A Vision for Literacy at Middle Gate School:

Staff and parents will work together to motivate and inspire students to develop a life-long love of literacy, have access to a variety of genres to explore and build background knowledge, make real-life connections and think critically.

Students will be independent readers, writers and thinkers who effectively communicate and express ideas clearly through written, oral and technological communication.

Students will engage in discourse with their peers to analyze, interact with, reflect on, and critique texts and written pieces to support and challenge their individual development.

All staff will use consistent literacy language and collaborate to provide students with meaningful literacy interactions.

Middle Gate School will be a print-rich environment that promotes enthusiasm and appreciation for the printed word. Students will be surrounded by a variety of texts at appropriate levels to immerse them into a literacy life across content areas.

The principal will relay current state, district and school standards to all staff. He/She will provide professional development and promote literacy in creative ways to inspire a love of literacy throughout the school community.

The Administrative Team will collaborate and support the efforts of the Literacy Team.

Goal: Provide students with a classroom environment that promotes and encourages an appreciation of literacy that celebrates the diversity of literature choices, and fosters self-directed readers and writers.				
Action Strategies/Interventions	Timeline	Resources Required	Person(s) Responsible	Measure of Success
Classroom libraries are organized (categorized/labeled), vary in genres and reading levels and appeal to the evolving students' interests and academic needs.	Ongoing	• Time to organize, level books • Time to teach students how to locate books, follow a system • Catalogs • Furniture • Money • Book Bins	• Teachers • Administrators/ Team • Students • EA • PTA	• Organized, kid-friendly books are appealing and accessible to all students at their levels • Students assist in maintaining standard of class library. • Students are engaged during independent reading time.
Hallways display a literacy rich environment.	Ongoing	• Time • Space to showcase student work • Materials	• Administrators/Team • Staff • EAs • Teachers • Parent Volunteers	• Written works or projects will be on display in hallways • Products reflect individual student goals/grade level standards
Individual classrooms display student learning e.g. Posters, anchor charts, student work	Ongoing	• Classrooms, wall space/bulletin boards to post work • Time	• Teachers • Students • EAs • Parent volunteers	• Posters, charts, and student work will be visible and updated periodically.

Goal: Teachers will work collaboratively to promote literacy learning using consistent language and provide students with meaningful literacy interactions.				
Action Strategies/Interventions	Timeline	Resources Required	Person(s) Responsible	Measure of Success
Teachers will create and share grade level lists of literacy language for teachers to use consistently with students throughout the building.	Ongoing development and use	• Time • Continuum of Literacy Learning • CCSS	• Grade Level Teams • Literacy Team • LAC	Students will use the vocabulary as part of their everyday conversation and responses.
Teachers will meet in grade level PLCs and across grade levels to build understanding of curriculum standards and student needs as well as to share instructional strategies and assessment tools.	Frequently throughout the year	• Time • Curriculum documents • Student data • Assessments	• Grade Level Teams • LAC • Principal	• Curriculum will be taught with fidelity. • Student achievement will increase. • Teachers will feel valued, thus contributing to a positive school climate.
Ongoing professional development on current, research-based, best practices in reading and writing workshops will be provided to all teachers.	Ongoing	• Time • money for subs	• Principal • LAC • classroom teachers	Teachers will have more instructional strategies to draw upon, thus increasing student achievement.
Teachers will use a variety of assessment tools to identify focus areas, inform differentiated instruction, and monitor student progress.	Ongoing	• Time • assessment tools • RTI database • internet access	• Classroom teachers • LAC • School Psychologist	All student needs will be met increasing the likelihood of student success.
Teachers will increase opportunities for meaningful literacy activities that include differentiated independent and collaborative learning across grade levels.	Ongoing	• Time • curriculum documents • guided reading /book club books	• Classroom teachers • LAC	• Collegial walkthroughs observations • Vertical alignment • Evidence of student achievement

Goal: Provide Middle Gate's families with skills and an increased knowledge base in order to promote their commitment to literacy growth at home with enhanced strategies for guiding their children, as readers and writers with 21st Century skills.				
Action Strategies/Interventions	Timeline	Resources Required	Person(s) Responsible	Measure of Success
School-wide practice by grade level for all students to have a reading/writing journal with sign-off by parents to promote student responsibility and accountability.	Initiated & prepared by each grade level team	• Publication/printing services of NHS • Appropriate lined paper for each grade level.	• Grade Level • LAC • Reading Specialists	Increased overall reading & writing scores, reading engagement, as well as well-informed parents' cognizant of their child's daily Language Arts homework expectations
Prepare Summer Reading List by Grade Level (May be readily avail. for NHS and ongoing for K-8, with links to CB Library and school library inventories)	Prepared this summer with yearly review to best reflect students' needs and curriculum expectations	Publication/printing services of NHS Publishing	Prepared with reference to Core Curriculum guidelines by Grade Level (As part of the Curriculum Revision Committee responsibilities?) or initially by MG Literacy Data Team	Increase participation in all Summer Reading Programs and resultant increase in literacy achievement and student engagement
Record Literacy Night Presentations throughout the year with links for video/podcasts at MG website and prepare DVD's for distribution as needed and/or requested.	Yearly	• Flip camera • Tech Team support - for editing - placement on website • blank DVD's to share with parents, who do not have access to website	• LAC • reading specialists classroom teachers • LA Data Team	• Increase parent knowledge base to guide their children and empower them to increase Language Arts Skills • Ongoing collaboration with parent(s) to assure common language /understanding and clearly definable benchmarks by grade level.
Increase parent and community member involvement within the classroom and LMC.	Ongoing	• Training for parents/ community members • faculty liaison • time • parent resources scheduling	• Grade level representatives • faculty liaison • PTA • principal	Increased number of volunteers in the classroom and LMC.
Conduct workshops for parents and community members on current and new literacy initiatives in the district and within the building.	Ongoing	• Time for planning • funding • instructional materials • technology	• Teachers • LAC • PTA • principal • Literacy Staff • Lead Teacher	Attendance, participation and follow-up

Goal: Students will be independent readers, writers and thinkers who effectively communicate by expressing ideas clearly through written, oral and technological communication as measured by grade level benchmarks/individual goals.				
Action Strategies/Interventions	Timeline	Resources Required	Person(s) Responsible	Measure of Success
Students will be responsible for tracking and self-monitoring reading both in and out of the classroom.	Ongoing	• reading logs graphs • time • guidelines	• classroom teachers parents • students • support staff • LAC, • principal	Students will increase their independent reading time and reading motivation as shown on their graphs.
Students will respond to text in written form appropriate to the grade level.	Ongoing	• Response journals • power block • time • scoring rubric exemplars	• Classroom teachers parents • students • support staff • LAC • principal	• There will be an increase in students scoring a 2 on open-ended responses on district assessments and CMT in grades 3 &4. • There will be an increase in students scoring at benchmark as measured by DRA2.
Students will read a high volume of just-right texts, including a variety of genres, independently on a daily basis.	Ongoing	• Book bins • list of genres • reading logs • expansive classroom libraries • bookshelves/ space	• Parents • classroom teachers students • PTA • LAC • principal • LMS	• Student engagement will increase. • There will be an increase in the variety of genres being read as measured by reading logs.
Students will participate in meaningful discussions about texts and written pieces with peers, groups and during whole class discussions.	Ongoing	• Mentor texts guided reading/ leveled books • discussion questions • thinkmarks • Family Book Club Night	• Parents • classroom teachers students • PTA • LAC • principal • LMS	• There will be an increase in student participation. • We will be meeting the CCSS. • Student success will be measured on the progress report.
Students will increase their stamina and thus produce a range of writing pieces varying in genre and length on a daily basis.	Ongoing	• Mentor texts • writer's notebooks • writing tools • organizers	• Classroom teachers • LAC	• There will be an increase in the volume and variety of writing pieces being written. • We will be meeting the CCSS
Students will be more reflective of their literacy skills (reading and writing).	Ongoing	• DRA2 reading survey • Writing reflection • Writing rubrics	• Classroom teachers • LAC	Students' oral and written reflections will be more specific to their strengths and areas of focus using appropriate vocabulary.

Goal: The Administrative Team will collaborate with and support the efforts of the Literacy Team.				
Action Strategies/Interventions	Timeline	Resources Required	Person(s) Responsible	Measure of Success
The Administrative Team will meet with the Leadership and Literacy Teams to identify and support current literacy needs.	Monthly	• Time to meet • Relevant data • Current literature • District initiatives	• Leadership Team • Literacy Team • Administrative Team	Consistency and knowledge of current literacy initiatives.
Staff will be informed of progress with respect to school-wide data and curricular alignment.	As needed	Time for staff to collaborate.	• Leadership Team • Literacy Team • Administrative Team • Data Teams • PLCs	Staff is using consistent language and is invested in student learning.
Professional development will be provided for staff based upon data analysis and changing student needs.	As needed	• Time for data analysis and formation of power blocks • Money for PD and subs	• Administrative Team • Classroom Teachers • Data Teams • Literacy Team	• Inspired teachers and motivated students. • Increase in student achievement. Individual growth plans and compelling conversations.
Maintain block scheduling.	Yearly	• Scheduling Committee • time to meet • Teacher feedback Special education teacher input	• Scheduling Committee • Administrative Team • Classroom Teachers • Special Education Teachers	• Instructional time is dispersed equitably. • Staff morale will be uplifted. • Increase student achievement and engagement. • Appropriate use of support staff.
Uninterrupted instructional time will be provided for all assessment periods including CMT preparation time. This must include time for data analysis to drive instruction.	Fall, Winter, Spring	• Time • scheduling communication to parents (stress student attendance) • PTA (activities) school calendar • money for substitutes	• Administrative Team • Leadership Team • Office Staff • PTA • Classroom Teachers • Parents	• Instructional time will be maximized thus increasing student achievement. • The number of make-ups will decrease.

Goal: Students will demonstrate research skills and content knowledge, through a variety of technological resources and apply learning according to current technology standards.				
Action Strategies/Interventions	Timeline	Resources Required	Person(s) Responsible	Measure of Success
Students will graph their minutes of reading on a regular basis.	Ongoing	• Computer lab classroom • computers • graphing software	• Classroom teacher students • LMS • LAC	The number of minutes read will increase throughout the year and across grade levels.
Students will use technology resources to illustrate thoughts, ideas and stories	Ongoing	• Computer lab, classroom computers • Appropriate software and websites.	• Classroom teacher students • LMS • LAC	Students will have published pieces for their writing portfolios.
Students will use technology to design, develop and publish projects to show learning.	Ongoing	• Computer lab • classroom computers • Appropriate software and websites.	• Classroom teacher students • LMS • LAC	Students will have published pieces and projects that are scored on appropriate rubrics.
Students will apply technology tools for research and problem solving.	Ongoing	• Computer lab • classroom computers • Appropriate software and websites.	• Classroom teacher students • LMS • LAC	Students effectively use content specific tools, software, and online web tools.
Students will work both independently and with peers to organize information, make decisions, and show learning.	Ongoing	• Computer lab • classroom computers • Appropriate software and websites.	• Classroom teacher students • LMS • LAC	Students will create a multimedia presentation individually or as a group.
Teachers will be provided professional development in current web and software tools to support their instruction.	Ongoing	• Time • money for subs • computers • internet connection	• Classroom teachers • LMS	Teachers will comfortably integrate technology into their classroom instruction on a daily basis.