



Harmony Comprehensive Literacy Plan (LCLP)
Harmony Area School District
5239 Ridge Road Westover, PA 16692

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Acknowledgements

A dedicated literacy team was comprised of District and Building Administrators, teachers from the High School, Middle School and Elementary School. Also included were two representatives from Cen-Clear Child Agency, a CIU Consultant, Literacy Coach and Reading Specialist. The team met once a month from 8:30 to 3:00 to work on the plan collectively as a team.

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Section I: Literacy Plan Team

Membership

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Timeline

First Meeting: September 28, 2012

Second Meeting: October 15, 2012

Third Meeting: November 27, 2012

Fourth Meeting: December 13, 2012

Fifth Meeting: January 15, 2013

Sixth Meeting: March 6, 2013

Seventh Meeting: April 3, 2013

Data Review and plan update Feb. 11, 2015

Section II: Mission and Vision Statements

Harmony Mission Statement

The Harmony Area School District is committed to academic excellence birth to grade 12, through collaboration with parents, school, and community. Literacy is the foundation of all learning including the cultivation of individual strengths and talents so that all students upon completion of their education may assume responsible adult roles as citizens, family members, workers, and lifelong learners. SUCCESS, which summarizes our beliefs about learning, is an acronym for

- S Student-centered literacy instruction
- U Uniqueness of individuals
- C Cultural awareness and community engagement
- C Continual learning
- E Engaged and resilient learners
- S Standards-based goals
- S Skills essential for a successful future

Harmony Vision Statement

The Harmony Area School District envisions an environment where children, birth through grade 12 will become literate and well-educated citizens. Literacy development will be achieved by promoting higher-level thinking through high expectations, expanding student perspectives and experiences, and enhancing global connectedness. The Harmony Area School District will prepare students to meet the challenges of the 21st century to achieve their personal and professional goals.

Assurances

- All educational partners will make decisions aligned with and personify a firm commitment to the mission, vision, and shared values of this literacy plan. Partnerships will include families, students, early childhood through grade 12 educators and specialists, community members, and community agencies.
- All educators will model lifelong learning through ongoing professional development of content area literacy instruction.
- The use of technology will be driven by the value it adds to the literacy initiative.
- The district's literacy room will be available to all partners for literacy enrichment opportunities to extend beyond school hours.
- The vision of the literacy plan will be reflected in the educational practices of the district.
- Instructional strategies will be based on best practices.
- Assessment of student achievement will drive the delivery of instructional strategies within the curriculum. Differentiated instruction will be based upon individual needs.

The literacy mission and vision of the Harmony Area School district is aligned to the Pennsylvania Comprehensive Literacy Plan (PaCLP). Our district will pattern all components of the PaCLP to the local literacy plan through continual local comprehensive planning meetings. It is the mission of our district to provide programs and instruction that will allow our students to compete in 21st century requirements and endeavors of higher education and/or employment. The Harmony Area School District will provide professional development for all educators to assist them in the implementation of our literacy plan.

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. Literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (Birth-Grades 12). Educators, parents/caretakers, and the broader community share the responsibility to enhance literacy learning in students.

Harmony Area School District provides learning opportunities for children ages birth to twenty-one-years-old. We are partnered with Cen-Clear Child Agency, a program that offers services to children from birth to age five. We are currently working on providing additional resources to offer to parents, guardians, and caretakers of children from birth to five-years-old. These resources will be made available in the literacy room located in Harmony High School.

Our current curriculum supports this principle in the following ways: In the birth through age five group, eligible students and their families are provided services through Cen-Clear partnerships. These services include use of the programs 1-2-3 Read and PAT (Parents as Teachers) in birth to age five and Creative Curriculum ages three to five. These curricula support literacy development within the classroom and home environment. Additionally, Harmony Area School District includes a Pre-K Counts Program. The Pre-K Counts Program also uses Creative Curriculum, as well as the Scott Foresman’s Pre-K literacy program. Families are involved in activities that promote oral language development throughout the year. In the elementary, we offer Pre-K Counts, Response to Intervention and Instruction (RTII), and school wide Title I reading and math services which support all students on an as-needed basis.

In the middle school, we offer in-depth Reading and Language Arts classes to grades seven and eight, tutoring in reading and math, and an after school tutoring program and Project Success, for grades six through eight. In the high school, we offer tutoring for reading and math and vocational technology opportunities for grades ten through twelve. The Harmony Area School District also provides a Life Skills program that offers hands-on opportunities to life skills students in order to prepare them for life in the 21st Century. We also offer enrichment opportunities such as reading competition and a gifted program.

The Harmony Area School District’s best practices include educational field trips to increase background knowledge and enhance the current curriculum. Classroom teachers provide authentic literacy experiences within the

classroom through the use of reflection journals, student read aloud, trade books, and vocabulary enrichment. Formal parent-teacher conferences (Pre-K to grade 12) are offered twice a year and Open House is held to inform the parents of events/activities that are going on within the school. We have a district newsletter that can be accessed online to keep parents and the community up to date with current school information.

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.

Our district is located in a rural depressed area of Central Pennsylvania. Many factors cause barriers to the overall advancement of our student population. Financially, we cannot meet the needs of our students to develop background experiences to broaden their cultural and personal experiences. We must rely on vicarious experiences to meet these needs, such as field trips and virtual connections. Positive reinforcement promotes literacy growth.

We know that literacy is also a critical tool to enhance experiences. We will be focusing on providing these opportunities through the lens of increasing linguistic, cultural, and personal experiences. With the development of the literacy room, parents will be provided additional tools to support their children to become successful and literate individuals.

Teachers demonstrate a concerted effort to get to know their students. We use background experiences of our community to foster learning. By using differentiated instruction students draw on the background experiences of others to build their own knowledge. We strive to encourage all stakeholders to have ownership of this learning through sharing personal background knowledge.

A focus on technology would aid our students in exploring a global community; however, this is not done consistently Birth through grade 12, or in all content areas. In the past, we have had tools, such as “Channel 1,” “Time for Kids” and assemblies providing a multicultural perspective; however, these are limited or no longer available, depending upon grade level. These components promoted oral language development throughout the grade levels.

Currently, our students struggle with informational text and we have identified this as an area of need for our district. Our plan is to focus on developing a more consistent plan for increasing 21st century literacy within our school. Our focus will be concentrated in the birth to age five statutory area. Within our literacy room, we will be encouraging technology tools and reading of informational literacy for children and their families.

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.

Harmony Area School District provides high expectations for learning through SWPBS, setting a foundation for an effective literacy environment. Within the early intervention programs birth to age five, essential resources are provided to meet student needs within the school and home environments.

Differentiated instruction is provided at various levels of degrees throughout birth to grade 12. In the birth to age five statutory areas, screenings are completed at the time of enrollment as well as throughout the year to determine the need for early intervention services (ie OT, PT, and speech). These services are provided by CIU10 for identified students. Instructional supports beginning with the district Pre-K program through 6 including school wide Title I, RTII, Special Education, Gifted, flexible grouping, tutoring, School-Wide Positive Behavior Support (SWPBS), technology based instruction, which includes Study Island and I-Station.

At the Middle School Level, school wide Title I Support, Special Education, Gifted, flexible grouping, tutoring, and Study Island are incorporated into the curriculum for differentiated instruction. At the high school level all students have equal opportunities to access multiple college and career paths. One avenue to career readiness is through students attending the Clearfield County Career and Technology Center. In addition, there are opportunities for job shadowing for students to explore various career options. Since students have a limited exposure to online catalogues and databases, an additional elective course allows students to attend various college libraries to explore resources at the college level.

These are the keys for literacy acquisition: motivation, background knowledge, and purpose. The following supports have been identified:

- Motivation is supported by programs such as the Blue Ribbon Program, Student of the Month, Honor Roll and SWPBS.

- Background knowledge is often lacking among our students due to the rural environment and low socioeconomic status. To enhance their knowledge we use Internet resources, artifacts, guest speakers, community resources, and field trip opportunities.
- To foster an early understanding of the importance and purpose of early literacy, the implementation of our literacy room will help to instill an early awareness of literacy skills from birth to five and continue through high school.

An area of need to support differentiation at all grade levels is curriculum mapping. We realize that we need to implement the components of Universal Design for Learning (UDL). As we work on our curriculum maps, we will be embedding UDL strategies to focus on Multiple Means of Representation, Action and Expression and Engagement. Additionally, we will provide differentiated literacy strategies to all students through Reading Apprenticeship (RA) and Penn Literacy Network (PLN) trainings for teachers.

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

Birth to age three - ITERS (Infant Toddler Environment Rating Scale) and the Ounce assessment is used in combination with the PAT curriculum. In addition the 123 Reading program is utilized with the birth to age three home based programs. Developmental goals across the five domains are determined based upon these assessments. Transition plans are developed for children moving from the birth to age three program to the age three to five programs. These transition goals are based on assessments and family needs.

Age three to five - ECERS (Early Childhood Environmental Rating Scale), ELLCO (Early Language and Literacy Classroom Observation), CLASS (Classroom Assessment Scoring System), Literacy Rating Scale and Work Sampling, GRADE (Group Reading Assessment and Diagnostic Evaluation), ASQ (Ages and Stages Questionnaire), and CIRCLE Early Childhood assessment are all assessments used to drive literacy instruction in the early childhood classrooms and create individual goals for students. Families are involved in development of individual student goals. The data and information from assessments is used to develop transition plans as students move from the early childhood environment into school age programs. These plans are shared and discussed with classroom teachers.

In grades K through 6 students are assessed using the Dynamic Indicator of Basic Early Literacy Skills (DIBELS Next), diagnostics decoding survey (Really Good Reading), and STAR (Standardized Test for the Assessment of

Reading). In addition, Grades three through six use Study Island and a curriculum-based writing rubric three times per year. Grades three through six also take the PSSA (Pennsylvania School System Assessment). Data meetings are held three times a year in grades K-6. During these data meetings teachers analyze data to determine flexible grouping needs as well as whole group instruction for literacy. Grades K-6 utilizes an RTII framework.

Grades seven through twelve students are assessed three times a year using Study Island Benchmark tests, Classroom Diagnostic Tests (CDT) are currently being used for middle school math students, PSSA (Pennsylvania School System Assessment) are given to students in grades seven and eight as a summative assessment and Keystone Exams are given to all students as they finish Biology, Algebra I and Literature. All assessment data is compiled, analyzed and shared at data meetings for teachers to use and to guide instruction.

Although there is an established format for sharing assessments birth-age three, ages three through age five and incoming Kindergarten, currently, there is not an established system for sharing information between elementary and middle school. Further development is needed in the area of communicating data across the content areas.

In addition, as part of the current work we are doing on the Local Comprehensive Literacy Plan, the district is also looking at ensuring alignment from Pre-K-12 with the PA Common Core (PaCC) Standards. The district needs to develop common academic language and processes.

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 know that 21st century learners need specific skills. To ensure that we have educators prepared to support 21st century learners, we need to provide teachers with effective professional learning opportunities.

New teachers are hired through a rubric to determine the best fit for our students. With our induction program, we provide new teachers with mentor teachers who have participated in current initiatives that impact 21st century learning. In this process, novice teachers meet with veteran teachers to discuss, observe and co-teach, as well as reflect on the process. This year, the novice teachers were involved in a jigsaw activity in talking about content area literacy and its value. Teachers provided instructional strategies to share with each other.

Last summer, in the Harmony Area School District the K-5 teachers are involved in Language Essentials for Teacher of Reading and Spelling (LETRS) training and teachers K-12 are involved in ongoing data meetings; however, there is still development that needs to occur to ensure that literacy development is aligned B-12. Creative Curriculum

training is being provided for birth to 5. Our Pre-K Counts teacher has provided training for the Creative Curriculum. At the beginning of the school year K-6 teachers were given a teacher needs survey assessing their strengths and challenges. The literacy coach used this information to identify teacher needs in order to model best practices. All of our K-5 language arts teachers participated in LETRS training. This allowed for all language arts teachers to utilize the instructional strategies provided through this professional development. The teachers who did not receive LETRS training are provided ongoing embedded professional development from the literacy coach. Data team meetings are held quarterly for all elementary teachers K-6. The data is used to identify areas of strengths and weaknesses. Using these identified areas, students were placed in groups for RTII. These groups will be modified based on future assessments and data analysis. The literacy coach uses a BDA cycle to model, implement, and reflect on best practice strategies.

Six middle school/high school content teachers have been trained in Reading Apprenticeship and are currently utilizing the strategies in their classrooms. In addition, three teachers and the instructional coach are participating in the Penn Literacy Network to acquire additional strategies for literacy in the content areas. Both of these initiatives are theoretical and research-based instructional approaches for a comprehensive, balanced curriculum in all content areas. These practices were developed to engage students in literacy in all content areas.

Although there are data meetings held with some teachers in grades 6 to 12, these meetings are only with English and Mathematics teachers. Based on our PSSA scores, our students are struggling with reading and responding to nonfiction text. Learners in the 21st Century need access to cultural experiences and an awareness and respect of differences. Since our children have limited knowledge, a large part of our professional development needs to ensure that our teachers develop skills to support higher order thinking skills, authentic learning and effective use of technology. All teachers 7 through 12 will be involved in the Reading Apprenticeship Module. All 7th through 12th grade teachers will be provided with a survey to assess their literacy needs within their classrooms. Teachers who have already been trained in Reading Apprenticeship will be utilized to share strategies with other content area teachers through embedded professional development.

Section IV: Needs Assessment Review

Standards and Curriculum

- Currently, there is not a consistent, aligned literacy curriculum B-12
- Harmony Area School District is in need of a *written* common literacy framework, aligned to the Pa Common Core
- Harmony Area School District needs to focus on integration of reading, writing, listening and speaking in all content areas, B-12
- Harmony Area School District needs to focus on identifying exemplary writing and assessment of writing (use Appendix C from CCSS as reference).

The district needs a comprehensive aligned researched-based curriculum using the common core state standards that is aligned horizontally and vertically across the discipline areas. Integration of reading, writing, speaking and listening needs to be addressed in all content areas.

Currently, a team of Pre-K through grade twelve teachers and administrators is working with the local intermediate unit to develop curriculum maps using the SAS curriculum mapping tools. In addition, standards will be back-mapped to include Birth to 3 and integrating the PA Infant and Toddler Standards, specifically parent engagement. The district curriculum framework will include the big ideas and essential questions as a guiding tool for each curriculum map, including UDL principles to ensure accommodation for learner variability within tasks. The district is starting to develop, pilot and implement a writing curriculum for Kindergarten through grade twelve.

Standards & Curriculum	In Place	Not in Place	KtO Content Area Modules that would assist	Other Professional Development /Resources that would assist
Birth – 5yrs.	<p>The birth to age 3 programming utilizes the PAT (Parents as Teachers) curriculum and enhances the curriculum with the use of 1-2-3 Read</p> <p>Head Start and PA Pre K Counts utilize the Creative Curriculum for Preschool that includes an early literacy component.</p> <p>Individual lesson plans are linked to the PA Early Learning Standards for Preschool.</p> <p>The PA Pre K Counts program utilizes the Scott-Foresman literacy curriculum.</p>	There is not a common framework for birth to grade 12 alignment	Universal Design for Learning and Building Blocks	<p>CLASS training</p> <p>ECERS training</p> <p>Curriculum mapping and common core trainings</p> <p>CIU professional consultants will utilize the SAS curriculum toolbox to assist in curriculum mapping</p>

	<p>The Head Start program also utilizes the ELLCO (Early Language and Literacy Classroom Observation) to assess literacy strengths and needs.</p> <p>Increased awareness of curriculum</p> <p>Program options for children and families Birth-Age 5</p>			
K-5th grade	<p>Student accessibility to research-based written curriculum</p>	<p>Common framework</p> <p>Integrated content areas</p> <p>Common writing framework</p>	<p>UDL</p> <p>Building Blocks</p>	<p>Curriculum mapping</p> <p>Common Core</p>
6th – 8th grade	<p>Written, research-based, standard-aligned curriculum addressing all students</p>	<p>Common framework</p> <p>Integration of reading, writing, speaking and listening in all subject areas</p> <p>Vertical alignment of curriculum</p>	<p>-UDL</p> <p>-Reading Apprenticeship</p> <p>-Transitions</p> <p>-Support for Students with Special Needs</p>	<p>CIU 10 professional consultants will utilize the SAS curriculum toolbox to assist in curriculum mapping</p>

9th – 12th grade	Written, research-based, standard-aligned curriculum addressing all students	<p>Common framework</p> <p>Integration of reading, writing, speaking and listening in all subject areas</p> <p>Writing assessment two times a year in October and February</p>	<p>UDL</p> <p>Reading Apprenticeship</p> <p>Transitions</p> <p>Support for Students with Special Needs</p>	CIU 10 professional consultants will utilize the SAS curriculum toolbox to assist in curriculum mapping
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Assessment

- Harmony Area School District is in need of a B-12 database system to store data information so it is accessible to necessary stakeholders.
- Ongoing monitoring of data through regularly scheduled data meetings is needed.
- Consistently utilize data to inform instruction B-12.
- Correlation of data throughout the B-12 continuum is a necessity or essential.
- K-2 is in need of a consistent formal comprehension assessment (needs additional research)
- Require core content teachers to go over assessment with students after each benchmark
- Scheduled data team meetings consisting of .5 day core teachers and .5 day with non-core (Jr./Sr. High School) using student conferencing folders as a guide

We currently have an assessment calendar that is district wide listing dates and the names of the assessments given at which grade levels. Data team meetings take place quarterly at the elementary level and after benchmark assessments at the secondary level to disseminate and interpret the data. Data is used to guide instruction and group students for interventions.

We need a district wide database to house all student data and generate data-based forms. We need to receive approval to implement CIRCLE in Head Start. In addition, we will administer an appropriate comprehension assessment for grades K-2. As we develop our district-wide database, we will support teachers in being able to read and interpret the data for classroom instruction. Data will be used to determine RTII services for students and possible professional development needs.

Assessment	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	OUNCE Scale (birth to three) GRADE (4 year olds) CIRCLE (PA Pre K Counts) Work Sampling (3-5) Data team meetings Literacy Rating Scale (Head Start) There is no database established that links	CIRCLE (Cen-Clear) Alignment of assessment from birth to grade 12	Data for Literacy Decisions	Work Sampling training SAS training Training on how to develop and utilize portfolios

	birth to grade 12 assessment results			
K-5th grade	<p>PSSA</p> <p>Study Island</p> <p>DIBELS Next</p> <p>DAZE</p> <p>Writing prompts using PSSA</p> <p>Writing Rubric</p> <p>District Assessment Calendar</p> <p>Data team meetings</p> <p>Data specialist</p> <p>Database system</p>	<p>School wide reporting form</p> <p>Time scheduling for progress monitoring</p> <p>Consistent comprehension assessment K-2</p> <p>Grade level skill checklists based on PA Core to be used to progress monitor students</p>	<p>Data for Literacy</p> <p>Decisions</p>	<p>PVAAS training</p> <p>SAS Institute</p> <p>PVAAS reporting</p>
6th – 8th grade	<p>Data culture</p> <p>District-wide literacy</p>	<p>District level database</p>	<p>Data-based decision making</p>	<p>Data-based professional development</p>

	<p>assessment plan</p> <p>Assessments appropriate for grade spans with no duplication</p> <p>Assessments given in standardized manner</p> <p>District-wide assessment calendar</p> <p>Screening/diagnostic measures are administered</p> <p>District level database</p>	<p>Ongoing progress monitoring</p> <p>Ongoing regularly scheduled data meetings</p> <p>Grade level skill checklists based on PA Core to be used to progress monitor students</p>	<p>Support for Students with Special Needs</p>	<p>PVAAS reporting</p>
<p>9th – 12th grade</p>	<p>Data culture</p> <p>District-wide literacy assessment plan</p> <p>Assessments appropriate for grade spans with no duplication</p> <p>Assessments given in standardized</p>	<p>Ongoing progress monitoring</p> <p>Ongoing regularly scheduled data meetings</p> <p>Grade level skill checklists based on PA Core to be used to progress monitor students</p>	<p>Data-based decision making</p> <p>Support for Students with Special Needs</p>	<p>Data-based professional development</p> <p>PVAAS reporting</p>

	<p>manner</p> <p>District-wide assessment calendar</p> <p>Screening/diagnostic measures are administered</p> <p>District level database</p>			
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Instruction

- Harmony Area School District needs to adopt an evidenced-based core literacy program
- Harmony Area School District needs to provide professional development in differentiated instruction
- Harmony Area School District needs a consistent intervention framework at all levels, B-12.
- Harmony Area School District needs to incorporate literacy in all content areas.
- Harmony Area School District needs to provide additional literacy instruction for below grade-level students determined by data-based protocols.
- Harmony Area School District needs to identify and incorporate common academic vocabulary and comprehension strategies B-12. (needs researched)

The Harmony Area School District will foster a culture of literacy instruction through job embedded professional development, instructional coaching, administrative walk-through, and literacy team meetings. Instructional coaching will occur with district professionals utilizing literacy strategies such as LETRS, RA, and PLN. All literacy teachers K-5 have been trained in LETRS. Six teachers in the district have been trained in RA. Three elementary teachers along with the instructional coach attended PLN. In addition, the literacy coach will continue to model and provide strategic support to

educators B-12. Coaching menus are provided monthly for Pre K-6 where teachers can select various strategies to be modeled, demonstrated, and/or co-taught.

Student data and an RTII system are in place for grades K-6. Intervention strategies are developed according to student needs for a 30 minute period in addition to a 90 minute core reading program. Literacy is often connected through content areas such as social studies, health, math, and science.

Middle school teachers co-plan and collaborate across curricular areas of history and language arts. Currently there is no time in the schedule for literacy interventions to take place at the high school level. Student data and scheduling will be used in order to ensure additional literacy instruction on a secondary level.

The Harmony Comprehensive Literacy Plan Team will begin to analyze core literacy programs which are evidence and research-based literacy non-negotiables to determine which literacy program(s) would be most appropriate for our students. This program development will include ensuring a consistent philosophy in the areas of literacy instruction, including UDL, differentiated instruction and RTII. All ELA teachers have developed new curriculum maps including reading, writing, speaking, and listening.

Instruction	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	<p>Literacy is embedded within the curriculum and occurs in large and small group settings.</p> <p>Interest areas are established in the preschool classrooms and literacy materials and activities occur within</p>	<p>Implementation of new literacy activities incorporated into the revised edition of the Creative Curriculum for Preschool</p> <p>Identify and incorporate common academic vocabulary and comprehension</p>	<p>UDL</p> <p>Building Block</p> <p>Using Data in Literacy</p>	<p>CIRCLE training for Head Start</p> <p>Revised edition of Creative Curriculum</p>

	<p>all areas.</p> <p>Literacy activities occur daily and are linked to the ELS Language and Literacy component.</p> <p>Activities are also individualized to accommodate individual and small group strengths and needs.</p>	<p>strategies B-12</p>		
<p>K-5th grade</p>	<p>RTII (1st year of implementation)</p> <p>Adequate literacy blocks</p> <p>Literacy coach to implement effective reading strategies for literacy instruction</p> <p>LETRS training</p> <p>Data team meetings 3 times per year</p> <p>Supplemental materials (emerging)</p>	<p>Professional Development in differentiated instruction</p> <p>Intervention with Tier 3 students</p> <p>Moving toward linking literacy with content areas</p> <p>Incorporation of writing and speaking</p> <p>Identify and incorporate common academic vocabulary</p>	<p>UDL</p> <p>Building Block</p> <p>Using Data in Literacy</p>	<p>Curriculum Mapping</p>

	Adopt an evidenced core literacy program	and comprehension strategies B-12		
6th – 8th grade	<p>Literacy instruction is provided</p> <p>A variety of evidence-based supplemental intervention programs</p> <p>Additional literacy instruction in and out of school</p> <p>Student access to core literacy program and supports</p>	<p>District instructional model that addresses language arts components</p> <p>Instructional leadership in literacy needs to be ongoing to provide structure and support</p> <p>Data-based decision protocols</p> <p>Identify and incorporate common academic vocabulary and comprehension strategies B-12</p>	<p>Reading Apprenticeship</p> <p>Literacy Design Collaborative</p>	<p>Differentiated instruction</p> <p>Reading Apprenticeship</p> <p>Universal Design for Learning</p>
9th – 12th grade	<p>Additional literacy instruction in and out of school</p> <p>A variety of evidence-based supplemental</p>	<p>District instructional model that addresses language arts components</p> <p>Increase hours of literacy connected</p>	<p>Reading Apprenticeship</p> <p>Literacy Design Collaborative</p>	<p>Differentiated instruction</p> <p>Reading Apprenticeship</p> <p>Universal Design for Learning</p>

	<p>intervention programs</p> <p>Student access to core literacy program and supports</p>	<p>instruction</p> <p>Instructional leadership in literacy needs to be ongoing to provide structure and support</p> <p>Data-based decision protocols</p> <p>Identify and incorporate common academic vocabulary and comprehension strategies B-12</p>		
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Professional Learning and Practice

- Harmony Area School District needs a cohesive professional development plan with embedded coaching to support implementation of newly acquired literacy strategies.
- RtII model schedule was introduced in K-6. Tier I and II are currently in place.
- Harmony Area School District needs more focus on literacy coaching, instructional supervision and ongoing teacher collaboration.
- Professional development and time dedicated to literacy initiatives district wide, including teachers, administrators and paraprofessionals.
- Instructional staff needs increased opportunities related to parent involvement and parent engagement activities.
- New teachers will be involved with induction meetings that include literacy initiatives

Through teacher evaluations and teacher surveys, Harmony Area School District will develop a comprehensive professional development plan which includes educating all staff, including incoming teachers on literacy initiatives. Early childhood staff will be included in professional development opportunities. In addition to beginning of year in-service days, there will be scheduled early dismissals for the purpose of literacy training. Meetings will be held by the literacy coach during common planning time to provide additional literacy instruction, as well as modeling during class time. Educators may have the option during a prep period to observe other educators modeling literacy strategies (model classrooms). Currently in grades Kindergarten through six, the RtII framework is in place for Tiers I and II with Tier III implementation taking place prior to the end of the current school year. At the secondary level, RtII framework will be introduced. Continued professional development for the 2013-2014 school years will include support from CIU for PLN and RtII.

Professional Learning and Practice	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	<p>Birth to five teachers/home visitors are included in trainings at the school district</p> <p>There are policies in place to assure that staff acquire additional training opportunities</p> <p>Birth to five supervisory staff</p>		All KtO Modules	ELLCO training, training utilizing the PA Early Learning Standards for Early Childhood/Common Core

	<p>have attended the KtO module trainings</p> <p>Specific, individualized trainings related to literacy need to occur</p>			
K-5th grade	<p>Administrators support and attend effective Professional Learning Programs</p> <p>Teachers and administrators are knowledgeable about best practices and have time to reflect</p> <p>Recently trained Instructional strategies are encouraged for classroom use</p>	<p>Professional development is emerging towards an aligned cohesive, ongoing plan</p> <p>Instructional Model Schedule was introduced</p>	<p>UDL</p> <p>Parent/Family Engagement</p>	Penn Literacy Network Strategies

6th – 8th grade	<p>Professional development that is aligned to meet the needs of all learners</p> <p>Professional development time focuses on content that will result in meeting district literacy goals</p> <p>Professional learning reflects characteristics of effective professional learning programs</p> <p>More focus on teacher coaching and instructional supervision and ongoing teacher collaboration regarding literacy initiatives needs to occur</p>	<p>Districts needs a cohesive sustainable professional development plan</p> <p>All new and instructional staff need to be educated on the literacy initiatives within the district</p> <p>Instructional staff need increased learning opportunities related to parent involvement/engagement activities</p> <p>Professional development needs to be provided to instructional assistants to ensure consistency in instruction within the classrooms</p>	<p>Reading Apprenticeship</p> <p>UDL</p> <p>Parent/family engagement</p>	<p>Instructional coaching</p> <p>Professional learning communities</p> <p>Teacher leader training</p>
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	Instructional staff need opportunities to collaborate in order to improve instruction	Increased integration across all instructional areas of comprehension and vocabulary instruction		
9th – 12th grade	<p>Professional development that is aligned to meet the needs of all learners</p> <p>Professional development time focuses on content that will result in meeting district literacy goals</p> <p>Professional learning reflects characteristics of effective professional learning programs</p> <p>More focus on teacher coaching and instructional</p>	<p>District needs a cohesive sustainable professional development plan</p> <p>All new and instructional staff need to be educated on the literacy initiatives within the district</p> <p>Instructional staff need increased learning opportunities related to parent involvement/engagement activities</p>	<p>Reading Apprenticeship</p> <p>UDL</p> <p>Parent/family engagement</p>	<p>Instructional coaching</p> <p>Professional learning communities</p> <p>Teacher leader training</p>

	<p>supervision and ongoing teacher collaboration regarding literacy initiatives needs to occur</p> <p>Instructional staff need opportunities to collaborate in order to improve instruction</p>	<p>Professional development needs to be provided to instructional assistants to ensure consistency in instruction within the classrooms</p> <p>Increased integration across all instructional areas of comprehension and vocabulary instruction</p>		
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Literacy Leadership, Goals, and Sustainability

- Past practice at Harmony Area School District has been fragmented in the area of literacy instruction.

Fortunately, even though our current KtO funding is birth to age five, administration has made a concerted effort to ensure a more fluid and consistent approach to literacy birth through 12. Our current district administrators in collaboration

with CIU 10 consultants have provided professional development in seven of the KtO Modules using district funds to include all statutory areas. The coordination of the literacy goals has been a direct result of this initiative and the work of the administrative team.

In addition to the seven modules, Harmony Area School District has begun curriculum mapping and is in the process of looking at program materials that will compliment the common core and the curriculum. We are working closely with our Intermediate Unit to develop the curriculum, the Comprehensive Literacy Plan and Instructional Coaching. Birth to age five partners has become part of these initiatives and the team is working collaboratively to ensure consistency. Through Instructional Coaching, Language Essentials of Teacher of Reading and Spelling (LETRS) training, Reading Apprenticeship and Penn Literacy Network, we are developing a cohesive foundation for literacy instruction birth to grade 12.

Pre-K will be involved in *Read and Rise* workshops to support families in developing a literacy environment in the home and provide skills needed to support them in teaching their children. At the workshop, provided by the literacy coach, families will be given books that include instruction guides to support best practices in literacy development.

Due to our rural environment and the current economy in Central PA, some of our families have a different understanding of the educational needs in today’s society. We acknowledge that we need to engage parents more as partners in literacy achievement.

Our students and parents will need support in understanding 21st Century College and career ready. We need to have consistency in our expectations in literacy birth to grade 12. We need to focus on supporting families in developing an understanding of current literacy needs and education, specifically the increased rigor needed for students to be successful in the 21st Century.

In order to do this, we need to have a clear understanding of our expectations in order to convey that to our families. These expectations must be determined in all levels, so it can be effectively discussed. Through our curriculum mapping, we will be able to develop a clearer understanding of how to communicate these expectations with parents. Additionally, we will expand opportunities for background knowledge and develop community opportunities through technology to support literacy as well as college and career readiness to prepare students for the future.

Literacy, Leadership, Goals, and	In Place	Not in Place	KtO Content Area Modules that would	Professional Development that
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Sustainability			assist	would assist
Birth – 5yrs.	Community programs such as Muffins for Moms and Donuts for Dads		Family Engagement Building Blocks	
K-5th grade	<p>Commitment to professional development and effective literacy instruction</p> <p>District leadership supports improvement with literacy</p> <p>Coordination of literacy goals, assessments, instruction, & professional development are linked</p> <p>Ongoing consultations with local Intermediate</p>		Family/Parent Engagement Building Blocks	LETRS

	<p>Unit consultant</p> <p>Stakeholders are informed through local newspaper, Power School through website, district newsletters</p> <p>Community activities such as Granny Reading program, Young Author's Day, Grandparent's Day, Kindergarten home visits</p> <p>Literacy leadership needs to be defined to support improvement with literacy</p> <p>Administration's primary role will continue to be an instructional leader</p>			
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<p>6th – 8th grade</p>	<p>District resources are used to support literacy goals and other resources are sought out on an ongoing basis</p> <p>Leadership and vision are evident at the district level to ensure that all staff support literacy goals and practices</p> <p>Literacy goals are a district priority and positive outcomes are acknowledged</p> <p>District leadership supports literacy improvement efforts</p> <p>Coordination of literacy goals, assessment, instruction and</p>	<p>Placement of staff will be based on student needs</p> <p>The district needs to promote literacy leadership to all stakeholders</p> <p>The district needs to increase data analysis</p> <p>Goals of the literacy plan and student progress need to be communicated to external stakeholders</p> <p>The district needs to align hiring policies with the local literacy plan</p>	<p>Data based decision making</p> <p>Family Parent Engagement</p> <p>Transitions - UDL - RA</p>	<p>PLN</p> <p>LETRS</p> <p>RA</p>

	<p>professional development is emphasized</p> <p>Literacy leadership needs defined to support literacy development within the district</p> <p>Develop professional learning teams with common planning time - Administrators primary role will continue to be as an instructional leader.</p> <p>District needs to adopt, disseminate and use a local literacy plan to guide literacy improvement</p>			
<p>9th – 12th grade</p>	<p>District resources are used to support</p>	<p>Placement of staff will be based on</p>	<p>Data based decision making</p>	<p>PLN</p>

	<p>literacy goals and other resources are sought out on an ongoing basis</p> <p>Leadership and vision are evident at the district level to ensure that all staff support literacy goals and practices</p> <p>Literacy goals are a district priority and positive outcomes are acknowledged</p> <p>District leadership supports literacy improvement efforts</p> <p>Coordination of literacy goals, assessment, instruction and professional development is emphasized</p>	<p>student needs</p> <p>The district needs to promote literacy leadership to all stakeholders</p> <p>The district needs to increase data analysis</p> <p>Goals of the literacy plan and student progress need to be communicated to external stakeholders</p> <p>The district needs to align hiring policies with the local literacy plan</p>	<p>Family Parent Engagement</p> <p>Transitions</p> <p>UDL</p> <p>RA</p>	<p>LETRS</p> <p>RA</p>
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	<p>Literacy leadership needs defined to support literacy development within the district</p> <p>Develop professional learning teams with common planning time- Administrators primary role will continue to be as an instructional leader.</p> <p>District needs to adopt, disseminate and use a local literacy plan to guide literacy improvement</p>			
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Transition

Due to the size of our district and staff collaboration many of our transitions are done informally through grade-level meetings. To improve student success we will move forward with the transition process. We will analyze our current practices and provide professional develop to help staff ensure successful transitions for students.

At the Pre-K level, tools for transition include portfolios, Kindergarten transition packets, transition booklets, and activity calendars. Dedicated time is allotted to allow Pre-K teachers to transition each child individually with the Kindergarten teacher(s). Due to the adjacent location of Pre-K and Kindergarten classrooms, many opportunities for reciprocal visits are provided throughout the year. Some of these activities include 100 Days of School visit, reading buddies, Young Authors' Day, and Kindergarten teacher(s) meet and greet. Pre-K also hosts a Meet the Teacher Day in August where parents and students are given the opportunity to meet the teacher and visit the classroom. Students are taken on a bus ride, while the parents review expectations of the Pre-K program. In addition, the Head Start teacher visits the students in their homes and provides a family activity day to acclimate children and their parents to the program at HASD.

Pre-K students transitioning to Kindergarten are provided home visits during the summer for students and their families to become familiar with their teacher. Program questions can be answered during this visit. The opportunity will be provided through the Pre-K Counts Grant for 2013-2014 to operate a two-week Summer Kindergarten Readiness Program. Participation in this program will benefit students' skill, comprehension, and facilitate long-term retention.

In the elementary (Pre K-6th), grade level transition meetings are held at the end of the year during the data team meetings. During the meetings the teachers look at student yearly data, social/emotional issues, discipline, attendance, and academic grades. Grade level checklists will be created by using our curriculum maps to improve the transitional process.

Teachers in the middle school and high school teach the same students so the transition in the area of curriculum and assessment is relatively easy because one teacher is responsible for multiple courses. Our district needs to implement an organized transition plan between elementary to middle school and middle school to high school. A plan to improve horizontal content area transition needs to be implemented to assist students at each grade level.

Documentation of graduation rates, retentions and other measures that influence student success in school is an area of concern. Our district does track graduation rates and retentions, however post high school data is not identified. PIMS data is available upon request, but it is not disseminated to teachers.

Teachers will be involved in the Transitions Module after the grant due date. We will develop a transition team following this training to begin work the following year. There are some effective curriculum transitions in place; however, there are concerns about transitions from elementary to secondary and horizontal transitions on a secondary level. According to the PIMS data, there needs to be more data gathered to determine what students are doing after they leave basic education. Additionally, more professional development needs to be provided to support teachers in developing effective transitions.

Transition	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Transition Program for students and families in Pre-K to K		Transitions Family Engagement	Professional development on transitions
K-5th grade	Individual student records are housed for 99 years Grade to grade transition meetings	Transition committee needed which includes timeline, goals, & responsibilities for implementation A way to document retention rates Professional staff development to help prepare for successful transitions Transition meeting between grade 6 and 7 teachers held at the end of each school year	Transitions	Professional Development on transitions criteria

6th – 8th grade	Informal meetings among the content area teachers to discuss assessment data	A district transition committee needs to be formed with the goal of developing a transition plan to help ensure success for all students	Transitions Family engagement	Professional Development on transitions criteria
9th – 12th grade	Informal meetings among the content area teachers to discuss assessment data	A district transition committee needs to be formed with the goal of developing a transition plan to help ensure success for all students	Transitions Family engagement	Professional Development on transitions criteria

Partnerships

The school is the hub of community activities; therefore, promoting literacy needs to be done from inside the school. Literacy partnerships will be formed by inviting families into the school to utilize the resources located in the Literacy room, which will include books, computer resources, technology, learning programs, and an informational center. Parent trainings will be offered to promote literacy and strengthen family/school partnerships. Career fairs or similar events need to be explored to inform our students/families about available opportunities. These initiatives tie directly into our mission and vision statements through collaboration with parents, school, and community.

Perceptual surveys have been available for completion at Parent/Teacher conference days with little response. Since the perception of the school in the community is unclear, a plan needs to be devised to encourage completion of a perceptual survey.

Currently in the elementary (Pre K-6th) we have several annual literacy events. These include Granny Readers, Young Author's Day, Reading Competition Teams, and Grandparents Day. We would like to expand our Read Across America event to include more community involvement.

A lot of our community involvement comes from Harmony Education Boosters (HEB) and Harmony Education Foundation (HEF). HEB provides monetary support to enhance our current curriculum and parent involvement. HEF provides scholarships to graduating seniors that are seeking post-secondary opportunities.

Partnerships	In Place	Not in Place	KtO Content Area Modules that would assist	Professional Development that would assist
Birth – 5yrs.	Family center activities Partnership between Pre-K Counts and Cen-Clear	Need for a comprehensive integrated literacy program (birth-12)	Family/Parents Engagement	
K-5th grade		Need for a comprehensive integrated literacy program (birth-12) Strengthen formation of non-educational	Family/Parent Engagement	

		community partners		
6th – 8th grade	The district has partnerships with community educational resources to ensure comprehensive educational services	The district needs to form an advisory committee that is focused on strengthening existing partnerships, creating new partnerships and developing awareness activities to increase literacy awareness within all stakeholders Increase cross curricular opportunities for all students	Community family engagement Reading Apprentices Support for students with special needs	
9th – 12th grade	The district has partnerships with community educational resources to ensure comprehensive educational services	The district needs to form an advisory committee that is focused on strengthening existing partnerships,	Community family engagement Reading Apprenticeship Support for students	

		creating new partnerships and developing awareness activities to increase literacy awareness within all stakeholders Increase cross curricular opportunities for all students	with special needs	
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Section V: Setting and Prioritizing Goals

Title of Section	Goal	Rationale
Standards & Curriculum, Partnerships	Modify existing room to become literacy room - Completed	To provide a literacy-rich environment for birth-five families and community
Assessment	Research and purchase a comprehensive district database system - Completed	To effectively manage the input, reporting, and analysis of data district-wide
Standards & Curriculum	Continue to work on curriculum to include UDL and resources to enhance literacy development – Completed for ELA, Mathematics and Science	We need to strengthen our curriculum by including differentiation, resources, and alignment of literacy concepts birth-12.
Standards & Curriculum, Instruction	Research and review selected ELA curriculums for possible district adoption - Completed	The district needs an evidence and research-based curriculum to include reading, writing, listening, and speaking skills.
Assessment, Professional Learning & Practice, Literacy, Leadership, Goals, & Sustainability	Increase data meetings in middle/high school	To increase the common language that is used to guide instruction in all content areas
Professional Learning &	Professional development in RtII and literacy	To provide a framework of RtII to all staff, Pre

Practice, Instruction	initiatives, Pre K-12	K-12
Literacy, Leadership, Goals, & Sustainability, Professional Learning & Practice	Improve Induction plan to include literacy initiatives district-wide	Incoming teachers need to be knowledgeable of the literacy plan and competent of the KTO modules
Partnership, Literacy, Leadership, Goals, & Sustainability	Improve parent involvement through the Read and Rise Program	To improve parent/school partnership through literacy
Professional Learning & Practice	Develop a district-wide cohesive, sustainable professional development plan	To align professional development with district literacy goals
Transitions	Identify a team to develop a transition plan	To influence student success in school and after graduation

Our primary goal is to maximize efforts and resources through the development of our literacy room. The district intends to do this by creating a room that will focus on developing literacy skills for birth to age five students during the school day. In the evening the literacy room will be open to the community to provide story hours, read alouds, and other learning opportunities that will increase one's knowledge through literacy rich activities. Our other goals build on each other to attain a literacy rich environment for our students.

Section VI: Dissemination of Plan

The literacy planning team will educate all staff members on the content and value of the literacy plan (June 2013). The literacy planning team will educate school board members as well as community members through a presentation by the literacy team on the content of the literacy plan (August 2013). After formal adoption by our school board the plan will be posted on the district website, local media, district newsletters, and informational flyers (September 2013).

Section VII: Assessing and Reporting Progress

The literacy team will be creating a rubric to use with parents, staff, and students that will be used as a benchmark to measure individual growth as well as progress towards district literacy goals. We will compare data annually for children who are utilizing the literacy room versus those who are not. Our overall goal is to increase literacy achievement.