

**Sebeka School District Action Literacy Plan
Literacy Leaders Academy
2017 Strategic Planning**

Revised: June 14th, 2017

District Vision: To provide and promote a secure and respectful environment which encourages the educational development of the individual potential for competing in an ever changing global society.
District Values: We are very proud of our small school, our current students, and former graduates. Our accomplishments in academics and in our activities are impressive, and yet, we continue to work to get better and to grow as educators and as learners in our building. It is our goal to make sure our students' years at Sebeka are good preparation for future careers and memorable times that our graduates will look back on fondly.

District Mission: To educate our students to become responsible citizens and lifelong learners.

District Priorities: Strong relationships among students, staff, families, and community, rigorous curriculum, technology-enhanced learning, well-maintained facilities, instruction that meets and matches the needs of learners, well-trained and knowledgeable staff

	Strategic Plan Outcomes	Evidence of Effectiveness
Outcome 1:	Literacy Leaders involved in the LLA group will build leadership capacity in coaching colleagues in literacy skills.	Literacy Leaders, after one year of training, will be in the classrooms of their colleagues giving feedback about best practices in instruction and in higher order thinking strategies. Informal and formal feedback from teachers will be collected to highlight this outcome.
Outcome 2:	A collective focus on student learning. The staff will put the improvement of students' learning first in conversations and decision-making about reading.	Administration and teachers will make collective decisions about curriculum and programing to best support students. PLCs and PDs are focused on making improvements in students' learning. Benchmarking programs and MCAs will be monitored to consider the growth of student learning.
Outcome 3:	The staff is committed to eliminating or reducing those elements of the school reading program that are not the most appropriate for the students' learning.	Staff will focus on the core instruction with the Common Core standards at the forefront. Teachers will focus on developing higher order thinking/questioning skills in order to build the capacity for students. PLCs will focus on higher order thinking. PD sessions will be provided by LLA teachers to give background and clear examples for implementation.
Outcome 4:	Staff use assessments on students' reading performance to make changes in the instruction provided to students.	Data retreats and data analysis will be done through PLCs and in-service trainings to support teachers in making important changes to their instruction as a result of data. Teachers will report back to their PLCs about changes and results. This will be monitored informally in those conversations and more formally through students' work results and assessments.

Student Achievement SMART Goals

<p>Goal 1: All Students Ready for Kindergarten</p>	<p>District Goal: Based on the Progress Report Assessment completed during the fourth quarter of the 2016-2017 school year, all preschool students evaluated as emerging and proficient will be recommended to start Kindergarten the following fall.</p> <ul style="list-style-type: none"> → Elementary School Goal: To provide best supports for students in preschool programming during the learners' 1-2 years in all seven areas of development (social readiness, reading & literacy, math, gross motor, fine motor, communication, self-help skills) as assessed on the preschool report cards twice a year.
<p>Goal 2: All Students Reading by Third Grade</p>	<p>District Goal: A goal of 75% of the Third Grade Students will Meet or Exceed Proficiency in Reading and Math on the MCA Tests at the conclusion of the Third Grade.</p> <ul style="list-style-type: none"> → Elementary School Goal: To prepare students in the lower elementary and third grades by focusing on core instruction with skill-based learning connected to the Common Core standards in English-language arts through the use of annually updated curriculum maps, analysis of data from common assessments and benchmarking, and tailored instruction for individual needs through the course of the school year.
<p>Goal 3: Closing Achievement Gaps</p>	<p>District Goal: Sebeka School will narrow the achievement gap of Free and Reduced vs. Non-Free and Reduced by five percent on the proficiency index score in Reading and Math on the 2017 MCA tests. Sebeka School will narrow the achievement gap of Special Education Students vs. Non-Special Education Students by five percent on the proficiency index scores in Math and Reading on the 2017 MCA tests.</p> <ul style="list-style-type: none"> → Elementary School Goal: Sebeka Elementary will narrow the achievement gap of Free and Reduced vs. Non-Free and Reduced by five percent on the proficiency index score in Reading and Math on the 2017 MCA tests. Sebeka Elementary will narrow the achievement gap of Special Education Students vs. Non-Special Education Students by five percent on the proficiency index scores in Math and Reading on the 2017 MCA tests.
<p>Goal 4: All Students College and Career Ready</p>	<p>District Goal: Sebeka School will have all students prepared for Career and College Readiness when each class graduates through completing a comprehensive online Efolio.</p> <ul style="list-style-type: none"> → Elementary School Goal: Through the building of technology skills beginning in Kindergarten and through elementary, students will have daily opportunities to use technology through computer lab and software time, learn digital citizenship through planned teacher technology-based lessons, and prepare basic keyboarding skills through their Media time with a licensed teacher.
<p>Goal 5: All Students Graduate</p>	<p>District Goal: Sebeka School District will have 100% of 12th grade student graduate at the conclusion of the 2017- 2018 School Year.</p> <ul style="list-style-type: none"> → Elementary School Goal: To build a passion for learning with successes for students by having highly interactive, engaging lessons that are tailored for the needs of individual students both in academics and social skills.

Systems Data Analysis Matching Instruction & Interventions	Strategies/Action Steps	Responsibility	Timeline	Notes
<p>Desired Outcome(s):</p> <p>Staff use assessments on students' reading performance to make changes in the instruction provided to students.</p> <p>The staff is committed to eliminating or reducing those elements of the school reading program that are not the most appropriate for the students' learning.</p>	<ul style="list-style-type: none"> Begin Fastbridge assessments and collection of data, review results, progress monitor, and use details information on make appropriate intervention plans for learners 	All classroom teachers	Fall 2017 for 1st benchmark and through the school year for two more benchmarks & progress monitoring	
	<ul style="list-style-type: none"> Based on results and a focus on the Common Core standards and the daily need for students to read independently, teachers will discuss in PLCs how to best monitor and reduce unnecessary areas and points of discussion 	All classroom teachers Grade level teams Peer coaches (lead) LLA teachers (lead)	2017-2018 school year	
	<ul style="list-style-type: none"> Utilize results from both the assessments finding and the standards-cased conversations to make informed decisions on instruction and to match most appropriately to students' needs. 	Classroom teachers and all elementary staff	Ongoing throughout the school year	
	Professional Development <ul style="list-style-type: none"> Train teachers in higher order thinking processes through choice PD sessions PLCs focused on higher order responding 	LLA teachers Peer coaches	2017-2018 school year - ongoing	
	Communication <ul style="list-style-type: none"> Staff meetings PLC and PD sessions Q-Comp Calendar 	Principal LLA team members	Through the course of the school and as posted on the calendar	

Collaborative Professional Culture	Strategies/Action Steps	Responsibility	Timeline	Notes
<p>Desired Outcome(s):</p> <p>A collective focus on student learning. The staff will put the improvement of students' learning first in conversations and decision-making about reading.</p>	<ul style="list-style-type: none"> Establish this as a necessary outcome for our teachers this year at a staff meeting in the fall. Ask teachers for their input on this process and how they can contribute 	Principal LLA teachers Elementary staff	Fall Ongoing throughout the school year	
	<ul style="list-style-type: none"> Ignite Peer Coaches to bring these details back to their PLCs to address future ways to communicate and collaborate around this necessary outcome 	Principal Peer Coaches Elementary teachers	Ongoing throughout the school year Every other week PLC meetings	
	<ul style="list-style-type: none"> Conclude the school year with a wrap up about programming, school initiatives, and reflection on student learning at a final staff meeting 	Principal Elementary staff	May 2017 staff meeting	
	<p>Professional Development</p> <ul style="list-style-type: none"> Training on best practices in literacy Oral Language PD session Continued alignment of Common Core standards to our core curriculum 	LLA teachers Mrs. Hesse Classroom teachers	Ongoing and scheduled through the Q-Comp calendar	
	<p>Communication</p> <ul style="list-style-type: none"> PLCs Staff meetings Weekly emails from Principal Leadership 	Peer coaches All teachers Principal & LLA Leadership	Ongoing through the school year	

Effective Instructional Practices	Strategies/Action Steps	Responsibility	Timeline	Notes
<p>Desired Outcome(s):</p> <p>Staff use assessments on students' reading performance to make changes in the instruction provided to students.</p> <p>The staff is committed to eliminating or reducing those elements of the school reading program that are not the most appropriate for the students' learning.</p>	<ul style="list-style-type: none"> Meet with Peer Coaches, LLA team, and admin to discuss necessary outcomes to prepare for the school year. Share information within PLCs 	School Leadership teams Principal organizes, Peer coach communicate	Fall 2017	
	<ul style="list-style-type: none"> Work with curriculum maps more closely in connecting the learning to this "living document" All Common Core Standards will be listed and integrated within the document and within instruction. Consult Title I and Special Education teachers for expertise in intervention programs and plans for classwide interventions that are best suited to learners. 	Classroom teachers LLA teachers Support staff (Title I & SpEd teachers)	Ongoing through the school year	
	<ul style="list-style-type: none"> Classroom and support teachers get trained and certified to assess students using Fastbridge for early reading and literacy skills 	Mrs. Hesse Fastbridge trainer Elementary teachers	August and early September	
	Professional Development <ul style="list-style-type: none"> PD sessions focused on: <ul style="list-style-type: none"> revision of curriculum maps analysis of reading program PLCs focused on: <ul style="list-style-type: none"> assessments Data Retreats for analysis Higher Order Responding 	Elementary teachers LLA team Principal Peer Coaches	Ongoing throughout the school year	

Instructional Coaching	Strategies/Action Steps	Responsibility	Timeline	Notes
<p>Desired Outcome(s):</p> <p>Literacy Leaders involved in the LLA group will build leadership capacity in coaching colleagues in literacy skills.</p> <p>Staff use assessments on students' reading performance to make changes in the instruction provided to students.</p> <p>A collective focus on student learning. The staff will put the improvement of students' learning first in conversations and decision-making about reading.</p>	<ul style="list-style-type: none"> Year 1: NJPA provides instructional coaching to our LLA teachers 	NJPA consultant LLA teachers	Ongoing through year one	
	<ul style="list-style-type: none"> Year 2: NJPA coaching continues with a gradual release to our LLA teachers providing supports for colleagues within the classroom on literacy instruction 	NJPA consultant LLA teachers	Ongoing through year two	
	<ul style="list-style-type: none"> Year 3: NJPA supports our LLA instructional coaches working within the classroom to best support our elementary school's goals in building literacy skills in higher order responding and instruction that is focused on students learning and reading performance 	NJPA consultant LLA teachers Classroom teachers	Ongoing through year three	
	<p>Professional Development</p> <ul style="list-style-type: none"> PD sessions and worksessions supported by LLA teachers focused on observations and coaching feedback 	LLA teachers Elementary staff	Ongoing through the school years	
	<p>Communication</p> <ul style="list-style-type: none"> NJPA consultant to LLA team LLA teachers among themselves and with Principal Monthly staff meetings and emails to staff in the between times about observations Q-Comp calendar online 	NJPA consultant LLA team Principal Elementary teachers	Ongoing through the school years	