

## Snow Hill Elementary School - Project Charter

<b>PROJECT NAME:</b> Literacy Project	<b>START DATE:</b> July 2018	<b>CURRENT DATE:</b> September 2018
<b>PROJECT LEADER(S):</b> Jennifer Spivey		
<b>TEAM MEMBERS:</b> Jamie Tellish, Dawn Stutzel, April Winterson, Debbie Young, Cindy Sullivan, Ali Giska, Lisa Billings		

### OPPORTUNITY STATEMENT (PROJECT DEFINITION – what is the project about?)

This project aims to address literacy achievement through a diverse and systematic approach to teaching the literacy standards within the grade level bands, and by vertical articulation across grade level bands. Through the collaboration of teachers, resource teachers, coaches, administrators, and families, literacy achievement will increase.

### PROBLEM STATEMENT, OBJECTIVES & SCOPE

**(What is the existing problem?, What is the goal of the project?, What does the project aim to accomplish?, What is the scope of the project with regards to those involved and timeframe?)**

Based on the PARCC 2018 literacy data, literacy continues to remain a focus for SHES. The goal of this project is to ensure all students are able to independently handle grade level texts and tasks. PARCC data shows that Grade 3 students are successful when comparing and contrasting theme, setting, and plots of two literary texts, additionally, students show strength in responding in writing to a Research Simulation task. This project aims to sustain these strengths and to supplement the weaker areas, as determined by PARCC 2018. Areas of focus include: vocabulary, figurative language, how words, sentences, and paragraphs logically connect in literary texts, main idea/ details in informational texts, and fluent reading on grade level text.

### ASSUMPTIONS (What can we assume, know about related to the problem?)

### CONSTRAINTS (What will cause difficulties for the project to be successful?)

Our PARCC scores aren't necessarily a result of what we did, or did not do during the 2017-2018 school year, but rather a culmination of our shared work around literacy from 2012. We must ask ourselves: What happened during those years? What changes were made? How can we be stronger and more stable in our instruction? How can we work together across grade levels to ensure all students are moving towards success?

### KEY PERFORMANCE INDICATORS

District Indicators

SHES Indicators

KPI –

KPI 1.1 - Percentage of students demonstrating kindergarten readiness as measured by the Kindergarten Readiness Assessment (KRA)

KPI 1.2 – Percentage of Grade 3 students demonstrating on grade level reading as measured by a score of level four or five on PARCC

**BASELINE**

KPI 1.1:  
KRA 2017: Language and Literacy  
– 45.4%

KRA 2018:

KPI 1.2: PARCC 2016: 47.3%  
PARCC 2017: 47%  
PARCC 2018: 40.6%

**Mid Year Data**

**End of Year Data**

SHES Indicators -			
School Pace (% of students on grade level)	(As of September 29, 2018) Kindergarten: 35.4% Grade 1: 40.4% Grade 2: 25.3%	Kindergarten: Grade 1: Grade 2:	Kindergarten: Grade 1: Grade 2:
Based on the iReady Diagnostic, the percentage of students on grade level will increase for informational comprehension, and literacy comprehension comparable to PARCC/ MCAP. See Baseline scores.	Grade 1 Informational: 30% Grade 1 Literary: 35% Grade 2 Informational: 29% Grade 2 Literary: 30% Grade 3 Informational: 40% Grade 3 Literary: 43%	Grade 1 Informational: Grade 1 Literary: Grade 2 Informational: Grade 2 Literary: Grade 3 Informational: Grade 3 Literary:	Grade 1 Informational: Grade 1 Literary: Grade 2 Informational: Grade 2 Literary: Grade 3 Informational: Grade 3 Literary:
All students will increase in Fluency and Accuracy based on quarterly diagnostics administered by teacher	(See attached spreadsheet)		

### FUTURE STATE

Increased percentage of students on Level 4 or 5 on PARCC/MCAP, as well as increased levels of students reading on grade level when exiting the grade level.

Steps	ACTION PLAN (HIGH LEVEL)	WHO	DUE DATE	COMPLETION
1	<b>Raising a Reader in Pre-K 3, and Pre-K 4:</b> A revolving library of high-quality, read-aloud texts will be sent home with Pre-K 3, & Pre-K 4 students on a weekly basis. Families will participate in “book cuddles” to nurture a love of reading from an early age. Families will attend a kickoff and a graduation session. Students will participate in a weekly Special, in which they listen to a read-aloud, participate in a group response to reading activity, and “check-out” books.	J. Spivey D. Smith D. Dawis G. Russell	September-June	
2	<b>Continued Implementation of 100 Book Challenge in Kindergarten:</b> Kindergarten classrooms will continue to master the implementation of the 100 Book Challenge during this second year of using the program. Schoolpace will house all student data.	Kindergarten teachers L. Billings	September-June	
3	<b>Implementation of Wilson Foundations in all Kindergarten and Grade 1 classrooms:</b> Foundations systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/ sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text.	Kindergarten & Grade 1 teachers	September-June	
4	<b>Implementation of 100 Book Challenge in Grades 1 &amp; 2:</b> To develop avid, lifelong readers, 100 Book Challenge dramatically increases the amount of reading a student is expected to do. The program’s high standards require a minimum of 30 minutes of independent reading a day in school and an	Grade 1 & 2 teachers L. Billings	September-June	

	additional 30 minutes of reading at home. Students read texts matched to their independent reading levels. Schoolpace will house all student data.			
5	<b>Implementation of Reader’s Workshop in Grade 3:</b> Students will participate in Reader’s Workshop based on the work of Fountas and Pinnell. Students will experience mini lessons, independent reading using leveled books, small group reading, books clubs, conferencing, word work, and writing in response to reading in a Reader’s Notebook. Reader’s Workshop will replace the traditional Guided Reading block, and will be scheduled for 60 minutes, daily.	Grade 3 teachers J. Spivey	September-June	
6	<b>Genius Hour in Grade 3:</b> Students will journey through the writing process by choosing a topic of personal interest, researching & notetaking, composition, publishing, and presenting. The students will create digital learning portfolios using Seesaw. Students will create projects each quarter and will present their learning to an audience of peers.	Grade 3 teachers J. Spivey	Quarterly	
7	<b>Writer’s Workshop:</b> Lucy Calkins’ Units of Study will continue to be the primary resource for writing instruction in K-3 classrooms. Teachers will follow the workshop structure described by Calkins, as well as the lesson progressions described in the units. PLCs will be devoted to work around Writer’s Workshop on a bi-monthly (2/3) or monthly basis (K/1).	Grade K-3 teachers J. Spivey K. Belcher A. Giska	September-June	
8	<b>“Reading Sticks With Us” Reading Incentive:</b> Reading incentive offered to all students Pre-K 3 through Grade 3. After reading a book of choice, all students have the opportunity to complete a response form. The response form poses the question: “What stuck with you?”	J. Spivey	September-June	
9	<b>100 Book Challenge PLC for Grades K, 1, &amp; 2:</b> Monthly PLCs will be held with Kindergarten, first, and second grade teachers to plan independent reading instruction, analyze student work and create toolkits for reading levels to be used during conferences.	L. Billings	Bi-Monthly	
10	<b>Writer’s Workshop PLC for Grades K &amp; 1:</b> PLCs are focused on planning units, analyzing student work, and creating toolkits to support writing instruction in mini-lessons, conferences, and strategy groups.	A. Giska	Monthly	
11	<b>Writer’s Workshop PLC for Grades 2 &amp; 3:</b> PLCs are focused on unpacking the Lucy Calkins’ Units of Study and will provide an opportunity to review student writing, as a team, in order to drive instruction.	K. Belcher J. Spivey	Bi-Monthly	
12	<b>Reader’s Workshop PLC for Grade 3:</b> PLCs are focused on unpacking Fountas and Pinnell’s Reader’s Workshop structure, providing an opportunity for collaborative planning, and using student data to drive instruction.	K. Belcher J. Spivey	Bi-Monthly	
13	<b>Title 1 Parent Engagement: 100 Book Challenge Training for Families of K-2 Students:</b> 100 Book Parents of Grades K-2 students will engage in reading and writing activities that support the implementation of the county-wide reading program from "The American Reading Company." This event will be an opportunity to explain at home reading time, and the expectations of the	K. Belcher L. Billings Grade K-2 teachers	September 19, 2018	100%

	program. Parents will be introduced to the techniques and strategies that are used in the program such as: The Home Coach Contract, Reading Log, Step calendar, and Power Goals. They will leave with a copy of the book, <u>There Was an Old Lady Who Swallowed a Bat</u> .			
14	<b>“One School, One Book”</b> : featuring <u>Appleblossom the Possum</u> . Students, families and staff will participate in this Title 1 funded event beginning February 2019. The reading response packet will focus on vocabulary.	J. Spivey	February 2019	
15	<b>Grade Level Text/ Reading Comprehension Homework in Grade 3</b> : Weekly grade level passages with comprehension assigned every Monday and due the following Friday.	Grade 3 teachers J. Spivey	Weekly	
16	<b>Reading Steps K-3</b> : All students are expected to have “eyes on print” for 4 steps per day (2 in school, 2 at home). Each step is 15 minutes. The step count is a significant element of the 100 Book Challenge program.	Grade level teachers	Daily	
17	<b>Visual Literacy</b> : With guidance, children will learn that illustrations can be “seen” in different ways. Children will build visual literacy by reading paintings, chosen by the art teacher, carefully and critically, through observation, and rich discussion. Visual Literacy workshops will run for 15 per session and will one time per week.	C. Sullivan	Weekly	
18	<b>Implementation of new Grade 3 UBD Units written by Centerpoint</b> : New core reading units developed by Centerpoint will be unpacked by grade level teachers. The units aim to provide grade-level, standard-based instruction to all learners. Collaborative team planning occurs every Monday and Thursday.	A. Winterson Grade 3 Teachers	September-June	
19	<b>“Using a Mentor Text” Title 1 PD</b> : Teachers will learn how mentor texts can be used in writing centers, mini-lessons, conferences, and toolkits to lift the level of narrative writing. Teachers will receive a new mentor text and will have the opportunity to mark the text for craft moves that can serve as exemplars for student writers.	A. Giska K. Belcher	September 18, 2018	100%
20	<b>“Writing to Learn” Title 1 PD</b> : Writing to Learn is a way to represent experiences in order to reflect, discover, shape meaning, and reach understanding. Teachers will learn strategies to help their students think about their own learning and participate in in Writing to Learn activities across the disciplines. Students and teachers will be provided with a Writing to Learn Journal.	K. Belcher J. Spivey	April 2019	
21	<b>Raising a Reader Kickoff Event</b> : Students and families will learn about the structures and routines of the Raising a Reader program. The kickoff will include strategies for successful “book cuddles” at home, and a calendar of monthly activities.	J. Spivey D. Davis S. Smith	October 16, 2018	
22	<b>Holiday Teacher’s Reader’s Theater</b> : Students will be active listeners as teachers perform several holiday-themed Reader’s Theater scripts. The event ends with a surprise visit from Santa.	J. Spivey	December 20, 2018	

23	<b>Progress Monitoring: WPM and Accuracy:</b> Classroom teachers are responsible for completing assessment. Data will be shared on a spreadsheet in One Drive, so all can view.	J. Spivey Grade level teachers	Quarterly	
24	<b>Literacy page on SHES's website:</b> To be kept current, and reflect current canon of literacy instruction at SHES. Resources for parents and family members are available as links.	J. Spivey M. Nugent	September 2018	100%
25	<b>Maryland Artist in Residence Grant: Susan Stockman:</b> All students will practice visual literacy through the creation of a mosaic project. The mosaic will be the fourth in a series depicting the four seasons, and will be hung at the entrance of SHES. PTA provides funding.	J. Spivey PTA	June 2019	
26	<b>Raising a Reader EOY Event:</b> Students and families will celebrate a year of reading with "Raising a Reader" with a visit from the Worcester County Library and the gift of their blue library bag filled with a library card application, coloring book, crayons, calendar of library events and a new book for keeps.	J. Spivey Worcester County Library Snow Hill Branch	June 2019	
27	<b>Community Foundation of the Eastern Shore Grant Submission:</b> a grant application was created with the hopes of receiving funding for a "One School, One Book" summer reading book club. The grant proposal included money for the book <u>Stuart Little</u> , by E.B. White, and for supplies to host two reading events to occur in the summer months of 2019. Grant is pending.	J. Spivey	August 2018	100%
28	<b>P.O.P. Lessons &amp; SEW Literacy:</b> Weekly morning meeting lessons are composed using children's literature as the foundation of instruction. Guidance Counselor and Reading Resource Teacher meet weekly to compose lessons. A focus on vocabulary is new this year.	L. Cray J. Spivey	Ongoing	
29	<b>Title 1 Parent Engagement: Science is Alive Week: <u>Appleblossom the Possum Extension:</u></b> Students will extend their learning while participating in this week based on possums. Students will read factual texts on possums, and compare the information, to the facts presented in our OSOB: <u>Appleblossom the Possum</u> . Parents and family members will be invited in to learn alongside of their children.	B. Shockley-Lynch J. Spivey K. Belcher	March 2019	
30	<b>Title 1 Parent Engagement: Community Reading Night at the Snow Hill Fire Hall:</b> Students, and families listen as several teachers participate in a Teacher Reader's Theater, at the Snow Hill Fire Hall to celebrate reading and the approaching holiday season. Each family in attendance will receive a copy of one of the spotlighted texts. Students will practice listening, visualizing and reading comprehension skills, while parents will receive a skill card sharing the importance of reading aloud to children, suggestions on how to do it, and which books are best. The event will have a holiday theme, complete with lighted trees, reindeer antlers and holiday goodies, because this evening coincides with the town of Snow Hill's community tree lightening.	J. Spivey K. Belcher	November 29, 2018	
31	<b>Casual Day/ Penny War Fundraising:</b> The first Friday of each month will be designated as a Literacy Casual Day. Stickers will be available 2 for \$5. The funds will be put in the SHES Literacy Fund to purchase books, and materials of instruction. Penny War fundraising will occur in the late winter 2019, funds	J. Spivey M.A. Cooper K. Richardson	Ongoing	

	collected will be put in the SHES Literacy Fund.			
32	<b>Title 1 National Conference, Kansas City, MO:</b> “Social Emotional Learning through the Lens of Children’s Literature” will be presented to explain, model, and highlight the work of our morning meetings, and the integration of CASEL and literary standards.	J. Spivey L. Cray M.A. Cooper J. Elliott	January 2019	
33	<b>NAREN Conference, Baltimore, MD:</b> “Social Emotional Learning through the Lens of Children’s Literature” will be presented to explain, model, and highlight the work of our morning meetings, and the integration of CASEL and literary standards.	J. Spivey L. Cray M.A. Cooper	October 17, 2018	
34	<b>Scholastic Book Fair:</b> Students and families are invited to shop at our annual book fairs. The book fairs provide an opportunity for students and their families to engage with each other while shopping for books. Monies received from book fair sales support literacy and library initiatives.	D. Young	November 2018 April 2019	
35	<b>Creating a Writer’s Toolkit PD:</b> A one-hour workshop that will guide teachers in creating a toolkit to support conferences and strategy groups. Teachers will look for predictable problems in student work and create mini-charts, demo pieces, and exemplar texts to support instruction.	A. Giska	October 18, 2018	
36	<b>Using Checklists and Learning Progressions to Help Students Set Meaningful Goals PD:</b> Teachers will learn how to use checklists at the beginning, middle, and end of a unit to help students set goals throughout the writing process.	A. Giska	January 2019	
37	<b>Learning Walks and Fidelity Checks:</b> Scheduled monthly, the walks aim to ensure instruction matches the demands set forth by the 5D Framework, with special attention towards learning targets, success criteria, essential questions, and rigorous instruction. Fidelity Checklists from American Reading Company, Wilson Foundations, and Writer’s Workshop will be utilized.	M.A. Cooper K. Baker D. Shorts	Monthly	

**IMMEDIATE NEXT STEPS**

- Administer and score On-Demand writings
- Level students K-2 using the IRLA and Schoolpace
- Complete WPM/ Accuracy checks on students in Grades 1-3
- Raising a Reader Kickoff

Funding:  
 Title 1  
 PTA  
 Yearly Penny Wars Fundraising  
 Literacy “Casual Days”  
 Community Foundation of the Eastern Shore?