preschool. In addition, Early Head Start and Family Center programs utilize the *1-2-3 Read Curriculum*. Instructional practices will be enhanced through secondary literacy professional development such as *Penn Literacy Network* and *Reading Apprenticeship*.

Keystones to Opportunity

Based on data that has been gathered, the staff members realize the need to develop consistency in language arts instruction as well as the need for efficient utilization of student data to implement the best instructional language arts practices and strategies to meet the needs of all students within daily instruction. Staff members also need to develop a universal understanding of what constitutes intervention and how intervention can evolve with in the district. Universal Design for Learning will be used to support literacy instruction enabling all students to effectively access content knowledge.

Our district mission is to continue to improve literacy instruction in every classroom and content area. This will most effectively be accomplished with ongoing professional development through instructional coaching techniques, bi-weekly lesson demonstrations, extensions of previous workshops, building deeper knowledge of instructional practices, co-teaching experiences, modeling effective teaching strategies, and mentoring with peers.

By utilizing internal and external experts, our district can provide the rationale as well as the practical application and modeling of the best, research based practices. Book studies provide an opportunity for the professional staff to learn and also develop an understanding of current best practices. Staff members need release time to collaborate with colleagues to better understand what is happening from one grade level to the next and from one building to the other. Through this collaboration, instructional practices and successes can be shared. Support also needs to be provided to allow for continued review of the data, but more importantly, matching instructional practices and direct and explicit instruction to the deficits shown by the data to accelerate student learning. One avenue that can be utilized to accomplish the data review and the implementation of best practices would be to implement a tiered intervention system (RTII) that would allow all students' needs to be met utilizing the best instructional practices. When implementing this intervention system district-wide and with our pre-K partners, we will be looking carefully to align our programs and instructional practices with our students' instructional needs.

Keystones to Opportunity

Instruction	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	X		Data UDL Building Blocks Family Literacy Special Needs Transitioning	LETRS training UDL Resources IPad Training Collaboration Language and literacy professional dev.
K-5 th grade	X		Data UDL Building Blocks Family Literacy Special Needs Transitioning	H.E.A.T. IPad Training UDL Resources LDC LETRS training Collaboration Language and literacy professional dev. Orton Gillingham
6 th – 8 th grade		X	Data UDL Transitioning Reading Apprenticeship Family Literacy Special Needs LDC	H.E.A.T. IPad Training UDL Resources LDC LETRS training Collaboration Language and literacy professional dev. Orton Gillingham
9 th – 12 th grade		X	Data UDL Transitioning Reading Apprenticeship Family Literacy Special Needs LDC	H.E.A.T. IPad Training UDL Resources LDC LETRS training Collaboration Language and literacy professional dev.

Professional Learning and Practice

- Professional Learning activities must be aligned with the district comprehensive plan.
- Effective professional learning is fundamental to student learning.
- All educators have an obligation to improve their practice.
- Sustainable learning cultures require skillful leadership.
- Improving student learning and professional practice requires ongoing systemic and organizational change.
- Students achieve when educators assume collective responsibility for student learning.
- Professional Development must be based upon comprehensive, research based methods.
- All initiatives need to be understood and supported by all administrators.
- Administration regularly attends and participates in all staff development opportunities.
- Programs and initiatives are sustained from year to year.
- Teachers are actively working towards using staff development practices to take back to the classroom for instruction.
- Para professionals and instructional assistants are provided with specific training on literacy programs and interventions on an on-going basis.
- Ongoing training is creating a climate in which administrators and teachers have a better understanding of current research for best practices.
- Teachers have a common planning time and staff development days in which they can learn and reflect with their colleagues.
- Teacher leadership is encouraged in our district through collaboration and the development of communities of practice or Professional Learning Communities. Some of these leadership activities are book studies that lead to changes in teacher

Keystones to Opportunity

practice. Some are grade level teams and cross grade level teams that work with our literacy coaches to review research and create materials and resources to enable our teachers to work more effectively.

Professional Learning activities are aligned in the district comprehensive plan and guide the ongoing staff development plan of the district. All professional development is based upon researched best practices. In fact, all staff development conducted this school year is focused on the modules associated with the Keystone to Opportunity Grant. All on going, job-embedded professional development is supported by the administrative team. Teachers are working with administrators and literacy coaches to introduce new research-based instructional strategies into regular classroom practices. Professional staff members have requested more in-depth training associated with *Reading Apprenticeship* and *Building Blocks of Literacy*. These literacy strategies will be more fully developed and implemented in the following years of our literacy plan through on-going, job-embedded, research-based, professional development. It is also a goal to expand upon our professional learning communities through activities such as, but not limited to, book studies, common planning, data meetings and curriculum review work.

Professional Learning and Practice	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Transitioning to Common Core and to Creative Curriculum (Coalport Nursery only)		Building Blocks UDL Transitioning Data Analysis Special Needs Family Literacy ELL	Partnership with Head Start to share materials/coaching Technology LETRS
K-5 th grade	Transitioning to Common Core		Building Blocks UDL Transitioning Data Analysis Special Needs Family Literacy ELL	Curriculum Mapping SAS Technology LETRS

Keystones to Opportunity

6 th – 8 th grade	Transitioning to Common Core		Reading Apprenticeship LDC UDL Transitioning Data Analysis Special Needs Family Literacy ELL	Curriculum Mapping SAS Content Area Reading App Training Technology
9 th – 12 th grade	Transitioning to Common Core		Reading Apprenticeship LDC UDL Transitioning Data Analysis Special Needs Family Literacy ELL	Curriculum Mapping SAS Content Area Reading App Training Technology

Literacy Leadership, Goals, and Sustainability

- Our district and school leaders actively seek out ways to support and improve literacy for every student.
- Through the District Comprehensive Plan and our Comprehensive Literacy Plan, we coordinate our literacy goals, assessment, instruction, and professional development.
- We have three dedicated individuals assigned as literacy coaches and we have four reading teachers in our district, along with eighty teachers of reading.
- We use Central Intermediate Unit #10 and our regional PaTTAN consultants to build internal capacity through IU workshops, on-site trainings, professional consultation, train-the-trainer modeling, curriculum council meetings, administration meetings/trainings, and instructional coaching training.
- Our superintendent, principals, teachers, literacy coaches, reading specialists, and our Special Education Director are our instructional leaders.
- We regularly inform our parents and community members concerning our literacy achievement and goals through our website, media, KtO committee meetings/minutes, and engagement activities.
- We are always considering new ways to engage our parents and community in improving literacy achievement.

Keystones to Opportunity

This KtO grant has enabled us to take a deeper look into our school and district processes and gain a better understanding of our strengths and needs. Although these items are in place, they need to be more fully developed and made an integral part of our overall District Comprehensive Plan process each year.

In order to accomplish our vision, we will need to encourage more of our teachers to embrace the concept of becoming a leader of literacy in their subject areas. Through the creation of a formalized process, we plan to ensure the development of future literacy leaders as well as encourage and empower our current leaders of literacy.

Literacy, Leadership, Goals, and Sustainability	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Emerging		Building Blocks UDL Supporting Special Needs Data Analysis Family Literacy	LETRS Coaching Strategies PLC Book Studies
K-5 th grade	Emerging		Building Blocks UDL Supporting Special Needs Data Analysis Family Literacy	LETRS Coaching Strategies PLC Book Studies
6 th – 8 th grade	Emerging		Reading Apprenticeship UDL LDC Supporting Special Needs Data Analysis Family Literacy	Coaching Strategies PLC Book Studies
9 th – 12 th grade	Emerging		Reading Apprenticeship UDL LDC Supporting Special Needs Data Analysis Family Literacy	Coaching Strategies PLC Book Studies

Transition

- We have timely, well-kept records documenting retentions, graduation rates, and assessment data that measure student success in school. These records are housed on site at our administrative office, our building offices, our Title I offices and with teachers in our classrooms. More importantly, for complete access, this information is available digitally to every teacher and administrator through our online data warehouse.
- We do not have district-wide tools in place to monitor and improve the transition processes that students encounter as they move from pre-K to K, grade 5-6, grade 6-7, grade 8-9, as they move into our district, as they come back from an extended illness, etc. This will be a priority as we build a formal district transition plan over the next 3 years. We do have access to post-graduation data on the success of our students in post secondary institutions through the PDE PIMS system and the High School Feedback Reporting System.
- We have begun professional development specifically designed for staff to ensure our students are transitioned successfully on the Pre-K to K level and the post graduation level. Specific training and procedures will be developed for transitioning from grades 5-6, 6-7, 8-9, and also for students moving into our district.
- We have recently begun to schedule dedicated time for teachers to meet with teachers of adjacent grades to discuss students each year. We intend to continue to expand this process over the next few years, moving into the intermediate elementary grades and the secondary level.
- Staff, students, parents, and community members will be surveyed each year concerning their perceptions on how our transitioning plan is working, along with other inquiries about school processes.

Keystones to Opportunity

Through workshops, the use of backchannel resources, surveys to professional staff, and by analyzing our data on student achievement, attendance, truancy, homeless students, economically disadvantaged and other data sources, we believe we have a much better understanding of our district needs. We have a strong program for students entering our kindergarten program, however we are lacking in similar plans for transitioning students into these grade bands: K-5, 6-8, 9-12, and post high school. We will also analyze transitioning for students new to our district, truant students, and homeless students. In many cases, we have services that are being provided, but not all staff, parents, and students are aware of these resources.

In our transition plan development over the next few years, we will formalize our systematic approach to address the areas of focus, according to student needs, as indicated by student achievement, perception, school process, and demographic data.

The following list is a compilation of some specific initiatives we would like to consider implementing over the next few years to facilitate the transitioning of our students:

1. BIRTH - 3 TO PRE-K AND PRE-K TO K

- K-KAMP – Keep but limit to one week
- Arrange some 2 year olds visits to 3-5 Head Start classes and other preschool classes.
- Set up preschool “Meet the Teacher” times/sessions.
- Kindergarten will visit Grade 1 close to the end of each school year.
- Head Start and Coalport teachers will visit Kindergarten teachers.
- Schedule meetings between Glendale K, Head Start, and Coalport Nursery School teachers for coordination purposes.
- Schedule transition meetings for students in each year’s graduation class and post-secondary institutions (possibly a fair) to showcase what is available to students and their parents.
- Create teacher-generated welcome letters to the next incoming class.
- Survey parents before K-Kamp and then at the end of K concerning their perceptions of the transition process into Kindergarten.
- Collect data on student achievement in pre-K for sharing with K teachers in May.
- Have students meet next year’s teacher and visit the classroom in the spring.

- Continue to have coordinated staff development between Pre-K groups and Glendale.
- Generate community involvement in literacy initiatives.

2. K – GRADE 5

- Kindergarten will visit Grade 1 – all others also, but not until after teacher is assigned for the following year (suggest sometime in May).
- Meet the Teacher night (early Sept) -- Each teacher presents a simple lesson to parents as a group. Parents follow the student's schedule in a shortened version over a two hour period so each subject area teacher may be observed for about 10 minutes.
- Data meetings at end of year (May) for this year's teachers to share with next year's teachers for that student, all grade levels.
- Have students meet next year's teacher and visit the classroom.
- Beginning in grade 1 or 2, student-led teacher/parent meetings where the student shares their achievements and areas of need, using charts of progress from DIBELS, CDTs, GRADE, PSSA, (various data).
- Consider the Honor Roll begins in grade 3 for Glendale.
- Suggest parent perception and info surveys each August, January, and end of school year concerning student progress, and student academic needs.
- Concentrate efforts to contact and interact with parents (engagement) through emails and then phone/texting for immediate access if emails not effective.
- Develop a consistent discipline/behavior expectation plan for the entire elementary school, with varying levels according to student developmental ability (School-wide Behavior Plan).

3. GRADES 6-8

- Expand parent communication efforts – phone, email engagement.
- Student-led teacher/parent meeting where the student shares their achievements and areas of need, using charts of progress from CDTs, GRADE, PSSA, (various data).
- Suggest parent perception and info surveys each August, January, and end of school year concerning student progress, and student academic needs.
- Student surveys about what they see as their needs moving to high school.
- Enhancing student choice in some projects and courses.
- On-going parent engagement about student progress all through the school year, not just in the fall.

- Hold a grade 7 orientation in August with their teachers and with older students to provide “tours” and panel discussions, food, possibly with a picnic and team-building events.
- In May, have students changing classes including Grade 6 so as to simulate what students will experience at the 7th grade level.
- Pair off 6th graders with 7th graders in May and have them follow their schedules as practice and environmental adjustment (shadowing).
- Meetings to be held between grade 6 and grades 7, 8 teachers about how to transition students (planning meetings) – new expectations, etc.
- Student Handbook must be discussed and reviewed in each classroom the first two days of school each fall.
- Present an overview of credits for grades 9-12 and the importance stressed on grades, etc. early in the 8th grade year.
- Hold a Course Fair in February with teachers sharing their expectations and info with parents and students to assist with course selection purposes for the next school year.
- Student-led teacher/parent meeting where the student shares their achievements and areas of need, using charts of progress from CDTs, GRADE, PSSA, (various data)

4. GRADES 9-12

- Student Handbook must be discussed and reviewed in each classroom the first two days of school each fall.
- Present an overview of credits for grades 9-12 and importance stressed on grades, etc. early in the 8th grade year.
- Hold a Course Fair in February with teachers sharing their expectations and info with parents and students to assist with course selection purposes for the next school year.
- Suggest parent perception and info surveys each August, January, and end of school year concerning student progress, and student academic needs.
- Conduct student surveys about what they see as their needs moving to high school.
- Provide additional opportunities for student choice in some projects and courses.
- Foster on-going parent engagement about student progress all through the school year, not just in the fall.
- Hold student-led teacher/parent meetings where the student shares their achievements and areas of need, using charts of progress from CDTs, GRADE, PSSA, (various data).
- Enable students to have a better understanding of other assessments such as PSAT, SAT and the impact of these scores on college entrance.

Keystones to Opportunity

- Initiate a SAT prep course for students to enable them to be better prepared for high stakes testing.

5. POST HIGH SCHOOL

- Put our district newsletters in community access areas such as post office, doctors' offices, dentists, lawyers, hair salons, grocery, etc.
- Analysis of after graduation student progress in post-secondary institutions/work (access High School Feedback Reports on PIMS at PDE) for surveys and data.
- Foster stronger collaboration with post-secondary institutions where our students are most likely to attend to encourage more AP and Dual Enrollment opportunities.

Transition	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Emerging		Transitions Data UDL Building Blocks Special Needs ELL Family Literacy	PLC Transition planning Building and grade level focused meetings
K-5 th grade		X	Transitions Data UDL Building Blocks Special Needs ELL Family Literacy	PLC Transition planning Building and grade level focused meetings
6 th – 8 th grade		X	Transitions Data UDL Building Blocks Special Needs ELL Family Literacy	PLC Transition planning Building and grade level focused meetings
9 th – 12 th grade		X	Transitions Data UDL Building Blocks Special Needs ELL Family Literacy	PLC Transition planning Building and grade level focused meetings

Partnerships

Collaboration with community agencies is a critical part of the educational and social growth of children and families. All stakeholders should be involved and informed of the literacy efforts established within Glendale School District. This collaboration will support learning that is consistent and coherent. To support strong partnerships to support Early Literacy Learning, the following will occur:

- Community Resources that could be involved in the district's literacy efforts should be identified and updated on an ongoing basis.
- Agencies providing Early Childhood Services should be identified and updated on an ongoing basis.
- Information regarding the literacy efforts within the district will be provided to those identified as partners.
- Representatives from local resources and Early Childhood agencies will be invited to participate in meetings regarding the district's literacy plan.
- The school district will be represented at community functions where information regarding literacy initiatives can be shared with parents and community stakeholders.
- Opportunities will be provided by the school district that include parents and community resource representatives in professional development opportunities and literacy activities that promote lifelong literacy opportunities for children and families.
- Ongoing updates regarding literacy initiatives will be shared with all stakeholders through avenues such as newsletters and the district website.

Keystones to Opportunity

Partnerships	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Joint opportunities for the ECE community and the kindergarten teachers to share knowledge and resources, Additional Resources need to be identified		Family Engagement and Family Literacy, Transitions Building Blocks Supporting Learners with Special Needs	Joint opportunities for the ECE community and the kindergarten teachers to share knowledge and resources
K-5 th grade		X	Family Engagement and Family Literacy, Transitions Building Blocks Supporting Learners with Special Needs	Joint opportunities for the ECE community and the kindergarten teachers to share knowledge and resources
6 th – 8 th grade		X	Family Engagement and Family Literacy, Transitions Supporting Learners with Special Needs	Training for teachers and staff in support services that are available to our students
9 th – 12 th grade	Emerging		Transitions Supporting Learners with Special Needs	Training for teachers and staff in support services that are available to our students

Section V: Setting and Prioritizing Goals

Title of Section	Goal	Rationale
Standards and Curriculum	To align our language arts curricula with Common Core standards to reflect increased rigor and a focus on literacy in all subject areas and courses.	All teachers, staff, and administrators need to understand, implement, and support curricula that is aligned to Common Core standards for our students to be successfully prepared for college and career.
Instruction	The development of a tiered literacy intervention system using evidence-based instructional materials and practices to enable all students to demonstrate growth in literacy.	Every student deserves to have their learning needs met by our district, regardless of their ability or disability, economic background, post-secondary plans, and motivation to learn.
Assessment	Formative, diagnostic, benchmark, and summative literacy assessments are incorporated effectively at all grade spans. Data analysis of these literacy assessments is in progress and needs to be more fully incorporated within and across grade levels to be effective.	Assessments are tools that enable us to determine a student's progress towards mastery of concepts and competencies. Professional staff must be knowledgeable on the various types of assessments and how to effectively utilize them to maximize student achievement.

Keystones to Opportunity

Prof Learning and Practice	To continue our focused professional development on embedding literacy in our curricula and instructional practices, all grade levels and content areas.	Professional staff must constantly strive to improve their craft in light of new research on teaching and learning.
Literacy Leadership	Continue to hire and develop teacher leaders and administrators who support and sustain effective literacy practices.	Our strongest asset is our teachers. We must develop effective teacher-leaders, in partnership with our administrative team, our parents, and community members, who make literacy a priority in our community for everyone.
Transition	To develop a transition plan with district and community stakeholders focusing on Birth to age 5 and post-secondary partnerships to better meet the needs of these student groups in the Glendale School District. Future plans include a review of transitioning for all K-12 students.	Research has shown that if our plan is not developed collaboratively and formally implemented, supported by all, it will not be effective.