

# Allegheny-Clarion Valley School District Local Comprehensive Literacy Plan (LCLP)

Allegheny-Clarion Valley  
776 Route 58  
Foxburg PA 16036

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## **Acknowledgements**

The Allegheny-Clarion Valley School District would like to thank the dedicated staff and partners for the volunteer hours needed to complete the Local Comprehensive Literacy Plan. The Pennsylvania Comprehensive Literacy Plan was vital in guiding the team in the development and understanding of creating the local plan.

The Core Literacy Team would like to acknowledge the community members that attended the Community Literacy Focus Group meetings during days of winter and inclement weather. The ideas gained during the group discussions will transform our District in the years to follow.

Most importantly, the administrative team would like to thank the Keystones to Opportunity Leadership team for giving us the opportunity to be a “KtO” School during the 12-13 school year. The literacy embraced throughout the community will have a lifelong effect on our students and families.

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## **Section I: Literacy Plan Team**

### **Membership – District Team**

David McDeavitt  
Superintendent

Bill Jordan  
Jr/Sr High School Principal

Josh Tabor  
Elementary Principal

Erin Barlett  
Director of Education  
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KtO Director

Maria Clark  
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Secondary Literacy Coach

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Jan Berg  
Title I Reading teacher

Diane Meyer  
Second Grade Teacher

Jessica Nimelli  
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## Keystones to Opportunity

Jen Barr  
Special Education Teacher

Megan Bashline  
6<sup>th</sup> Grade Teacher

Calli Shekell  
HS Math Department

Valerie DePope  
English Dept. Chair

Mike O'Brien  
HS Science Dept

Scott Austin  
HS History Dept

Stefanie Best  
Data Specialist

Joni Saylor  
HS Science Dept

Cara Defibaugh  
FIRST Program Parent

Michele Clover  
Parent

### Planning and Discussion Teams-

It is important to note that all staff members birth-12 participated in round table discussions at the beginning of Keystones to Opportunity Training sessions. These discussions produced results for the completion of the Local Literacy plan. Therefore, all statutory areas and stakeholders had a voice in the literacy process.

### **Timeline**

#### Core Meetings

August 1, 2012

September 11, 2012

November 13, 2012

December 11, 2012

February 12, 2013

## Keystones to Opportunity

### Local Literacy District Discussions

October 29, 2012  
November 6, 2012  
November 7, 2012  
November 12, 2012  
November 13, 2012  
November 14, 2012  
November 20, 2012  
November 28, 2012  
November 29, 2012  
December 6, 2012  
December 7, 2012  
December 10, 2012  
December 11, 2012  
December 13, 2012

### Community Literacy Focus Group

October 29, 2012  
December 17, 2012  
February 4, 2013  
~~March 18, 2013-Inclement Weather~~

## Section II: Mission and Vision Statements

### Mission

**Allegheny-Clarion Valley School District students will become proficient readers and writers, effective speakers and listeners, and insightful, reflective thinkers better prepared to fully engage their on-going responsibility as citizens of our nation and their community and to meaningfully participate in their own economic, political, cultural, and personal lives.**

### Vision

**The ability to read widely, think critically and strategically, and communicate is essential. As a result, the Allegheny-Clarion Valley Community believes that literacy is critical to a child's education and promotes an appreciation for lifelong learning and a love of reading. We believe in a balanced approach to teaching literacy in all curriculum areas. This approach allows for substantial time for authentic reading, writing and discussion. A balanced approach to literacy instruction is characterized by the following research based practices:**

- **Explicitly modeling reading and writing strategies.**
- **Providing extensive time for purposeful reading, writing, speaking and listening experiences in all content areas.**
- **Using on-going and varied assessment tools to differentiate instruction.**
- **Fostering home-school partnerships around literacy.**



**Allegheny-Clarion Valley Schools  
Keystones to Opportunity:**

**“Literacy opens the door to a lifetime of opportunities”**

## Keystones to Opportunity

The Allegheny-Clarion Valley School District's Local Comprehensive Literacy Plan is congruent with those found in the Pennsylvania Comprehensive Literacy Plan and our current District mission and vision statements. At the core of all plans is that of student achievement and success in academics and the ever-changing world around them.

The Allegheny-Clarion Valley Local Comprehensive Literacy Plan strives to promote literacy along the continuum from birth to graduation. The District's literacy efforts are attempted by joining forces with the local FIRST (Families in Rural Schools Touch) Program and in-house PreK Counts program. By beginning with literacy foundations from birth, the opportunities for success appear endless.

The Allegheny-Clarion Valley Local Comprehensive Literacy Plan will provide all stakeholders the opportunity to participate in fulfilling the vision and mission of literacy in the 21<sup>st</sup> century.

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

The Allegheny-Clarion Valley School District promotes high level learning aligned to the Pennsylvania Common Core Standards. The K-12 curriculum in the 13-14 school year will address the principle that our student population will be prepared at graduation to explore the job market in the 21<sup>st</sup> century. The District has created considerable technology and best practice initiatives that will foster successful students. These initiatives include: co-teaching, literacy coaches K-12, technology in the classroom, peer coaching, and collaborative professional development.

Our birth-5 partners, FIRST (Families in Rural Schools Touch) and PreK Counts, establish early literacy outreach to the families in the Allegheny-Clarion Valley Community. Our FIRST Program touches the lives of over eighty families in the community. The FIRST Program educators build the literacy foundational skills that are essential for lifelong learners in the children they service AND their parents. Our PreK Counts program offers students the opportunity to begin school with appropriate language skills, listening skills, and social skills necessary for kindergarten readiness.

- 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.**

The Allegheny-Clarion Valley School District is a small rural school that encompasses four counties. This geographic diversity brings forth many distinct community perspectives and experiences within our student body. Due to the fact that our district has a poverty rate of fifteen percent, our staff is dedicated to providing a variety of shared experiences through purposeful discussions to the students they “touch” each day. Teachers promote an appreciation in their students so that they desire to explore the world around them through technology, literacy, and experiences in the local community.

Students that live within the Allegheny-Clarion Valley School District are given the opportunity from birth to benefit from the guidance of a FIRST Program educator. The FIRST program instills the love of literacy through explicit modeling of reading in the home to build a strong foundation in oral language, appropriate social interactions, and values connected throughout our communities.

- 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.**

The Allegheny-Clarion Valley School District is dedicated to meet the academic needs of each student in grades kindergarten through twelfth grade. Beginning with the 13-14 school year, the Pennsylvania Common Core standards in ELA will be implemented with fidelity in all grades. Administrators, faculty, school board members, and parents will be fully aware of the expectations of individual student achievement and high expectations through various media publications and forums.

The Allegheny-Clarion Valley School District will continue to use data to drive instructional practices in all classrooms. Monthly district data team meetings will ensure that each student is making the academic progress necessary to be proficient within common quarterly local assessments. District Data meetings will focus on student progress and identifying the need for interventions. Data team members will include: classroom teachers, special education teachers, Title I teachers, reading specialists, instructional support teachers, special subject teachers, gifted teachers, and administrators.

The teaching staff will continue to receive professional development in areas necessary in fulfilling a balanced approach to literacy. In order to achieve our District's Mission, staff will receive professional development on implementing effective intervention strategies and programs. Professional development areas will focus on writing, collaborative teaching, and authentic literacy.

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

An online data warehouse has dramatically improved our access to both standardized and local data. By having more data readily available, we have increased our effectiveness in setting high, yet attainable goals for our students and ourselves. It has also allowed us to respond immediately to exposed gaps and demonstrated student needs. We still need to improve how the data is analyzed at the teacher level and how it is used to improve instruction and intervention.

**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.**

We set the goal of training every staff member who has contact with students. This ambitious goal has been challenging and rewarding at the same time. We have never had so many substitutes working in our classrooms in one year. The constant demand of creating substitute plans has been an extra burden on the staff, but the time allotted to learn and grow together has dramatically increased our awareness and understanding of literacy, best practices in literacy education and family engagement. We have used the KtO trainings as a catalyst for rewriting our ELA and math curriculums to emphasize literacy and align with the PA Common Core Standards.

The Allegheny-Clarion Valley School District stresses life-long learning in staff members, students, and the community. To be ready for the demands of the 21<sup>st</sup> century, the culture must support continuous professional development.

## Section IV: Needs Assessment Review

### Standards and Curriculum

- Allegheny-Clarion Valley grades K-12 have adopted the PA Common Core Curriculum – ELA. Extensive work during the 12-13 school year yielded thematic units grades K-6 and College and Career focus grades 7-12.
- Literacy Focus in all content areas began during the 12-13 school year in grades 7-12.
- Horizontal alignment of K-12 curriculum exists and vertical alignment needs improved.
- District curriculum needs to be strengthened with the use of best practices and interventions to meet the needs of all learners.
- PreK Counts uses Curriculum GOLD to enhance the education of the students entering kindergarten.
- FIRST Program uses established *Parents as Teachers* curriculum.
- FIRST Program Director will begin to align program standards to address key skills in PA Common Core.
- Insurances of curriculum alignment will be measured by quarterly benchmarks established in the 13-14 school year (K-12).
- Big Ideas and enduring understandings are a work in progress at most grade levels.
- District K-12 staff needs to create and deploy rubrics to ensure consistent approach for writing across grade levels.
- District English department created common writing framework for entire Jr/Sr high school to reference (common language).

The Allegheny-Clarion Valley School District has identified the need to continue to solidify the PA Common Core standards in the K-12 curriculum. The ELA PA Common Core standards have been accepted into each classroom curriculum beginning with the

## Keystones to Opportunity

13-14 school year. The challenge will be fully implementing and evaluating the effectiveness of the curriculum. As the Allegheny-Clarion Valley District moves forward, literacy consistency and common language, beginning with our birth-5 partners, will be the focus. Specifically, the aspect of daily writing with purpose and thought will be emphasized in all classes PreK-12. Administrators will provide the teaching staff with professional development and training to establish a common writing language and expectation rubrics for all students. These efforts will support the PA Common Core ELA standards and yield literacy proficient students.

Standards & Curriculum	In Place	Not in Place	KtO Content Area Modules that would assist	Other Professional Development /Resources that would assist
Birth – 5yrs.	Parents as Teachers	Curriculum GOLD (13-14)	HEAT Literacy and Higher Order Thinking	Curriculum Work with Director of Education
K-5 <sup>th</sup> grade	District Website -July 2013 PA Common Core ELA	PA Common Core Implementation	Building Blocks for Reading HEAT Literacy and Higher Order Thinking	Co-Teaching Training Quarterly Benchmarks
6 <sup>th</sup> – 8 <sup>th</sup> grade	District Website -July 2013 PA Common Core ELA	PA Common Core Implementation	HEAT Literacy and Higher Order Thinking	Co-Teaching Training LDC Training – IU6 Quarterly Benchmarks
9 <sup>th</sup> – 12 <sup>th</sup> grade	District Website -July 2013 PA Common Core ELA	PA Common Core Implementation	HEAT Literacy and Higher Order Thinking	LDC Training – IU6 Quarterly Benchmarks

### **Assessment**

- A District electronic database system is in place in 12-13 and will continue to assist staff with managing assessment results.
- Grade Level Data teams exists in grades K-6 with monthly data meetings.
- Common literacy assessments that are curriculum based are to be developed in years 13-14 and 14-15.
- District Data Specialist supports all staff in analyzing data results.
- Data reports (GRADE, DIBELS, 4Sight) are distributed to parents/guardians in a timely manner.
- Parent informational meetings to discuss assessment results will be established in the 13-14 school year.
- District will continue to create a school wide testing calendar for PreK-12. This will be posted on the website and any other media sources available.
- Required assessments (GRADE, DIBELS, HEAT, ERS) will be administered within the given assessment windows, utilizing SWAT (School Wide Assessment Team) approach.
- District staff will use assessments to monitor student academic progress.
- District staff will be given the opportunity of professional development on how to use assessments to drive instruction (in-house resources).
- DIBELS and local assessments associated with Title I will be utilized to ensure K-3 academic success. Staff will progress monitor students not at benchmark level.
- Reading specialists/Literacy coaches will provide ongoing training and support on specific reading measures.
- District administrators will identify the needs in collaboration with staff and provide support in the area of assessments.
- FIRST Program educators will receive professional development to ensure successful use of ITER-s data.
- District will continue to provide parents, community, and students perceptual data surveys. Perceptual data is key to self-evaluation and reflective practice.

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- FIRST Program needs assessment to measure the overall effectiveness of program efforts to increase literacy in the home.

The Allegheny-Clarion Valley School District is dedicated to using on-going and varied assessment tools to differentiate instruction. Individual student assessments are essential in providing the best possible educational program for each student to be successful. The District recognizes that the assessments collected are just a small piece of the academic puzzle and should not be the only determining factor associated with individual student outcomes. The District utilizes the human element that is needed to measure the overall success of their students. Therefore, the District is committed to a team approach in analyzing data gleaned from assessments. At Allegheny-Clarion Valley School District, every student is valued as an important member of the community and will become successful in all areas of literacy due to the individualized support system derived from all aspects of assessments.

Assessment	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	GRADE ITER-s ECER-s		Using Data for Decision Making Successful Transitions along the Literacy Continuum	OnHands Data warehouse training  Grade Level Data meetings
K-5 <sup>th</sup> grade	GRADE DIBELS PSSA	Local Curriculum Benchmarks	Using Data for Decision Making Successful Transitions along the Literacy Continuum	OnHands Data warehouse training  Grade Level Data meetings
6 <sup>th</sup> – 8 <sup>th</sup> grade	GRADE	Local	Using Data for	OnHands Data

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	PSSA	Curriculum Benchmarks	Decision Making Successful Transitions along the Literacy Continuum	warehouse training Grade Level Data meetings
9 <sup>th</sup> – 12 <sup>th</sup> grade	GRADE Keystone Exams	Local Curriculum Benchmarks	Using Data for Decision Making Successful Transitions along the Literacy Continuum	OnHands Data warehouse training Department level Data meetings

**Instruction**

- Small group instruction is consistent in PreK-6 literacy programs.
- Small group instruction is NOT a regular part of instruction in 7-12 literacy courses.
- Intervention programs such as Read Naturally, Corrective Reading, Reading Mastery, and Study Island have been used for individual needs of students.
- The K-6 schedule meets the agreed upon minimal amount of literacy instruction.
- The 7-12 schedule allows for forty-two minutes of daily direct literacy instruction every day.
- Effective literacy practices have improved during the 12-13 school year due to the literacy professional development modules within the KtO Grant. The District required ALL staff members to attend trainings.
- Literacy coaches have infused literacy into instructional practices (7-12) in content areas.
- District has an intervention system in place in grades K-6 with our student assistance program (Clearinghouse), Instructional Support Teacher, and Title I staff.
- District uses assessments such as GRADE, CDTs, DIBELS, to place students in differentiated intervention groups.
- Common Core alignment beginning in 13-14 will support and enhance the instructional needs in reading, writing, speaking, and listening.
- Continued efforts are needed to focus on teacher instruction and effectiveness of literacy instruction.
- Data driven instructional culture spanning PreK-12 needs implemented and monitored in all classrooms.
- Opportunities (time) for further collaboration is needed between core classroom teachers, Title I, special education teachers, and gifted support teachers.

In efforts to bring a cohesive instructional program to Allegheny-Clarion Valley School District, the administration must provide opportunities for staff members to collaborate

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and share effective practices that have a positive impact on instruction. In addition, to ensure that ALL students are proficient readers and writers, we must pursue evidence based intervention programs that support the daily instruction within the classroom. The District will continue to provide professional development in the area of effective literacy instruction for all teaching staff.

Instruction	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Parents as Teachers	Curriculum GOLD	Building Blocks for Reading Supporting Learners with Special Needs	Curriculum GOLD training
K-5 <sup>th</sup> grade	Adoption of PA CC Standards – Integrated ELA units	eSpark iPad monitoring program  Writing Instruction	Building Blocks for Reading Supporting Learners with Special Needs	4Square Writing Technology Training (eSpark and iPads) Cornell Note Taking HEAT Literacy and Authentic Connections and Literacy and Technology Use
6 <sup>th</sup> – 8 <sup>th</sup> grade	Adoption of PA CC Standards – Integrated ELA units	iPad apps in the classrooms  Cornell note taking in all classrooms  Literacy Design Collaboration	Supporting Learners with Special Needs  The CCSS and LDC Reading Apprenticeship	Cornell Note Taking (IU Trainers)  HEAT Literacy and Authentic Connections and Literacy and Technology Use

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				<p>Apple Trainers</p> <p>LDC Continuation training (IU6 Trainers)</p> <p>Secondary Literacy Consultant Coaching and Peer Literacy Coaching</p>
9 <sup>th</sup> – 12 <sup>th</sup> grade	Adoption of PA CC Standards – Integrated ELA units	<p>Cornell note taking in all classrooms</p> <p>Literacy Design Collaboration</p> <p>Technology to enhance literacy instruction</p>	<p>Supporting Learners with Special Needs</p> <p>The CCSS and LDC Reading Apprenticeship</p>	<p>Cornell Note Taking (IU Trainers)</p> <p>HEAT Literacy and Authentic Connections and Literacy and Technology Use</p> <p>LDC Continuation training (IU6 Trainers)</p> <p>Secondary Literacy Consultant Coaching and Peer Literacy Coaching</p>

### **Professional Learning and Practice**

- All professional development during the 12-13 school year aligned to the essential elements found within the PA Comprehensive Literacy Plan.
- An Act 48 committee that includes various stakeholders approves professional development within the district.
- District administrative team needs to support and monitor professional development initiatives that occur for effectiveness of implementation in the classroom.
- Professional development opportunities have taken away from classroom instructional time. Parents and community members have expressed concerns.
- District teachers need more time to reflect and collaborate with peers when implementing new learnings and classroom practices.
- Early childhood partners (FIRST and PreK) professional development initiatives need connected and support from District personnel to be successful use of funding.
- District book talks open to all staff birth-five attempt to build reflective practices in all areas of literacy.
- District will encourage teacher leadership roles through PLC groups birth-12.

The Allegheny-Clarion Valley School District is committed to cultivating professional learning and instructional practices by utilizing various resources. The 12-13 school year allowed the entire staff to receive KtO baseline training. Although burdensome, the ability to have all professionals develop and participate in the uniform trainings has been academically beneficial for the students. The staff has dramatically increased their capacity to bring literacy into the classrooms. Great desire has been expressed to establish Professional Learning Communities (PLCs) that will encompass all statutory areas. Our District staff is comprised of many individuals that have various teaching method strengths that will allow for professional growth through peer collaboration. Through peer collaboration, we will build capacity and sustainability as we grow professionally.

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Professional Learning and Practice	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Book Talks 12-13 Sign-ins	District Professional Learning Community	All baseline modules	Year 2 HEAT Modules
K-5 <sup>th</sup> grade	Book Talks 12-13 Sign-ins  Grade Level Meeting Calendars	District Professional Learning Community	All baseline modules	Year 2 HEAT Modules  Literacy Coaching (peer) and Reflecting
6 <sup>th</sup> – 8 <sup>th</sup> grade	Book Talks 12-13 Sign-ins  Grade Level Meeting Calendars	District Professional Learning Community	All baseline modules	Year 2 HEAT Modules  Literacy Coaching (peer) and Reflecting
9 <sup>th</sup> – 12 <sup>th</sup> grade	Book Talks 12-13 Sign-ins  Department Meeting Calendars	District Professional Learning Community	All baseline modules	Year 2 HEAT Modules  Literacy Coaching (peer) and Reflecting

### **Literacy Leadership, Goals, and Sustainability**

- Allegheny-Clarion Valley School District has a Director of Education that oversees curriculum K-12.
- District principals recognize literacy initiatives as a district priority.
- Literacy coaches in each building provided literacy leadership in the classrooms.
- District expansion of literacy concepts and professional development will be guided PreK-12 by local Intermediate Unit 6 facilitators.
- IU6 provide and facilitate KtO professional development modules.
- District is creating and implementing Local Literacy Plan.
- District Local Literacy Plan will be communicated to external stakeholders beginning in the 13-14 school year.
- District Local Literacy Plan will be reviewed and revised as needed.
- District Community Literacy Focus Group encouraged parents, teachers, and community members to participate in building our Local Literacy Plan.
- Peer collaboration of effective classroom practices within the District will support sustainability birth-12.
- Parent Teacher Organization supports literacy through conduction book fairs and providing literacy materials to classrooms.

The Allegheny-Clarion Valley School District recognizes the efforts needed to change the literacy culture within the school cannot be shaped without the support of all stakeholders, most importantly the community. The voices of the community were called upon to build the local literacy plan. Limited voices arrived with support and suggestions. Beginning with the 13-14 school year, the District literacy leadership team will seek out the community in effort to disseminate the Local Literacy Plan. When literacy goals are sustained at home and school, the payout will be unimaginable.

The Allegheny-Clarion Valley School District will continue to build literacy sustainability through the idea that we are all in this together. The District expects that all teaching staff members birth-12 complete professional development requirements

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of the Keystones to Opportunity grant. The District is most influential when administrators, principals, teachers, special area teachers, learning support teachers, and gifted teachers achieve the identical knowledge.

Literacy, Leadership, Goals, and Sustainability	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	FIRST Program Director – monitors goals and sustainability  PreK Center maintains state mandated requirements	Literacy Leadership Team  Local Comprehensive Literacy Plan	Family Literacy and Parent Engagement  Successful Transitions along the Literacy Continuum  Using Data for Decision Making	HEAT Literacy and Engaged Learners  Attending District in-service training sessions
K-5 <sup>th</sup> grade	Reading Coach  Title I Targeted Program  Director of Education/KtO Director  Parent/Teacher Organization	Literacy Leadership Team  Local Comprehensive Literacy Plan  Peer Classroom Coaching	Family Literacy and Parent Engagement  Successful Transitions along the Literacy Continuum  Using Data for Decision Making	HEAT Literacy and Engaged Learners  HEAT Literacy Environments for Administrators  Literacy Design Collaboration (IU6)
6 <sup>th</sup> – 8 <sup>th</sup> grade	Reading Coach  Literacy Coach  Director of Education/KtO	Literacy Leadership Team  Local Comprehensive	Family Literacy and Parent Engagement  Successful Transitions	HEAT Literacy and Engaged Learners  HEAT Literacy Environments

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	Director Department Chairs	Literacy Plan Peer Classroom Coaching	along the Literacy Continuum  Using Data for Decision Making	for Administrators  Literacy Design Collaboration (IU6)
9 <sup>th</sup> – 12 <sup>th</sup> grade	Literacy Coach  Director of Education/KtO Director  Department Chairs	Literacy Leadership Team  Local Comprehensive Literacy Plan  Peer Classroom Coaching	Family Literacy and Parent Engagement  Successful Transitions along the Literacy Continuum  Using Data for Decision Making	HEAT Literacy and Engaged Learners  HEAT Literacy Environments for Administrators  Literacy Design Collaboration (IU6)

### **Transition**

- District needs to analyze transitions already in place and update and/or discover improvement areas.
- District has a 7<sup>th</sup> grade mentoring program in place at the Jr/Sr High building that operates with success.
- District administration needs to build in a transition day or “step-up” day at the end of the school year for students and staff to preview transitions.
- Create a district transition team to communicate with parents and internal staff the expectations (transitions) at various grade levels.
- District retention records are documented in student permanent records. Staff focuses on grades K-2 retentions based on a team recommendation.
- FIRST Program and PreK recommend student readiness for kindergarten.
- FIRST Program and PreK provide visits to kindergarten classrooms prior to the first day of school.
- District teaching staff recommend “Meet the Teacher” day before the school year starts.
- District teachers make recommendations for academic placements K-12.

The Allegheny-Clarion Valley School District recognizes that countless transitions occur during the school year throughout the statutory area. The District staff and community concur that much work is needed to streamline the transitioning process K-12. In fact, the recommendation is to develop a Transition Team that will create and facilitate a written transition plan at various stages for the learners at Allegheny-Clarion Valley. The consensus is that when students “feel” secure they are more productive and achieve at higher rates. When parents “feel” secure in knowing WHAT to expect, they are more likely to participate in their child’s education. At Allegheny-Clarion Valley School District, we desire our families to “feel” secure and know what to expect at every stage of the learning process. When expectations are set and met, our Vision and Mission are accomplished.

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Transition	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	<p>PreK Center visits Kindergarten Program – May</p> <p>FIRST Families visit Kindergarten – June</p> <p>District Personnel discuss incoming students with PreK Counts teacher</p>	Written District Transition Document birth-12	<p>Family Literacy and Parent Engagement</p> <p>Successful Transition along the Literacy Continuum</p> <p>Supporting Learners with Special Needs</p>	Year 2 HEAT Modules
K-5 <sup>th</sup> grade	5 <sup>th</sup> Grade Meet the teacher night	Written District Transition Document birth-12	<p>Family Literacy and Parent Engagement</p> <p>Successful Transition along the Literacy Continuum</p> <p>Supporting Learners with Special Needs</p>	Year 2 HEAT Modules
6 <sup>th</sup> – 8 <sup>th</sup> grade	<p>6<sup>th</sup>-7<sup>th</sup> Grade Mentoring Program</p> <p>School Counselor assists 6<sup>th</sup> graders in 7<sup>th</sup></p>	Written District Transition Document birth-12	<p>Family Literacy and Parent Engagement</p> <p>Successful Transition along the Literacy</p>	Year 2 HEAT Modules

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	grade schedule		Continuum Supporting Learners with Special Needs	
9 <sup>th</sup> – 12 <sup>th</sup> grade	Career Curriculum  School Counselor assists in post secondary choices	Written District Transition Document birth-12	Family Literacy and Parent Engagement  Successful Transition along the Literacy Continuum  Supporting Learners with Special Needs	Year 2 HEAT Modules

### **Partnerships**

- District has FIRST Program and PreK Counts programs located within District buildings.
- FIRST Program and PreK Counts staff was provided KtO professional development along side District staff.
- District communicated through weekly (free) newspaper articles our literacy initiatives. Newspaper reaches entire district population.
- District collected and analyzed perceptual data through surveys located online.
- District needs to continue to collect perceptual data from all stakeholders and use collection data to drive systematic changes within the district.
- Administrative team and teaching staff need to improve communication with community about curriculum changes, literacy initiatives, school policies, and day-to-day practices.
- District literacy events during the 12-13 school year were poorly attended b-12.
- Efforts are being made to build the bridge between the District and our one Free Public Library and encourage student participation at the library.
- District Community Focus Group meetings encourage businesses to get involved with planning process.
- District PA Common Core alignment at the high school level will build connections with local businesses through career explorations.
- District community stakeholders and staff have requested the use of social media (Facebook, Twitter, Webpage) to communicate events to the outside community.

The Allegheny-Clarion Valley School District needs to improve communication and participation with our early childhood partners and the surrounding community. In the literacy vision, the District is devoted to fostering home-school partnerships. In order to build the capacity and enhance the partnership connections, it is vital that the District take note to the 21<sup>st</sup> century constituents that have expressed the need for the

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social media outreach. In order to embracing the 21<sup>st</sup> century, the District will conduct further research on how to effectively and safely regulate social media pages.

The Allegheny-Clarion District is aware of the budget restraints that most small school district and surrounding communities have been facing during the recent recession.

Local business and agencies have also felt the difficulty of diminishing funds. In a recent perceptual data collection survey, most of our graduating students have to travel outside of our district to find employment. Allegheny-Clarion Valley School District will work with local companies to improve the opportunities afforded to our graduates.

Partnerships	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	FIRST Program PreK Counts  Local Lending Libraries	Literacy Playgroups  Social Media Communication	Family Literacy and Parent Engagement  Successful Transitions along the Literacy Continuum	HEAT Literacy and Engaged Learners
K-5 <sup>th</sup> grade	Community Literacy Focus Group  Local Lending Libraries	Monthly Community Literacy Events  Social Media Communication	Family Literacy and Parent Engagement  Successful Transitions along the Literacy Continuum	HEAT Literacy and Engaged Learners
6 <sup>th</sup> – 8 <sup>th</sup> grade	Community Literacy Focus Group  Local Lending Libraries	Monthly Community Literacy Events  Social Media Communication	Family Literacy and Parent Engagement  Successful Transitions along the	HEAT Literacy and Engaged Learners

Keystones to Opportunity

		Public Library Teen Book Talks	Literacy Continuum	
9 <sup>th</sup> – 12 <sup>th</sup> grade	Community Literacy Focus Group Local Lending Libraries	Monthly Community Literacy Events Social Media Communication  Public Library Teen Book Talks	Family Literacy and Parent Engagement  Successful Transitions along the Literacy Continuum	HEAT Literacy and Engaged Learners

## Section V: Setting and Prioritizing Goals

### Goal Setting

Title of Section	Goal	Rationale
Standards and Curriculum	<ul style="list-style-type: none"> <li>• Alignment of Curriculum with PA Common Core</li> <li>• Common Instructional Literacy Language</li> </ul>	<ul style="list-style-type: none"> <li>• PDE Requirement by July 1<sup>st</sup>, 2013. Alignment will ensure successful students</li> <li>• Students will achieve at higher rates if ALL classrooms use same instructional literacy language</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Data Warehouse</li> <li>• Local Curriculum based assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Data Warehouse results to drive instruction will allow staff to provide appropriate instruction based on individual student skill set</li> <li>• Local Curriculum based assessments will measure success of students in the newly adopted curriculum</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Technology infused literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>• To create 21<sup>st</sup> century learners, the District must adopt research based technology practices</li> </ul>
Professional Learning and Practice	<ul style="list-style-type: none"> <li>• District PLC</li> </ul>	<ul style="list-style-type: none"> <li>• District staff will model effective collaborative learning, lifelong learning</li> </ul>
Literacy Leadership, Goals, and	<ul style="list-style-type: none"> <li>• Literacy Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• A Literacy Leadership</li> </ul>

Keystones to Opportunity

Sustainability	Team	Team will keep the goals in focus and bridge the communication gap between school-community
Transition	<ul style="list-style-type: none"> <li>• Transition Team – Written Document</li> </ul>	<ul style="list-style-type: none"> <li>• A written transition document will provide our birth-12 programs structure in the years ahead</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• Monthly Community Events</li> <li>• Utilize Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly community events to highlight literacy accomplishments</li> <li>• Social media will bring the District into the 21<sup>st</sup> century of learners</li> </ul>

Prioritizing Goals

The Allegheny-Clarion Valley literacy goals listed above are all top priorities in moving forward with literacy opportunities for our students. The most vital goal to accomplish will be to form a Literacy Leadership Team to direct all literacy initiatives birth-12. The ten goals will require many team members working together to work for the same literacy goal. The Allegheny-Clarion Valley School District is fortunate enough to have stakeholders and staff that want to see the District prevail in times of budgetary reductions. The Keystones to Opportunity Grant provides the Allegheny-Clarion Valley School District the funds to achieve and maximize 21<sup>st</sup> century literacy learning for the staff and students.

“Many hands make light work.” – John Heywood.



Key

### Goal Action Map

**Goal Statement: Coordinate and Implement Curriculum aligned with PA Common Core**

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>&gt;&gt;Action Step</b>	<b>Grade Level/ Department teams meet and plan curriculum</b>	<b>Grade Level/ Department Meetings to review lessons</b>	<b>Provide time for cross functional planning during the school day</b>
<b>Time Line</b>	<b>Summer 2013</b>	<b>On-going 13-14 school year</b>	<b>13-14 School year</b>
<b>Lead Person/s</b>	<b>Erin Barlett</b>	<b>Erin Barlett Josh Tabor Bill Jordan Literacy Coaches</b>	<b>Erin Barlett Josh Tabor Bill Jordan</b>
<b>Resources Needed</b>	<b>PA Common Core Standards ELA Teaching staff Adopted District ELA curriculum</b>	<b>Weekly Lesson Plans Student Work Samples PA Common Core Standards Substitutes</b>	<b>Instructional planning periods Common planning time Substitutes</b>
<b>Specifics of information</b>	<b>Teams will review newly designed (12-13) and prepare curriculum implementation in daily lessons</b>	<b>Teams and leaders will review implementation effectiveness of curriculum and standards. Teams will look at student</b>	<b>Teams will define/refine thematic units. LDC training will be utilized.</b>
<b>Measure of Success</b>	<b>Meeting agendas Team lesson plans</b>	<b>Meeting notes Teacher reflections Student success on local assessments</b>	<b>Sign-in sheets, teacher surveys, meeting notes, cross curricular lesson plans with PACC Standards</b>
<b>Review Date</b>	<b>Director of Education and Principals will review weekly lesson plans</b>	<b>Monthly meeting reports</b>	<b>On-going during 13-14 school year</b>

<b>Goal Action Map</b>			
<b>Goal Statement: Integrate Common Instructional Literacy Language birth-12</b>			
	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>&gt;&gt;Action Step</b>	<b>Schedule time for teachers across grade levels to meet</b>	<b>Share strategies and techniques used for each of the 5 Building Blocks</b>	<b>Develop a Literacy Guide to be used in our District (Draft)</b>
<b>Time Line</b>	<b>2013-2014</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Lead Person/s</b>	<b>Classroom teachers, special education, Title I, reading coach, Dir. Of Education</b>	<b>Classroom teachers, special education, Title I, reading coach, Dir. Of Education</b>	<b>Classroom teachers, special education, Title I, reading coach, Dir. Of Education</b>
<b>Resources Needed</b>	<b>Time for meeting Substitute for teachers</b>	<b>Time Substitutes Meeting Notes Agendas Classroom resources</b>	<b>Time Substitutes Meeting Notes Computer Paper/Printing</b>
<b>Specifics of information</b>	<b>Meetings incorporated with data meetings held 5Xs in school year. Cost - Substitutes</b>	<b>Examine scope and sequence of curriculum along with common core; share strategies/techniques for each Building Block, identify best practices</b>	<b>Use meeting notes to develop written draft document</b>
<b>Measure of Success</b>	<b>Meeting agendas Sign-in sheets</b>	<b>Meeting agendas/notes</b>	<b>Draft of Literacy Guide</b>
<b>Review Date</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2015</b>

Key

## Goal Action Map

**Goal Statement: Implement School Wide OnHands Data Warehouse to drive instruction**

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>&gt;&gt;Action Step</b>	<b>Professional Development training</b>	<b>Grade Level Meetings Use OnHands to view/analyze GRADE results</b>	<b>Reflective practices – benefits of OnHands Data Warehouse</b>
<b>Time Line</b>	<b>Summer 2013</b>	<b>Nov-Dec 2013</b>	<b>April/May 2014</b>
<b>Lead Person/s</b>	<b>OnHands Trainers</b>	<b>Teachers Data Specialist Learning Support Instructional Support</b>	<b>All Staff Teachers/Administration</b>
<b>Resources Needed</b>	<b>Computer Lab Login for website Instructional directions</b>	<b>Computers Updated data Substitutes</b>	<b>Computers Small group locations Substitutes</b>
<b>Specifics of information</b>	<b>OnHands Trainers will demonstrate how to best use and implement data on the warehouse; set up groupings; look at PSSA results; answer questions from staff</b>	<b>Staff will review assessment data. Areas of need will be identified and plan of action created for student intervention.</b>	<b>Staff will discuss student growth and benefits of using data warehouse to measure student progress. Staff will create meeting dates for 14-15.</b>
<b>Measure of Success</b>	<b>Teachers leave with plan on how to use data results and be able to show how used info at October Data Meetings</b>	<b>Written action plan for three months of corrective instruction</b>	<b>Written calendar for 14-15 school year. Staff written reflections.</b>
<b>Review Date</b>	<b>October 2013 Data Meeting</b>	<b>February 2014 Data Meeting</b>	<b>May 2014 end of year in-service</b>

Key

## Goal Action Map

### Goal Statement: Build Quarterly Local Curriculum Based Assessments

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>»Action Step</b>	<b>Form a cross-curriculum team to agree upon common assessment practice</b>	<b>Create Common Rubrics</b>	<b>Utilize performance assessments/rubrics in PreK-12 classrooms</b>
<b>Time Line</b>	<b>Summer 2013</b>	<b>Summer 2013- Fall 2013</b>	<b>13-14 school year</b>
<b>Lead Person/s</b>	<b>Principals Director of Education</b>	<b>Principals Director of Education Cross-curricular team</b>	<b>Teachers</b>
<b>Resources Needed</b>	<b>Time to meet Stipends Assessment practices</b>	<b>Sample rubrics Internet Current district materials</b>	<b>Planning time Sample assessments</b>
<b>Specifics of information</b>	<b>Team will form to build consistent assessment practices PreK-12</b>	<b>Team will create common rubrics to measure literacy at all levels</b>	<b>Staff will use common rubrics to evaluate student work in ELA areas</b>
<b>Measure of Success</b>	<b>Meeting agendas Meeting Minutes Team roster</b>	<b>Developed rubrics Tested rubrics Student work Meeting notes</b>	<b>Lesson plans Student work/projects</b>
<b>Review Date</b>	<b>Fall 2013</b>	<b>On-going 13-14</b>	<b>Weekly 13-14</b>

## Goal Action Map

Key

**Goal Statement: Integrate technology with literacy instruction across the birth-12 continuum**

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>»Action Step</b>	<b>Provide technology professional development to staff</b>	<b>Provide afterschool work sessions - technology use in the classrooms</b>	<b>Staff will integrate technology into weekly lesson plans with authenticity</b>
<b>Time Line</b>	<b>Summer 2013</b>	<b>13-14 school year</b>	<b>13-14 school year</b>
<b>Lead Person/s</b>	<b>Administration</b>	<b>Administration Grade level teams Department Chairs</b>	<b>Teachers Administration</b>
<b>Resources Needed</b>	<b>iPads Laptops/doc cameras eSpark trainers Apple trainers District Technology Specialist Stipends</b>	<b>iPads Laptops Technology Specialist Stipends Research based practices</b>	<b>Planning time On-going training Technology specialist support Peer/Team Support</b>
<b>Specifics of information</b>	<b>Staff birth-12 will learn 21<sup>st</sup> technology strategies to enhance student learning and daily instruction</b>	<b>Staff will conduct learning sessions to support each other in technology and literacy practices</b>	<b>Weekly lessons will demonstrate the use of technology in the classrooms to support literacy</b>
<b>Measure of Success</b>	<b>Agendas Act 48 Survey Sign-in sheets</b>	<b>Agendas Lesson Plans PLC Reflection/Discussions</b>	<b>Lesson plans HEAT Observations Surveys</b>
<b>Review Date</b>	<b>August 2013</b>	<b>On-going 13-14 school year</b>	<b>Weekly lesson plan review</b>

Key

## Goal Action Map

**Goal Statement: Create and Implement a District PLC Team (s)**

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>&gt;&gt;Action Step</b>	<b>Create stakeholder interest and investment</b>	<b>Develop grade level/department teams focused on teacher learning, student achievement and obstacles to student learning. Implement meeting time/dates. Create monitoring documents.</b>	<b>Monitoring of PLC groups and agenda. Teacher participation in PLC meetings.</b>
<b>Time Line</b>	<b>August 2013</b>	<b>August/September 2013</b>	<b>On-going throughout the 2013/14 school year.</b>
<b>Lead Person/s</b>	<b>Erin Barlett Josh Tabor Bill Jordan David McDeavitt</b>	<b>Erin Barlett Josh Tabor Bill Jordan David McDeavitt</b>	<b>Administration Teachers</b>
<b>Resources Needed</b>	<b>On Common Ground (DuFour, Eaker, DuFour)</b>	<b>None</b>	<b>PLC agenda documents containing itinerary, sign-in and goal sheet.</b>
<b>Specifics of information</b>	<b>Administration will review text to generate talking points for staff development on the necessity of building a teacher community of learners.</b>	<b>Administration will consider team dynamics and how best to match up teachers for creating groups. Dates should be chosen to maximize focus on teacher learning first.</b>	<b>Teachers will begin to hold PLC meetings that focus first on teachers as learners. Administration will help navigate through this process and guide teachers through the group process.</b>
<b>Measure of Success</b>	<b>End of meeting exit slips</b>	<b>Completed itinerary for meetings as well as dates and membership for PLC meetings.</b>	<b>Teacher reflections on PLC meetings. PLC documentation.</b>
<b>Review Date</b>	<b>End of meeting review</b>	<b>Review to be held quarterly</b>	<b>Monthly at administrative meetings.</b>

Key

## Goal Action Map

### Goal Statement: Build Literacy Leadership Team

	Action Step 1	Action Step 2	Action Step 3
»Action Step	<b>Form In-House Literacy Leadership Team</b>	<b>“Think Tank” team retreat</b>	<b>Prepare and Organize Literacy Meetings and Events</b>
<b>Time Line</b>	<b>Summer 2013</b>	<b>Two days in August 2013</b>	<b>13-14 school year</b>
<b>Lead Person/s</b>	<b>Erin Barlett</b>	<b>Erin Barlett</b>	<b>Literacy Leadership Team</b>
<b>Resources Needed</b>	<b>Staff representative from all statutory areas</b>	<b>Staff Representatives Literacy Resources Local Comprehensive Literacy Plan</b>	<b>Event site/contacts Materials Supplies for sites Refreshments Staff volunteers at events</b>
<b>Specifics of information</b>	<b>Invitation letters will be sent to staff members to join the Literacy Leadership Team</b>	<b>Team will formulate and coordinate literacy event ideas for 13-14 school year</b>	<b>Team will oversee literacy events held to engage the community in District initiatives</b>
<b>Measure of Success</b>	<b>Team roster</b>	<b>Meeting notes Sign-in sheet 13-14 Calendar of Literacy events</b>	<b>Event sign-in sheets Increased participation by community members Survey Results</b>
<b>Review Date</b>	<b>July 2013</b>	<b>September 2013</b>	<b>June 2014</b>

## Goal Action Map

**Goal Statement: Inform our Community using Social Media as the vehicle of communication**

	<b>Action Step 1</b>	<b>Action Step 2</b>	<b>Action Step 3</b>
<b>&gt;&gt;Action Step</b>	<b>Create a District Literacy Facebook Account</b>	<b>Upload Literacy events</b>	<b>Review use of Facebook and efforts to have a positive impact on community outreach</b>
<b>Time Line</b>	<b>July 2013</b>	<b>13-14 School year</b>	<b>June 2014</b>
<b>Lead Person/s</b>	<b>Erin Barlett Other Personnel willing to contribute expertise</b>	<b>Erin Barlett</b>	<b>Administration</b>
<b>Resources Needed</b>	<b>Computer Internet</b>	<b>Management time for account updates</b>	<b>Facebook Account Perceptual Data Surveys</b>
<b>Specifics of information</b>	<b>District Literacy Facebook account will provide valuable information in regards to Local Comprehensive Literacy Plan Goals and Actions</b>	<b>Local literacy happenings will be spotlighted and featured on Facebook account</b>	<b>Administrative team will review the dialogue and posts for effectiveness in communication with community during the 13-14 school year</b>
<b>Measure of Success</b>	<b>“Likes” on account</b>	<b>Community feedback on account page</b>	<b>Meeting notes</b>
<b>Review Date</b>	<b>On-going 13-14 school</b>	<b>On-going 13-14 school</b>	<b>July 2014</b>
	<b>Facility Request approvals</b>	<b>Survey</b>	
<b>Review Date</b>	<b>September 2013</b>	<b>June 2014</b>	<b>June 2014</b>

Key



Keystones to Opportunity

Allegheny-Clarion Valley Literacy

Long Term Goals

	13-14	14-15	15-16	16-17
Standards and Curriculum	<p>Implementation of PA Common Core Standards ELA K-12</p> <p>PreK Counts – Curriculum GOLD</p> <p>FIRST Program alignment to PA Common Core Standards (Kindergarten)</p>	<p>Pennsylvania ELA Standards in Content Areas</p> <p>Improved/refined alignment of PA Common Core ELA Standards</p>	<p>Technology as a piece of curriculum across the grade levels</p> <p>Authentic Literacy</p>	<p>STEM beginnings in the classroom</p>
Assessment	<p>Build curriculum based quarterly assessments k-12</p> <p>Summative Assessments</p>	<p>Focus – Formative Assessments K-12</p> <p>Curriculum based assessments cross referenced with PSSA Assessments</p> <p>Student ownership of individual self progress</p>	<p>Focus – Benchmark Assessments</p> <p>Curriculum based assessments cross referenced with PACC Assessments</p>	<p>Refine benchmark assessments to align with PACC Standards</p>
Instruction	<p>Technology infused literacy instruction</p> <p>Writing – Open Responses</p>	<p>Writing across the curriculum</p> <p>Written responses</p>	<p>Differentiated Instruction PreK-12</p> <p>Flexible Grouping</p>	<p>Systematic Intervention systems</p>

Keystones to Opportunity

Professional Learning and Practice	4Square Writing Training PreK-6 Cornell Note Taking Training Grades 5-12	KtO Required professional development  Parent Education Nights  Data Driven Practices	Literacy Peer Coaching  Local literacy leaders in statutory areas	STEM Training and Professional Development
Literacy Leadership, Goals, and Sustainability	Create Literacy Leadership Team	Presenting at State Conferences – Literacy Practices/Culture  Continue Literacy Leadership Team	Presenting at State Conferences - Teaching Staff	STEM staff leadership in-house
Transition	Create Transition Team – Written Document	Implement Transition plan	Focus on College and Career Transitions	Focus on STEM Careers and transitions within the local community to support the STEM initiative
Partnerships	Monthly Community Events  Social Media	After-school programs  Local educational field trips	Summer School Programs  Student publications - newspaper	STEM Community Collaborations

## Section VI: Dissemination of Plan

	Timeline	How
Administration/Partners	April 2013	Review final plan before submit to PDE On-going action plan review at monthly meetings
School Board	May 2013	Board Presentation
Teachers	May 2013	In-Service Presentation Email final Local Comprehensive Literacy Plan
Parents/Community	June 2013 – September 2013	On-going community events Plan for view at Local Public Library Social media page District website and central office Open House Kick-off Event

**The ability to reach all stakeholders in the Allegheny-Clarion Valley School District is relatively feasible based on our small rural location. Goals established within the action plan will allow for monthly community events that will allow District administration to disseminate Local Literacy goals. Our Partners, FIRST Program and PreK Counts, will circulate literacy goals in the families that they service. Throughout the Local Comprehensive Literacy Plan lifespan, great care will be taken to document meeting dates, agendas, and outcomes.**

## Section VII: Assessing and Reporting

### Progress

The Allegheny-Clarion Valley School District will report progress toward goals on a quarterly basis. The District will assess student achievement in accordance to guidelines required by the Keystones to Opportunity Leadership team. Our administrative team and data specialist will take appropriate measures to ensure that all students and staff abide by the testing window timelines.

During the 13-14 school year, the administrative team will monitor the action goals closely. The most significant factor in measuring success will be how quickly the Literacy Leadership Team is organized and established. This team will be responsible for overseeing the community aspect of our Local Comprehensive Literacy Plan. The team will be required to submit quarterly review reports to the administrative team.

Bernhardt's Multiple Measures Model will continue to drive the evaluative process for the overall effectiveness of the Local Comprehensive Literacy Plan. All four multiple measures are addressed in the District action goals. Listed below are the questions and/or statements the team will address at monthly meetings.

<b>Student Learning</b>	<b>What are the results?</b> <b>ITERS/HVERs</b> <b>ECERs</b> <b>GRADE</b> <b>DIBELS</b> <b>HEAT Observations</b> <b>Local curriculum based assessments?</b>

<p><b>School Process</b></p>	<p><b>What is completed in the Transition Plan?</b>  <b>Are the PA Common Core Standards implemented in every classroom?</b>  <b>How are data results impacting student learning?</b>  <b>Are the intervention programs working?</b></p>
<p><b>Demographics</b></p>	<p><b>Who is attending monthly community events?</b>  <b>Who is participating in Million Minute Reading Challenge?</b>  <b>How can we increase community event attendance?</b></p>
<p><b>Perception</b></p>	<p><b>What are the local surveys telling us?</b>  <b>What have the community members suggested at monthly events?</b>  <b>What are the informal discussions at events telling us about change?</b></p>

**The monthly meeting results and committee action plan reports will be used in April of 2014 to revise the Local Comprehensive Literacy Plan for the 14-15 school year. The Literacy Leadership Team along with statutory representatives/administration will lead the revision and develop necessary action goals in the years to follow.**