Literacy Plan

Salt River Schools

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www.saltriverschools.org

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Motto, Mission, Vision, and Rationale

Motto
Mat'o T'vem Ab O Ju
"We will do this together"
Matwiik

Mission
The purpose of Salt River Schools, in partnership with the Community, is to provide EXEMPLARY EDUCATION in a safe learning environment IMMERSED IN THE O'ODHAM and PIIPAASH CULTURES, for all students to secure a successful future.

Vision
Community empowerment through culture, engagement, academic achievement and excellence.

All students can learn and are expected to learn. The education of our youth is a shared responsibility of the school, the family, and the Community. All groups should be focused on the pursuit of excellence in education.

Curriculum and Instruction Purpose
The purpose of the Curriculum & Instruction Team is to provide proactive and reflective leadership around curriculum and instruction for the betterment of every child we serve. We will create, maintain and improve the Division's curriculum in all its forms, written and delivered. We will increase the effectiveness of instruction in every classroom. Our students will demonstrate high levels of literacy, skills and knowledge in academics, culture and ethic.

It is through clarity, teamwork, reflection, proactivity, and integrity that a well-defined, guaranteed and viable curriculum PK-12 will ensure mature teacher development processes and distributed instructional leadership.

Rationale
Teaching students to become literate citizens is the primary goal of schools. The ability to read and write prepares students to be successful throughout their educational, professional and personal lives. This literacy plan provides guidance on developing a systemic and systematic approach to teaching reading, writing, language, listening and speaking for Salt River Schools from early childhood to adult. This is a collaborative and continually improving effort to clarify guidance and processes for literacy in the following areas
- Curriculum, assessment and instruction;
- Prevention, intervention, enrichment and supports;
- Incorporation of literacy into content areas;
- Integration of Native literature, language and culture;
- Articulation across grade levels.

The creation of the Division literacy plan will allow Salt River Schools to

- Create a system-wide approach to literacy;
- Provide leadership for and monitoring of the English Language Arts program;
- Ensure full and effective implementation of programs and practices among sites;
- Strengthen prevention, intervention, enrichment, and student support services;
- Coordinate and target professional development services for literacy;
- Develop a balanced and strategic assessment plan for literacy;
- Establish a division-wide team and support school-based teams focused on improving literacy instruction and student learning;
- Build capacity of all staff and Community members to contribute to the literacy development of our students.

1. Philosophical Framework for Literacy

The purpose of reading instruction is to develop critical literacy skills that result in meeting high expectations for all students. This rigorous approach includes using text for communicating, thinking, following directions, and problem solving. To foster critical literacy, it is necessary to provide all students a balanced literacy program.

This begins with a comprehensive and aligned written curriculum across all sites and age/grade levels. This curriculum will

- Be developed specifically for Common Core standards,
- Include a balance of Literature and Informational texts (including trade books),
- Be organized around instructional Units based on clusters of standards,
- Incorporate performance-based assessments in Units,
- Include opportunities to replace suggested texts with local and culturally relevant alternatives, and
- Includes standards-based writing instruction.

A balanced literacy program includes
- Teacher directed and student centered learning;
- Small group, whole group, and individual instruction;
- Skills based and meaning based approaches;
- Phonics and whole language;
- Reading and Writing.

A balanced approach includes whole group instruction with mini-lessons, guided reading with flexible groups, and individual instruction with one-to-one teacher check-in. An effective program includes the five essential components of reading:
- Phonics.
- Phonemic Awareness.
- Fluency.
- Vocabulary.
- Comprehension.

In addition, Allington as reported in *CKLA Curriculum: Links to Research on Teaching and Learning* (March 2015) shares six other research-based pillars of effective instruction as follows
- Classroom organization that uses varied grouping;
- Matching pupils and texts;
- Access to interesting texts, choice, and collaboration;
- Connecting writing and reading;
- Expert tutoring;
- Motivation.

Also critical to this reading approach is a Gradual Release of Responsibility. This approach starts with the teacher having full responsibility in a Focus Lesson (I do it), then Guided Instruction (We do it), Collaboration (You do it together) and finally Independent work (you do it). In a balanced literacy approach, components of effective instruction are taught through a variety of reading and writing experiences.

Another element of the Division's Literacy approach is creating a literate environment that is positive and relevant to students' lives, heritage and culture. This is accomplished first through incorporating O'Odham and Piipash Languages and Culture and Native Literature where appropriate. Personal motivation is also addressed through providing individual choices, product choices, and varied content. Life relevance improves engagement, motivation, and learning acquisition. Life relevance is supported by equipping students with knowledge and skills, connecting to practical context, current connections, and career aspirations. It is understood that developing a student's passion for reading is critical for immediate motivation and long-term development of lifelong learning habits.

Particular elements of literacy instruction will be emphasized in order to build deep learning. Oral listening and comprehension, concept development and vocabulary acquisition assist students in developing comprehension that takes students beyond word calling and allows them to apply knowledge they have developed. Visual literacy will also be used to assist in developing understanding and memory retention.

A literacy assessment plan will be developed to support teachers and students as they make decisions in improving teacher effectiveness and student learning. Assessments will strive to be streamlined, meaningful, aligned to curriculum and actionable.

2. Roles and Responsibilities

In a literacy-driven environment leadership at every level is involved in each of the following
- Creating a culture for literacy,
- Maintaining a focus on literacy,
- Supporting attainment of literacy goals,
- Collecting and analyzing data,
- Seeking and applying current research and knowledge, and
- Celebrating the successes of every member in the Community.

"The purpose of leadership is the improvement of instructional practice and performance, regardless of the role," (2006. Elmore. R., in *School reform from the inside out*.). Leadership includes the following roles and responsibilities:

District Leadership (Superintendents, Curriculum & Instruction Team and all other District Leadership)
- Upholds, supports and communicates the vision of every student performing at benchmark or above.
- Serves as a guiding force for educational decisions at every level of the Division.
- Establishes comprehensive, coherent and articulated literacy program and professional practices across all levels and sites in the Division.
- Supports the principals, coaches, facilitators, teachers, students and families by providing professional development materials, communication and resources.
- Ensures that all stakeholders have access to all necessary data sets to promote student success.
- Empowers staff by disseminating current research in best literacy practices.
- Creates, coordinates, and communicates literacy successes throughout the Division.

Division Literacy Team (Selected members from each role group in the Division that will support and guide the overall literacy program)
- Reviews curriculum & units.
- Reviews resources and materials.
- Reviews writing assessments.
- Creates/reviews grade level literature studies & trade book lists.
- Creates/reviews grade level vocabulary lists.
- Advocates for and organizes literacy events.
- Conducts Division-wide literacy dialogues based on data.
- Makes recommendations for improving the Literacy program.

Literacy Coaches, Facilitators and Reading Specialists
- Create compelling conversations that contribute to the collaborative culture.

- Communicate Division literacy goals, strategies and professional practices.
- Ensures effective implementation of the Literacy and Response to Intervention (RTI) approaches at each school and in the classrooms.
- Provide recommendations on improving the Division Literacy program based on contextual data and information.
- Create connections between people and resources to support literacy.
- Facilitate the collection, analysis and communication of data.
- Ensure effective use of data to make instructional decisions.
- Model current research-based instructional strategies with teachers.
- Conduct observations, walkthroughs and conferences to support literacy instruction.
- Facilitate and coach Professional Learning Communities (PLC) Team meetings and activities.
- Monitor and collect data for evaluating the literacy program.
- Celebrate successes with the school Community.

School Site Leadership (Principals, Vice-principals, Compliance Coordinators and Teacher Leaders)
- Create compelling conversations that contribute to the collaborative culture.
- Communicate Division literacy goals, strategies, and professional practices.
- Ensures effective implementation of the Literacy and RTI approaches at each school and in the classrooms.
- Provide recommendations on improving the Division Literacy program based on contextual data and information.
- Creates a culture of learning that upholds the vision of every student performing at or above expectations.
- Ensures the instructional team is focused on literacy.
- Ensures that the site's work adheres to the Division's literacy goals, design, and practices.
- Dedicates resources to support literacy.
- Collects and communicates data.
- Stays current on research-based practices.
- Leads and coaches Professional Learning Communities (PLC's) to ensure teams use data to drive instruction and make collective changes in practice.
- Celebrates literacy gains with students, staff, families and the Community.
- Engages in Division-wide literacy leadership teams.

Instructional Staff Leadership (Teachers, Library Media Specialists, Instructional Assistants and Tutors)
- Create a classroom culture that promotes literacy.
- Support literacy in every subject, every day.
- Employs effective teaching strategies daily that support Division literacy goals.
- Collaborates with colleagues to ensure consistency of literacy instruction for each and every student.
- Facilitates screening, progress monitoring, diagnostics, and outcome assessments as needed per grade level, and communicates student literacy goals, gains, and needs to

families and students.

- Secures additional support services for students to ensure their success.
- Secures and selects appropriate literacy materials for each student.
- Pursues professional development in research based practices.
- Participates in and/or Leads Professional Learning Communities (PLC's) that use data to drive instruction and make collective changes in practice.
- Celebrates student successes in the classroom and school Community.

3. Data Review

A comprehensive data review will be conducted by each school site to include AzMERIT, NWEA, Student Writing Assessments and other Literacy related assessments. An initial review of AzMERIT ELA results is listed below.

Salt River High School
SRHS 16-17
- Only 8% of HS students were proficient in ELA.
- 75% of those not proficient were in the Minimally proficient band.
- The range of achievement was from less than 2% proficiency (10th grade) to 16% proficient (7th grade).

SRHS 15-16
- Only 6.6% of HS students were proficient in ELA.
- 75.9% of those not proficient were in the Minimally proficient band.
- The range of achievement was from less than 0% proficiency (several grades) to 15.6% proficient (7th grade).

Salt River Elementary School
SRES 16-17
- Only 18.8% of HS students were proficient in ELA.
- 60.6% of those not proficient were in the Minimally proficient band.
- The range of achievement was from less than 13.7% proficiency (3rd and 5th grade) to 25.6% proficient (6th grade).

SRES 15-16
- Only 23.3% of ES students were proficient in ELA.
- 76% of those not proficient were in the Minimally proficient band.
- The range of achievement was from less than 9.5% proficiency (6th grade) to 34.1% proficient (5th grade).

4. *Problem Statement and Goals*

The goal of is to significantly raise the level of literacy achievement of all students while developing a unified high quality, comprehensive and coherent literacy program for all Salt River Schools sites. We believe all students need high quality literacy instruction from early childhood through graduation.

Division literacy goals (draft version) include:

Goal 1: Increase student growth in reading, writing and language at all sites and age/grade levels.

Goal 2: Establish a framework for a comprehensive and aligned PK-12 literacy program that includes core curriculum and instruction; prevention, intervention, enrichment and support services; balanced and meaningful assessments; job-embedded and differentiated professional learning; time; and high quality resources and materials.

Goal 3: Implement a data system so that all teachers routinely read, analyze and interpret student literacy data, use that data to inform instruction and assist students in setting and achieving individual goals.

Goal 4: Align district wide literacy (reading and writing) curriculum with Arizona Standards including ensuring content area curriculum teaches literacy every day in every class.

Goal 5: Ensure that strategic instruction in concept development, vocabulary and writing skills are emphasized in the new literacy approach.

Goal 6: Create student motivation and personal relevance through a positive literacy culture that accentuates O'Odham and Piipash languages and culture and Native literature,

Goal 7: Enhance Community and family engagement and partnerships as they relate to literacy.

A brief assessment of the literacy program has revealed the following challenges:

- Declines in AZMerit Reading scores in several grades.
- Reading, Language and Writing scores that are significantly below expectations at all grades as evidenced by AZMerit and NWEA.
- Comprehensive English Language Arts curriculum has not been completed at any level.
- An absence of a comprehensive writing program at all levels
- An absence of writing/language texts and resources at all levels
- Sufficient time is not currently designated for learning to write, practicing writing or assessing writing
- The reading resources at the elementary are pre-Common Core, and therefore do not meet minimal expectations for current Arizona College and Career Ready Standards (CCRS). Components of these reading textbook resources in each classroom are missing and have not been replaced.
- The reading resources at the high school are also pre-Common Core. These anthologies do not contain the type of literature or activities required by current standards.
- The allocated times for literacy block at the elementary and high school need better organization with time allocated strategically to gain maximum impact on student learning.
- Vocabulary and concept development instruction needs increased emphasis and alignment

within and across grade levels.
- The mindset of staff, students and Community needs to be focused on supporting literacy development at all ages and creating the expectation that all students can and will succeed in reaching expectations.

5. Literacy Research

Two basic stages of reading instruction are often contrasted as *Learning to Read* and *Reading to Learn* and are characterized as follows

Learning to Read
- Acquire strategies for "decoding" unfamiliar words.
- Build "sight word vocabulary" of many thousands of words.
- Learn to coordinate skills for fluent reading of text.
- Begin extension of vocabulary beyond oral language limits.
- Acquire variety of strategies for enhancing comprehension, or repairing it when it breaks down.
- Develop or maintain a positive attitude about reading and view it as an important skill for learning and for pleasure.

Reading to Learn
- Extend "sight vocabulary" to unfamiliar words in increasingly challenging text.
- Learning meanings of thousands new words vocabulary expansion.
- Increasingly challenging text.
- Learning meanings of thousands of new words vocabulary expansion.
- Increasingly detailed knowledge of text structures and genres.
- Expansion of content knowledge in many domains.
- Reading specific comprehension strategies become more complex.
- Thinking and reasoning skills increase.

During the first of these stages the early reader is working on decoding the words while "The skilled reader is extremely efficient in translating written text into oral language and meaning. When reading, the skilled reader puts minimal mental energy into decoding and has plenty of mental energy to focus on word and text-level processes to make meaning of the text. When decoding is not automatic it may constrain the degree to which a child can extend his or her full capacity toward comprehension (Just Carpenter, and Keller, 1996; Vellutino et al., 2007) as reported in Core Knowledge's white paper *CKLA Curriculum: Links to Research on Teaching and Learning* (March 2015). "As a child's decoding becomes more fluent and automatic, more mental energy becomes available for the language and comprehension processes that defines skilled reading."

The authors go on to point out that the two stages of reading are not separate from each other, but coexist throughout the reader's experience. It is particularly important to ensure that students have attention paid to both building decoding skills and building language and comprehension skills. This is accomplished through developing listening skills and comprehension of texts that far surpass their decoding ability (Cunningham 2005; Scarborough and Dobrich, 1994). This implies interactive exploration of rich texts through
- Listening;

- Building background knowledge and concept development;
- Discussion of text features, characters, themes, settings and plots;
- Opportunities to closely read challenging texts.

6. Literacy Program Design

Goals of literacy instruction include the following
- **Read** fluently and purposefully with understanding and appreciation;
- **Write** effectively for a variety of purposes and audiences;
- **Speak** purposefully and articulately;
- **Listen** and **view** attentively and critically;
- **Think** and **respond** critically and creatively;
- **Access, manage, integrate, evaluate**, and **create** information using 21st century technology tools responsibly.

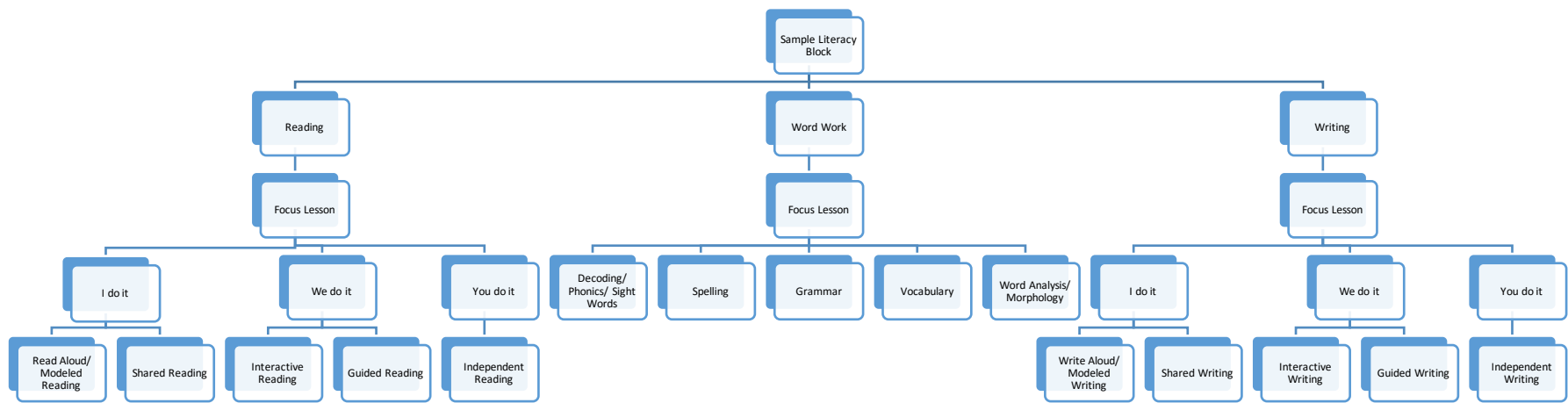**Literacy Block**

Elementary Literacy Block

Typically the Literacy block at K-6 is a minimum of 90 minutes. However, additional time is needed for students not at grade level for Tier 2 and Tier 3 interventions.

Creating a schedule distributing time and components will be developed at grade level based on student instructional needs and unit organization. Such a schedule would include
- 40 Minutes for Reading (Tier 1),
- 20 minutes Word Work (Tier 1),
- 40 minutes for Writing (Tier 1)
- 30 minutes for Small Group Reading Support (Tier 2), and
- 20 minutes Independent Reading, Enrichment or Intensive Reading Support (Tier 3).

Note: In addition, literacy instruction, such as word work, concept development or writing will be integrated daily in content area classes.
- 15 minutes Literacy work during Content Area instruction

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                          Sample Literacy
                              Block
        ┌─────────────────────────┼─────────────────────────┐
     Reading                  Word Work                  Writing
        │                         │                         │
   Focus Lesson              Focus Lesson              Focus Lesson
   ┌────┼────┐      ┌────┬────┬────┼────┬────────┐      ┌────┼────┐
 I do it We do it You do it                              I do it We do it You do it
```

Sample Literacy Block		
Reading	**Word Work**	**Writing**
Focus Lesson	Focus Lesson	Focus Lesson

Reading → Focus Lesson
- I do it
  - Read Aloud/ Modeled Reading
  - Shared Reading
- We do it
  - Interactive Reading
  - Guided Reading
- You do it
  - Independent Reading

Word Work → Focus Lesson
- Decoding/ Phonics/ Sight Words
- Spelling
- Grammar
- Vocabulary
- Word Analysis/ Morphology

Writing → Focus Lesson
- I do it
  - Write Aloud/ Modeled Writing
  - Shared Writing
- We do it
  - Interactive Writing
  - Guided Writing
- You do it
  - Independent Writing

Secondary Literacy Block

Typically the Literacy block at grades 7-12 is a minimum of 50 minutes. However, additional time is needed for a writing block and for students not at grade level for Tier 2 and Tier 3 interventions.

Creating a specific schedule distributing time and components will be developed at grade level based on student instructional needs and unit organization. The schedule that follows accommodates the needs for additional writing and vocabulary work.
- o 50 minutes for Reading, Word Work (Tier 1) and Small Group Reading Support (Tier 2).
- o 50 minutes for Writing, Word Work (Tier 1) and Small Group Writing Support (Tier 2).
- o Additional Tier 3 intervention work provided by teachers, instructional assistants and tutors will be arranged for individual students, before, during and afterschool and/or on Saturdays.

In addition, literacy instruction, such as word work, concept development or writing will be integrated daily in all content area classes.
- o 15 minutes Literacy work during Content Area instruction.

Reading Instruction Priorities
- Independent reading.
- Shared reading.
- Guided reading/instruction.
- Word work (Including decoding phonics and sight words, spelling, grammar, vocabulary, and morphology/word analysis).
- Comprehension/concept development.

Woven throughout Reading Instruction
- Speaking and listening.
- Shared instructional routines.
- Gradual release of responsibility.
- Native literature, language and culture.

Writing Instruction Priorities
- Explicitly teach and model writing strategies.
- Write.
- Word work (spelling, grammar, sentence structure, paragraph structure, transition words).
- Writing process, including revising and editing.
- Six Traits writing instruction.
- Write across the curriculum and in all genres (opinion/argumentative, informative/

explanatory, narrative and research).
- Use digital tools and word processing.
- Integrated performance tasks, using rubrics to score and discuss.

Woven throughout Writing Instruction
- Connect writing with reading, vocabulary and language.
- Speaking and listening.
- Shared instructional routines.
- Increasing independence
- Relevant and meaningful writing tasks.
- Frequent feedback.

7. Response to Intervention

Response to Intervention (RTI) is a system of systematic research-based instruction and interventions for struggling learners. The goal of a tiered system of instruction and intervention is to provide excellent proactive literacy instruction so that students make adequate ongoing progress as readers, writers and thinkers in grades K–12 and to ensure that extra targeted assistance is available to students when and where needed. A tiered system of literacy instruction provides regular use of reading assessment (screening) to identify those who need help—or who could benefit from extra challenge—and then provides guidance to teachers as to what might be helpful. The vast majority of students' needs are expected to be met through a strong core reading program, excellent instruction related to reading, writing, speaking/presenting and critical thinking, and differentiated instruction within the classroom (Tier 1). Additional tiers of support are defined by area of need and grade level and may include additional time, additional intensity, small teacher-student ratios, uses of specific materials or strategies, and uses of technology based programs.

- Three tiers of intervention are provided. Tier 1 is Core classroom instruction for all students. Tier 2 is targeted small group instruction that addresses specific learning needs. Tier 3 is intensive targeted individual instruction for students needing the most support.
- Each tier level determines the type, amount, and intensity of the intervention.
- Instruction is delivered by the most qualified and effective personnel for the students who need the greatest support, Tier 3.
- Repeated assessments at designated intervals are collected to provide documentation of progress and direction for data-driven instruction.

The infographic that follows explains the movement through tiered levels of instruction.

Movement Through Tiered Instruction
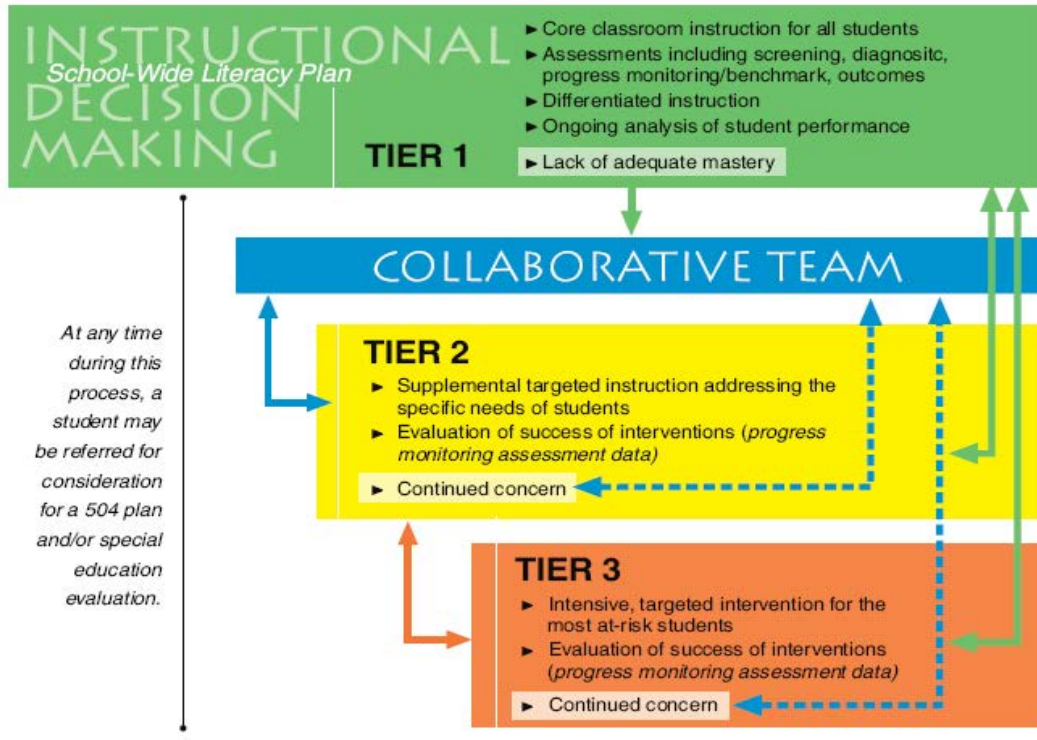
Tier 2 will provided in the classroom and support student learning of Tier 1 instruction and specific student learning gaps. Tier 3 will provided in one-to-one or in very small group settings (3 or less students) with the highest quality teacher available. See the Literacy Program Design for allotted times and types of instruction. Additional materials and strategies will be used to support tiered instruction.

8. Integrated and Balanced Assessments

Complete literacy frameworks include several types of assessment tools, including
- Screener/Diagnostic Tools.
- Checks for Understanding
- Progress Monitoring
- Classroom Summative
- Interim Summative
- End of Course/Year Summative

A complete list of specific literacy assessments is now being developed. This list will be linked to a calendar and protocols for collaborative analysis to support effective use and instructional decision making, including which students need Tier 2 and 3 supports.

Writing Assessments
Comprehensive writing assessment includes the following features
- Relies on measures of writing that demonstrate reliability and validity for the purpose(s) they are being used (e.g., timed assessment to evaluate fluency and productivity);
- Includes writing assessments and measures that are linked explicitly to writing goals;
- Is organized, integrated, and composed of multiple sources of data (e.g., summative assessments to examine writing achievement, student reading and language data, classroom performance tasks, weekly progress monitoring and daily formative assessments);
- Uses data from writing assessments and student work to make informed instructional decisions regarding the areas in which students might need additional instructional support.

Writing assessments will include:
- Multiple samples of student writing;
- Writing from multiple genres (e.g., opinion/argument, informative/explanatory, narrative and research) and at multiples levels within each genre (e.g., sentences, paragraphs, etc.);
- Use of writing prompts that are explicit authentic and engaging;
- Focus on the writing process in addition to the final product;
- Use analytic scoring systems that focus on writing content and organization, writing style and mechanics and conventions.

9. Integrating O'Odham and Piipash Languages and Culture

Action for integrating O'Odham and Piipash Languages and Culture is included in Division, Department and School improvement plans. The literacy plan will incorporate Language and Culture in the following ways:

- Including Language and Culture standards in curriculum and lesson design,
- Identifying relevant unit themes and problems in organizing curriculum,
- Identifying Native American Literature to incorporate within units,
- Identifying specific language and culture lessons that can be incorporated within units,
- Incorporating cultural concepts and language previously taught in Language and Culture lessons to be reinforced where possible in literacy lessons, and
- Incorporating relevant literature, cultural concepts, and language in assessments.

10. *Supporting Special Learner Groups*

Special learner groups include students who participate in special education, gifted education and advanced learners and English Language Learners. Each group will participate in Tier I instruction for all students.

Exceptional Student Services will coordinate with the school site personnel to ensure that special needs students will receive services in reading, writing and language according to their Individual Education Plans. In addition, Exceptional Student Services, School Leadership and Curriculum and Instruction Team will collaborate to maximize impact of services and resources available for special needs students.

Curriculum will be accelerated and enriched as needed for gifted/advanced students. This enrichment may take the form of additional challenge through accelerated mastery of standards, advanced texts, addressing more complex concepts and problems, new skills or more sophisticated products. Modification will be made through curriculum units, lesson plans, pacing and acceptable evidence of learning.

English Language Learners strategies are critical for all students to create a language rich environment and develop background and understanding on which to build future learning. Strategies previously discussed, including concept and vocabulary development and other word work, as well as extended writing opportunities will support all student's language development.

11. *Professional Development Plan for Literacy*

Professional development is embedded in the work of staff through professional development interactive training sessions, Professional Learning Communities (PLC) coaching and observations/walkthroughs.

All staff will participate in PLC's format to clarify instruction aligned to state standards, create formative assessment tools to assess student progress, examine student data and plan intervention instruction for struggling learners. Time is set aside on school calendars to allow for this professional collaboration systematically during the teacher workday. Individual school schedules reflect the importance of this work. PLCs consult across grade levels to examine standards alignment and plan for student instruction.

Instructional coaching is embedded in the school day to support collaborative efforts and to ensure fidelity and implementation of the literacy program. Observations and walkthroughs with feedback identify instructional strengths and areas for additional support. They also identify where leadership must provide or adjust programs, services and resources to the classroom.

The use of PLCs, Instructional Coaching and observations/walkthroughs incorporate priorities into their instructional work at all age/grade levels. Additional details on Literacy professional learning are included in the Professional Development Plan.

12. *Community and Family Engagement*

Family and Community involvement has been shown time and again to be a key ingredient to developing successful readers, writers, and learners. When students get ongoing messages that literacy is important in and out of school and that the Community recognizes the wider costs of poor literacy levels, students are much more likely to understand why they should pay attention to their own development as readers, writers and thinkers. In early grades, at-home modeling and family involvement with learning in and out of school is critical. As students move up through the grades, family involvement becomes more about emphasizing the importance of education and creating a home learning environment that support success. It becomes important for students to understand the economic consequences of poor literacy outcomes and for schools and communities to provide frequent opportunities to participate in literacy-rich activities and to see how literacy matters outside of school. Improving literacy becomes a unifying issue that schools, families, Community organizations and businesses can all work on together.

The Division plays a powerful role by communicating what they expect of students and how families can help by providing multiple and flexible ways to involve parents and enlist them as allies, and by making strong connections with Community government, organizations, and businesses that reinforce literacy improvement as an important goal.

Community and Family Engagement will include a calendar of specific events and activities to encourage and value literacy activities in the home, school and Community. This calendar and the specific events will be organized and implemented by the Division Literacy Team in collaboration with the school sites.

13. *Program Implementation and Evaluation*

Literacy program implementation and evaluation will be measured in a number of ways focusing on Leadership and Organizational Structure, Curriculum Mapping, Strategic Use of Assessment, Professional Development (including Interactive Training, PLC's, Coaching and Observations/walkthroughs), Instructional practices and Intervention strategies.

Specific "look fors", measurements and a program evaluation plan will be developed as the goals are refined and approvals for the plan received.