

TUSD Literacy Plan

TUSD's District-wide Literacy Plan

Mission: Tucson Unified School District (TUSD) is deeply committed to providing students with a comprehensive and enriching literacy foundation to prepare them to successfully participate in a global society. **Rigorous and relevant instruction in listening, speaking, reading and writing is the focus for literacy learning in all content areas and in all classrooms.**

Expected outcomes for students in TUSD as aligned with Success for Children Plan SMART Goals are:

- By 2010 every student will meet or exceed state standards in reading and writing as measured by state assessments.
- Each year, every school will progressively increase the percentage of students meeting or exceeding the standards in reading and writing as measured by quarterly assessments.
- Each year, every student will make at least one year's progress in reading and writing as measured by district quarterly assessments and state or district annual assessments.

The Success for Children plan states clearly that literacy must be a priority K-12.

By meeting or exceeding the state standards students will:

- become critical users and producers of literacy and technology
- become self-confident critical thinkers proficient in applying literacy skills (reading, writing, and communicating) across the curriculum.

TUSD supports *consistent, high quality, long-term and in-depth professional learning* in best practices that support literacy. The district will allocate resources to ensure equitable access to effective literacy education for all students. All TUSD employees are committed to and responsible for implementation of this literacy plan. This plan will be continually reviewed and revised to promote student literacy.

The Literacy Plan contains the following components:

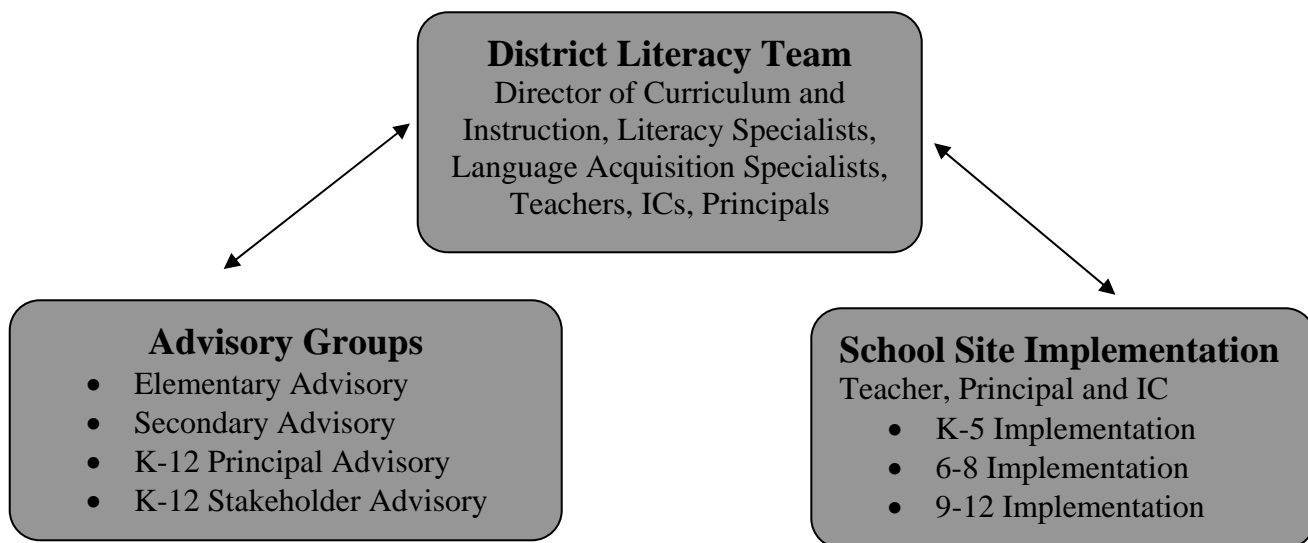
- **Literacy Infrastructure:** The infrastructure includes systems in place that allow for the implementation of the literacy plan. This might include time, monitoring, scheduling structure, personnel organization, etc.
- **Curriculum/Instruction**
- **Assessment**
- **Professional Development**
- **Program Evaluation**

Because each component of the school system is a lever for change, we have divided the responsibilities of the stakeholders into: District, Site and Teacher. The assumption is that instructional practice has the greatest impact on student learning and achievement and that leadership, school change, and district policy should support student learning.

1. LITERACY INFRASTRUCTURE

District Responsibilities:

1.1 Create and support a District Literacy Team to monitor the systematic implementation of the Literacy Plan comprised of central literacy staff, instructional coaches, teacher and administrator representatives.



1.2 Publish and distribute a District Literacy Program annual report of results to all stakeholders.

1.3 Provide professional development to administrators and IC on the systematic implementation of the District Literacy Plan, and on best practices for literacy development.

1.4 Support and monitor all school sites (to ensure equity and consistency) in the attainment of literacy goals and student achievement.

1.5 Provide guidelines for embedding literacy opportunities and quality literacy instruction across the curriculum.

1.6 Provide opportunities for professional development and collaboration in the school day, among K-12 teachers to discuss and refine their practices.

1.7 Ensure the alignment of assessments, benchmarks, and standards. Include reading and writing assessment data on a district-wide basis.

1.8 Seek additional funding through grants and other sources to support literacy.

1.9 Provide opportunities to display schools’ writing and literacy projects in the district environment and in the community.

School Responsibilities:

1.10 Integrate the District Literacy Plan into school action plan.

1.11 Establish and maintain cross-curricular school site literacy teams (i.e. Instructional Coach (IC), reading coach, resource, key teachers, and principal).

- 1.12 Maintain high quality school/individual classroom libraries that reflect student/language diversity.
- 1.13 Ensure uninterrupted daily time to teach literacy to ALL students regardless of their educational placement.
- 1.14 Ensure uninterrupted daily time to teach English Language Development for English Language Learners (ELLs).
- 1.15 Provide opportunities for professional development and collaboration among teachers to discuss and refine their practices.
- 1.16 Provide opportunities to display students' writing and literacy projects in the school environment and in the community.
- 1.17 Support and monitor all teachers to ensure equity and consistency in the attainment of literacy goals and student achievement.

Teacher Responsibilities:

- 1.17 Implement guidelines from Literacy Plan.
- 1.18 Establish an effective literacy-learning environment
- 1.19 Provide opportunities for students to complete and design publishable products.

2. CURRICULUM/INSTRUCTION

District Responsibilities:

- 2.1 Establish priorities in standards, curriculum, instruction, intervention, and assessment.
- 2.2 Select and purchase high quality, research-based, culturally relevant instructional and intervention materials.
- 2.3 Provide continuous training for implementation and use of these materials and technology to accomplish district literacy goals.
- 2.4 Train administrators on evaluation of literacy curriculum and instruction.

School Responsibilities:

- 2.5 Incorporate literacy goals and strategies in school accountability plan.
- 2.6 Evaluate and give feedback to teachers in alignment with the literacy plan.
- 2.7 Establish site literacy coach or team that will research, observe, and model effective literacy instruction.
- 2.8 Provide opportunities grade-level/departmental groups to meet at least monthly to analyze literacy strategies, assessment data and student work.
- 2.9 Provide continuous support for implementation and use of literacy materials and technology to accomplish district literacy goals.

Teacher Responsibilities:

- 2.10 Use research-based practices and data analysis to make informed decisions to guide instruction, learning, and intervention.
- 2.11 Develop instruction to increase student independence in literacy across the curriculum.
- 2.12 Select materials and methods to accomplish literacy goals.
- 2.13 Deliver direct, explicit instruction of standards-based literacy processes and strategies.
- 2.14 Analyze literacy strategies, assessment data and student work on a regular basis.
- 2.15 Use district literacy and technology resources to improve students' literacy achievement and proficiency.

3. ASSESSMENT

District Responsibilities:

- 3.1 Provide guidelines for the implementation of district and state assessment strategies and benchmarks.
- 3.2. Provide resources for collaboration among district grade-level groups to analyze the effectiveness of various literacy approaches and strategies.
- 3.3 Research assessment strategies in literacy.
- 3.4 Develop effective reading benchmarks by grade-level to be implemented district wide including means for collecting pre and post data.
- 3.5 Develop/refine effective writing benchmarks by grade level to be implemented District-wide including the use of writing rubrics and exemplars/anchor papers, with emphasis on multiple writing opportunities across the curriculum.
- 3.6 Provide professional development in assessment strategies and data analysis.
- 3.7 Provide benchmark data to teachers in a format that is easily understandable and usable.
- 3.8 Include a proportional representation of teachers, administrators, and district personnel to evaluate the District's Literacy assessment program annually, report results and make changes based on results.

School Responsibilities:

- 3.9 Monitor, and evaluate the effective implementation of a variety of literacy assessments to inform instruction and advance achievement (including both standardized and teacher developed assessments).
- 3.10 Provide time and resources for collaboration among instructional staff to analyze and/or use reading and writing assessment data.
- 3.11 Collect, analyze, use, and communicate school assessment data.
- 3.12 Collaborate with District Literacy Team annually to evaluate literacy assessments.
- 3.13 Provide time and resources for department/grade level groups to develop and implement common formative and summative assessments.
- 3.14 Use data to evaluate how instruction is meeting all student needs and addressing learning objectives.

Teacher Responsibilities:

- 3.15 Collect, analyze and use data on student literacy achievement on an ongoing basis as part of the instructional planning cycle.
- 3.16 Actively participate in school and grade-level collaboration on analysis and use of

student data.

- 3.17 Conference with students regarding literacy assessment data on a regular basis (quarterly minimum).
- 3.18 Provide frequent opportunities for student self-assessment, reflection, and goal setting.
- 3.19 Work with department/grade-level team to develop and use common diagnostic, formative, and summative assessments.
- 3.20 Organize student data for reporting and communicate with parents regarding student progress.
- 3.21 Use methods to assess learning based on the purpose of the assessment and mastery objectives.

4. PROFESSIONAL DEVELOPMENT

District Responsibilities:

- 4.1 Ensure professional development adheres to National Staff Development Council's Standards and occurs in a variety of structures.
- 4.2 Provide relevant professional development aligned to curriculum, standards, and assessments in literacy instruction.
- 4.3 Provide Skillful Teacher, Reading Apprenticeship and SIOP trainings for teaching and district office staff as outlined in the Success for Children plan.
- 4.4 Solicit teachers to participate in designing professional development for literacy instruction through District collaborative meetings.
- 4.5 Coordinate and focus professional development at the district level, across central office departments.
- 4.6 Communicate professional development offerings to all sites and in a centralized location accessible to all.
- 4.7 Support and include equitable funding for certified classroom teacher participation in literacy trainings which result in professional development to keep staff current with new research, materials, and best practices.
- 4.8 Provide sufficient resources for high-quality, and consistent professional development.
 - Substitutes so teachers may attend regional, district, and site trainings, collaboration meetings, coaching, classroom visits, and team meetings
 - District, regional and/or national resource personnel to support sites (web seminars, district seminars, on-site technical assistance).
 - Materials including assessment, intervention, enrichment, ESL, and core curriculum materials are provided.

- Identify and provide a variety of professional literature to develop a repertoire to match student needs and the opportunity to use in a variety of ways (district library, study groups, independent study).

4.9 Evaluate the professional development and its effectiveness and impact on student learning.

4.10 Continue to research and use best-practices in professional development.

4.11 Ensure consistency and equity of professional development implementation system-wide.

4.12 Provide professional literature to schools on literacy instruction.

School Responsibilities:

4.13 Assess the professional development needs of the site.

4.14 Provide literacy professional development aligned to curriculum, standards, and assessments to all teachers based on site needs and district plan.

4.15 Maintain and distribute a centralized calendar to inform teachers of what will be offered for school-wide professional development.

4.16 Establish consistency in site-based professional development by focusing on a limited number of topics each year. These areas of development will be interconnected and directly related to site action plans.

4.17 Provide consistent opportunities for professional learning communities to collaborate by school, grade levels and instructional interests.

4.18 Evaluate the professional development and its effectiveness and impact on student learning

4.19 All school personnel (paraprofessionals, counselors, computer techs, family liaisons, itinerants etc.) will be included during professional development to best support their job responsibilities and student learning if it is applicable to their roles.

4.20 Provide collaborative opportunities to conduct non-evaluative classroom visits/walk-thru(s) that include peers, administrators, coaches, and district specialists within the building and throughout the district in order to share and refine instructional practices.

4.21 Provide quality in-depth professional development from the following options:

- Study groups based on student and data needs
- Trainer of trainer model for building capacity

- Inquiry groups
- Teacher lesson study
- Live or videotaped observations (Facilitate interaction/discussion)
- Publisher provided
- Examination of student work
- Case studies
- Peer coaching
- Teacher mentoring
- Online courses
- Literacy experts/consultants
- Grade level collaboration
- Cross grade level collaboration
- Teacher initiated and delivered
- Salary Increment Credit classes
- Professional Conferences/Workshops

4.22 Differentiated professional development opportunities are provided.

4.23 Accountability for classroom implementation of ideas in professional development is provided by administrators.

4.24 Collegial support and feedback on literacy instruction is provided by instructional coaches at each site.

Teacher Responsibilities:

4.25 Establish professional development as an essential part of one's professional practice and evaluation documentation.

4.26 Apply knowledge and implement strategies learned in professional development.

4.27 Continue to update knowledge and skills in literacy by participating in professional development.

4.28 Participate and collaborate with colleagues in both formal and informal capacities.

4.29 Conduct professional development in areas of expertise when site needs determine.

5. PROGRAM EVALUATION

Support for developing methods of program evaluation will be provided by the district research and development department.

- 5.1 Evaluate the District Literacy instructional program annually and report results.
- 5.2 Provide a mechanism for teachers to contribute feedback regarding the literacy program (instruction, curriculum, assessment). District will use data to evaluate and adjust literacy program.
- 5.3 Evaluate the District Literacy Program annually and report results.
- 5.4 Ensure effective evaluation of the school's literacy program and prompt reporting of the results.
- 5.5 Use the Success for Children Implementation Plan—Worksheet/ Evidence to further support implementation at sites.

General Timeline for Development and Implementation

2006-07

- Formed and met with advisory groups (District Office Personnel, K-12 Principals, K-12 Teachers and Instructional Coaches).
- Evaluated current practices aligned with district SMART goals.
- Continued to refine use of benchmarks and benchmark data to inform instruction and district needs.
- Examined areas of need for continued growth.

2007-08

- Develop K-5, 6-12 District Literacy Plan Implementation Guide.
- Compile Appendices to serve as resource guides for components of the District Literacy Plan.
- Develop professional development plan to support teachers and administrators in implementing components of the District Literacy Plan (ex., Reading Apprenticeship).
- Develop and offer professional learning in literacy to support the District Literacy Plan.
- Create K-12 District Literacy Advisory Group.
- Create District-wide infrastructure for curriculum.
- Begin Vertical Alignment curriculum for grades 6-12.
- Create Writing curriculum draft for grades K-12.
- Literacy Extravaganza to Celebrate and Publish Literacy Across the Curriculum.

2008-09

- Revise pacing calendar, benchmarks, anchor papers and other district infrastructure documents.
- Add innovative and technology driven instructional techniques for the K-12 classroom.
- Systematic of all District office personnel and secondary teachers in Reading Apprenticeship.
- Summer Literacy Across the Curriculum Institute.
- Extensive Reading libraries for all schools (to increase materials associated with all content areas.)
- Systematic evaluation of literacy plan.

2009-10

- Revise pacing calendar, benchmarks, anchor papers and other district infrastructure documents.
- Add innovative and technology driven instructional techniques for the K-12 classroom.
- Continue to coordinate and integrate literacy work across the district, defining quality work K-12, building coherence and alignment regarding K-12 curriculum, building a common vision of literacy K-12.

2010-2011

- Revise pacing calendar, benchmarks, anchor papers and other district infrastructure documents.
- Add innovative and technology driven instructional techniques for the K-12 classroom.
- Continue to coordinate and integrate literacy work across the district, defining quality work K-12, building coherence and alignment regarding K-12 curriculum, building a common vision of literacy K-12.

Pages 11-15 contain initial articulation of structure for the main components of the plan.

INFRASTRUCTURE

Elementary	Secondary
<ul style="list-style-type: none"> ▪ 90 minute reading block to include the eight core components of a balanced reading plan: <ul style="list-style-type: none"> Metacognition Oral Language Development Phonological Awareness Phonics Vocabulary: <ul style="list-style-type: none"> Academic Language Comprehension Fluency Writing in response to reading ▪ Explicit writing instruction block ▪ Extra period of reading intervention or enrichment daily (30 minute minimum) ▪ (All English Language Learners (ELLs) and Special Education (SPED)-ELLs will receive a minimum of 30 minutes per day (outside of the 90-minute block) of explicit English language development (ESL)) ▪ In a dual language classroom, all students will receive 50% of literacy instruction in English and 50% in Spanish (Lesson plans will clearly reflect the language of instruction.) ▪ Literacy (reading, writing and academic language) is taught explicitly in all content areas in a context that is meaningful and relevant to ALL students. 	<ul style="list-style-type: none"> ▪ <u>Every</u> student receives one period of grade level Language Arts or English except students in a two period block of ESL. ▪ ELLs and SPED-ELLs in a 2 period block of ESL should have the opportunity to be exposed to grade level Reading and Writing standards as much as possible in addition to the Arizona English Language Learner Proficiency Standards ▪ Extra period of intervention if needed in reading or language arts development. ▪ Literacy (reading, writing and academic language) is taught explicitly in all content areas in a context that is meaningful and relevant to ALL students. <p style="margin-top: 20px;">* Though Middle and High School are combined we will ensure that practices match the appropriate needs of learners at each grade level.</p>

CURRICULUM

Elementary

- Arizona Reading and Writing Standards and district curriculum.
- Arizona English Language Learner Proficiency Standards
- Adopted program materials are used.
- Supplementary materials (including classroom libraries, bookrooms, technology) are used as needed to address standards and student needs.
- Pacing Calendar informs order of instruction.
- District Learner Outcomes are established and guide curricular choices.
- Materials align to standards and meet student needs
- Materials reflect the identities of the student population (relevance.)

Secondary

- Arizona Reading and Writing Standards and district curriculum.
- Arizona English Language Learner Proficiency Standards
- Adopted program materials are used.
- Supplementary materials (including classroom libraries, bookrooms, technology) are used as needed to address standards and student needs.
- Pacing Calendar informs order of instruction.
- District Learner Outcomes are established and guide curricular choices.
- Materials align to standards and meet student needs.
- Materials reflect the identities of the student population (relevance.)

INSTRUCTIONAL PRACTICES

Elementary	Secondary
<ul style="list-style-type: none"> ▪ Research-based reading instruction to include the following: ▪ Teaching for strategies to promote independent problem-solving readers (i.e. monitoring, self-correcting, cross checking, rereading and word analysis) ▪ Differentiated instruction is provided based on results of formative and summative assessments and level of language proficiency ▪ Total Group Instruction <ul style="list-style-type: none"> ○ Explicit instruction ○ Read Aloud ○ Shared Reading ○ Grade level state language arts standards ○ Teacher directed ○ Cooperative Learning structures ▪ Small Group Instruction <ul style="list-style-type: none"> ○ Guided Reading and Skilled Focused ○ Differentiate (i.e. instructional level, instruction and materials) ○ Explicit (targeted teaching) ○ Flexible ▪ Individual <ul style="list-style-type: none"> ○ Independent Reading ○ Self Selected Reading ▪ Literacy centers/seatwork includes content area reading and writing. ▪ SIOP strategies will be implemented for all ELLs and SPED-ELLs . ▪ Individualized instructional opportunities that allow students to demonstrate what they know. ▪ Variety of writing experiences that are meaningful to students are provided (different contexts, formats, and purposes). ▪ Classroom climate promotes literacy ▪ Student engagement is elicited and monitored. ▪ Incorporate technology to support instruction and literacy development. 	<ul style="list-style-type: none"> ▪ Research based reading instruction to include the following: ▪ Reading Apprenticeship framework informs instruction in all classrooms. ▪ Teaching for strategies to promote independent, problem-solving readers (i.e. monitoring, self correcting, cross checking, re-reading and word analysis) ▪ Differentiated instruction is provided based on results of formative and summative assessments and level of language proficiency ▪ Total Group Instruction <ul style="list-style-type: none"> ○ Explicit instruction ○ Read Aloud ○ Shared Reading ○ Grade level state language arts standards ○ Teacher directed ○ Cooperative Learning structures ▪ Small Group Instruction <ul style="list-style-type: none"> ○ Guided Reading and Skilled Focused ○ Differentiate (i.e. instructional level, instruction and materials) ○ Explicit (targeted teaching) ○ Flexible ▪ Individual <ul style="list-style-type: none"> ○ Independent Reading ○ Self Selected Reading ▪ SIOP strategies will be implemented for all ELLs and SPED-ELLs. ▪ Individualized instructional opportunities that allow students to demonstrate what they know. ▪ Variety of reading experiences (self-selected, small group, total group). ▪ Variety of writing experiences that are meaningful to students are provided (different contexts, formats, and purposes). ▪ Classroom climate promotes literacy. ▪ Student engagement is elicited and monitored. ▪ Incorporate technology to support instruction and literacy development.

ASSESSMENT

Elementary	Secondary
<ul style="list-style-type: none">▪ Ongoing assessment (both formative and summative) is provided and analyzed to inform instruction.▪ Formative and summative assessments will reflect expected learning outcomes.▪ Multiple and varied formal and informal assessments.■ Match assessments to instruction▪ Assessment criteria for success is made clear to all students▪ Effective (specific and immediate) feedback is provided consistently and is ongoing▪ Regularly monitor students progress▪ District benchmark reading and writing assessments will inform instruction in conjunction with classroom developed and embedded assessments.▪ DIBELS-screening and progress monitoring tool▪ Use the results from Arizona English Language Learner Assessment (AZELLA) to differentiate instruction for ELLs based on their level of English language proficiency	<ul style="list-style-type: none">▪ Ongoing assessment for learning and of learning (both formative and summative) is provided and analyzed to inform instruction.▪ Formative and summative assessments will reflect expected learning outcomes.▪ Multiple and varied formal and informal assessments.■ Match assessments to instruction▪ Assessment criteria for success is made clear to all students▪ Effective (specific and immediate) feedback is provided consistently and is ongoing▪ Regularly monitor students progress▪ District benchmark reading and writing assessments will inform instruction in conjunction with classroom developed and embedded assessments.▪ Use the results from Arizona English Language Learner Assessment (AZELLA) to differentiate instruction for ELLs based on their level of English language proficiency

*Professional Development plan to be added