

Paragould School District

Integrity. Pride. Excellence.



District Literacy Support Plan 2023-2024

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Literacy Vision Statement

We believe that strong literacy skills - reading, writing, speaking, and listening are essential in developing responsible, self motivated learners. We nurture creativity, compassion and empathy through thoughtful learning and a challenging curriculum. Use of differentiated instruction and engaging texts which include rich vocabulary, increases student interest and enjoyment in reading and learning. We believe it is imperative for students to emerge as literate members of our community. Paragould School District graduates will have effective communication skills that will allow them to be college or career ready.

Reading Performance in the Paragould School District

Each school reviewed student performance data from a variety of data/assessment sources including but not limited to:

Cambium State Assessment (3-10)

Renaissance Star Early Literacy/Star Reading (k-2)

Renaissance Star Reading Ready for Learning (3-8)

Heggerty (K-2)

PAST (K-1)

Eduastic Common Assessments in Math (9-11)

Cambium Science Interim Assessments (3-8)

Upon close analysis at the above mentioned assessment data, schools identified the areas where students were underperforming and drafted their plans to increase those targeted areas.

In grades k-8 Paragould Schools administered the Renaissance Star Early Literacy (k-1) and Star Reading (2-8). These assessments are used to determine a student's overall reading level as well as identify a student's individual strengths and weaknesses. The Star Assessment is given to all K-8 students three times annually - fall, winter, and spring. K- 4 students are also progress monitored each month using this assessment. For every STAR assessment, students receive a scaled score which is useful for comparing a student's performance over time and across grades. The graph below shows the current Star Reading Proficiency Rate (District Benchmark) and the current student growth percentile (SGP) at each school.

Current Early Star Literacy Reading Proficiency Rate by School Spring 22-23)

School	Prof. Rate
PPS	50.1

Current Star Reading Proficiency Rate by Schools Spring 2022 - 2023)

School	Prof. Rate
BE	47.4
OGE	72.5
WW	61.8
OGMS	36.3

Current Star Reading Student Growth Percentile by Schools (Goal: > 65)

BE	68.5
OGE	67.7
WW	66.7
OGMS	65.2

In the 21-22 school year, students in grades 3-10 in the Paragould School District took the ACT Aspire assessment. The table reflects the percentage of students scoring ready or exceeding on ACT Aspire Reading Assessments. The table indicated a decrease in scores in grades 4th and 6th grades. The table indicated an increase in scores in the 3rd, 5th, 7th, 8th, 9th and 10th grades in reading over the three most recent years of data. The decline in 4th and 6th grades might be interpreted as our students are struggling with basic reading skills that inhibits their ability to read more complex and challenging text.

In the 22-23 school year, students in grades 3-10 in the Paragould School District took the ACT Aspire assessment. See linked data report.

[2016-2023 District Comparison ACT-Aspire](#)

During the 2023-2024, students in grades 3-10 in the Paragould School District will take the new Atlas Science Interims and Summative Assessment.

Students in grade 11 take the ACT. This assessment is based on standards for College and Career Readiness. The graph shows a slight decline (flat) in our students' ACT Reading scores over the last few years indicating lower levels for college and career readiness.

5 Year Trend - Average ACT Scores Reading

2016-2017	18.3
2017-2018	18.4
2018-2019	18.4
2019-2020	18.1
2020-2021	18.2
2021-2022	19.5

Literacy Plan Goals

1. The Paragould School District will ensure that all students in grades K-12 will have access to a guaranteed, viable curriculum that is based on the science of reading and vertically and horizontally aligned to promote grade level reading proficiency.
2. The Paragould School District will ensure that teachers are provided with opportunities for professional development in evidence-based strategies to help them meet the diverse needs of their students.
3. The Paragould School District will allocate the necessary resources for teachers and students to support the curriculum.
4. Collaborative professional learning communities will meet regularly to address common issues regarding curriculum, assessment, instruction and the achievement of all students.
5. The Paragould School District will screen and assess students appropriately and provide additional support when necessary.
6. The District Literacy plan will be reviewed annually and updated as needed.

<p>(1) Goals for improving reading achievement throughout the district.</p>	<p>Increase student reading performance on the reading portion of the Cambium (grades 3-10) by 5% when tested in the spring of 2024 compared to the last ACT Aspire Assessment in Reading. Increase overall student performance in Renaissance Early Star Literacy and Star Reading (grades 3-10) by 5% from August to April.</p> <p>The goals will be met through the following district initiatives:</p> <p>#1: Provide support from highly trained personnel to support initiatives targeted to impact students that show characteristics of dyslexia.</p> <p>#2 Provide support for the district level to align literacy curriculum to the new state standards, provide curriculum resources, offer professional development support and share best practices through collaborative administrative team meetings.</p> <p>#3 Utilize resources provided by the NEA Cooperative. #4 Utilize consultants from approved vendor lists to assist K-3 Teachers in implementing HQMI during the 23-24 school year.</p> <p>#5 Continue to implement the science of reading by teaching foundational reading skills; Phonemic Awareness, Phonics, Vocabulary, & Comprehension using Lexia Core 5 Reading and</p>
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	<p>Heggerty for students in grades K-2. Students in grades 3-5 will receive instruction in phonics, vocabulary, comprehension and fluency using Lexia Core 5 Reading. Students reading below grade level in grades 6-10 will receive interventions in the Lexia Power Up Literacy program specifically in vocabulary and comprehension skills.</p> <p>Elementary and Middle School Teachers were trained in RISE and target instruction and interventions through the evidence based practices supported through that initiative. Grades 3-10 English and Social Studies Teachers were trained in the Writing Revolution. Advancing Thinkers Through Writing 1 training took place during the Summer of 2022.</p> <p>#6 Continue to provide technology opportunities based on the need of students or staff to improve literacy.</p> <p>#7 Provide remediation opportunities for students in grades K-6 using Lexia Core 5 Reading, 7-12 using Noredink and Lexia PowerUp Literacy.</p> <p>Diagnostic Testing is provided for students in grades k-12 using Renaissance Early Star Literacy/Star Reading.</p> <p>#8 Provide before/after school tutoring for students identified as needing additional support through the RTI program. #9 Provide ELL interventionists to support ELL</p>
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	students in reading at all schools.
(2) Prioritization of funding statements (ESA funds) to improve reading achievement throughout the district.	<p>Goal #1: Dyslexia therapists' salaries are being paid from ESSA. Winsor Learning Sonday System Kits for grades k-12 are paid with ESSA.</p> <p>Goal #2 School Improvement Specialists' salaries are being paid from ESSA.</p> <p>Goal #3 Northeast Education Co-op is paid through Title 2A . .</p> <p>Goal #4 Lexia Core 5 Reading is paid with Title 1 funds. RISE Training and Heggerty programs are paid with State Professional Development funds.</p> <p>Goal #5. Any new Technology purchases and programs are paid with either Title 1 or ESA funds.</p> <p>Goal #6 Noredink in grades 7-12 is paid with ESSA funds.</p>

Name of School(s)	Support Requested	Description of resources and support to schools
District Wide	School Improvement Specialists	PSD hired two school improvement specialists to coordinate instruction in each of the schools, align curriculum using state standards, and identify high priority

		standards. The School Improvement Specialists will also provide guidance in the Science of Reading.
District Wide	Dyslexia Therapist	PSD has hired two Dyslexia therapists and support staff to address gaps in phonemic awareness/phonics and provide interventions for students who are diagnosed and who show markers for Dyslexia.
District Wide	Technology	PSD has purchased chromebooks and ipads for students and macbooks for staff. PSD uses and has purchased several web based programs and software (Renaissance, Imagine Learning, Edulastic,, noredink, and Core 5 Reading and Power Up Reading) to supplement classroom instruction.
District Wide	Interventionists/Paraprofessionals	PSD has employed /Paraprofessionals to provide supplemental interventions in literacy to students who are not

		proficient in reading.
District Wide	Before and After School Tutors	PSD has employed tutors to provide supplemental interventions in literacy to students who are not proficient in reading.
Paragould Jr/Sr High	Critical Reading Teacher	PSD has hired a critical reading teacher for students in grades 7-10 to support the development of reading in students with reading deficits.

Explain how the district will monitor the fidelity of implementation of the school level improvement plan(s).

District personnel will meet monthly with building administrators to ensure initiatives are implemented. Fidelity will be evidenced by classroom walk-throughs, observations of Educator Effectiveness System data, administrative team/Building Professional Learning Community meeting minutes, response to intervention data, remediation data, and other anecdotal notes taken by building administrators.

After implementing for a period of time, evidence will be noted in student scores on assessments. The district will monitor Remediation Data, Edulastic Common Assessments, Reading Common Formative Assessments data, and RISE Initiatives.

Curriculum work will be guided by School Improvement Specialists, NEA Cooperative Literacy Specialists, and Lead ELA Specialists and teachers. The Literacy Specialists drive changes in the curriculum to meet the Science of Reading requirements.

We use Renaissance in grades K-8 to assess and monitor student reading performance. This data is monitored by both building and district level administrators. Students in grades k-4 are progress monitored each month. Scheduled dates for district level administrators to review data are during the months of July, November, February and May. District Administrators include: Nick Jankoviak, Superintendent, Matt McGowan, Assistant Superintendent, Laurel Taylor, School Improvement Specialist, Tim Parrot, School Improvement Specialist, and Stephanie Thomas, LEA Supervisor.

Remediation data is presented by building principals and reviewed monthly at administrative meetings.

Explain how the district will evaluate the school level improvement plans for progress.

Several sources of data will be collected and reviewed to determine progress:

1. Data from assessment programs: (Renaissance, Lexia Core 5 Reading and Power Up Reading will be used to measure student growth by showing an increase in student scores. Data from the new Cambium Interims in ELA will be analyzed to determine student performance on Arkansas State Standards in Reading during the 24-25 school year. Staff Performance will be measured in the EES system by examining the number of effective and highly effective ratings of teachers.
2. Classroom Data: (fluency checks, progress monitoring, common formative assessments, remediation data, and reading checklists) should show an increase in student reading achievement.
3. Student progress will be determined by examining increases in student achievement and scores from the Atlas State Summative Assessment. Growth in foundational reading skills will be monitored for progress.

4. District level administrators will provide support at schools with building administrators as evidenced in LEADS. Classroom Walkthroughs, RTI and SOR support will be areas for growth in each school.

Assessments and Screenings

Assessments and Screenings Grades k-4 (Level 1)

- Purpose is to identify students who may be at risk for reading difficulties (Act 1288 dyslexia requirements)
- Initial screening is conducted on all K-2 students and new students transferring into the district.
- Screening may be conducted on grade 3-4 students for those experiencing reading difficulties as observed by a classroom teacher
- Additional screenings may be collected for K-4 students based on district Protocol.

Grade	Required Component	Assessment	Fall Benchmarking	Winter Benchmarking	Spring Benchmarking	
Kindergarten	Phonological and Phonemic Awareness	Renaissance - Star Early Literacy	X			Use Sub-Domain Score (below 60)
	Sound Symbol Recognition	Renaissance - Star Early Literacy	X			Use Sound-Symbol Correspondence: Consonants & Sound Symbol Correspondence: Vowels (average of both Skill Set scores below 40)
	Alphabet Knowledge	Renaissance - Star Early Literacy	X			Use only the Alphabetic Knowledge Skill Set Score (below 40)
	Decoding	Phonics Survey	X			
	Encoding	Inventories of Developmental Spelling			X	Feature Score & Words Spelled Correctly
	Rapid Naming	Arkansas Rapid Automatized Naming Screener		X		Time (Seconds) & Number of Errors (K-12)
	Supplemental - Not Required	P.A.S.T. Assessment		X	X	This assessment will provide additional information to support Star Assessments (Pk-adult)
Grade One	Phonological and Phonemic Awareness	Renaissance - Star Early Literacy	X			Use Sub-Domain Score (below 60)
	Sound Symbol Recognition	Renaissance - Star Early Literacy	X			Use Sound-Symbol Correspondence: Consonants & Sound Symbol Correspondence: Vowels (below 40 on either Skill Set)

	Alphabet Knowledge	Renaissance - Star Early Literacy	X			Use only the Alphabetic Knowledge Skill Set Score (below 40)
	Decoding	Oral Reading Fluency		X		Words Correct Per Minute & Accuracy% (To arrive at the Oral Reading Accuracy Rate, divide the WCPM by the total number of words read.)
	Encoding	Inventories of Developmental Spelling Analysis	X			Feature Score & Words Spelled Correctly
	Rapid Naming Skills	Arkansas Rapid Automatized Naming Screener	X			Time (Seconds) & Number of Errors
	Supplemental - Not Required	P.A.S.T. Assessment	X	X	X	This assessment will provide additional information to support Star Assessments
Grade Two	Phonological and Phonemic Awareness	Renaissance - Star Early Literacy	X			Use Sub-Domain Score (below 60)
	Sound Symbol Recognition	Renaissance - Star Early Literacy	X			Use Sound-Symbol Correspondence: Consonants & Sound Symbol Correspondence: Vowels (average of both Skill Set scores below 40)
	Alphabet Knowledge	Renaissance - Star Early Literacy	X			Use only the Alphabetic Knowledge Skill Set Score (below 40)
	Decoding	Oral Reading Fluency	X			Words Correct Per Minute & Accuracy% (To arrive at the Oral Reading Accuracy Rate, divide the WCPM by the total

						number of words read.)
	Encoding	Inventories of Developmental Spelling	X			Feature Score & Words Spelled Correctly
	Rapid Naming Skills	Arkansas Rapid Automatized Naming Screener		X		Time (Seconds) & Number of Errors

2. Assessments and Screening Grades 5-12

- Purpose is to identify students who may be at risk for poor learning outcomes
- Screening is conducted in grades 5 and higher for students experiencing difficulty in reading as observed by a classroom teacher.
- The following diagnostic assessments in addition to any grade appropriate Level 1 screeners may be used to identify specific skill deficits:

Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)

Woodcock Reading Mastery Test, Third Edition (WRMT-3)

Gray Oral Reading Test, Fifth Edition (GORT-5)

Kaufman Test of Educational Achievement, Third Edition (KTEA-3 Forms A & B)

Wechsler Individual Achievement Test, Third Edition (WIAT-3) - mostly for sped placement

Test of Written Spelling, Fifth Edition (TWS-5)

Oral and Written Language Scales, Second Edition (OWLS-2)

Reading Comprehension & Written Expression subtests

3. Formal Assessments:

Independent Reading Level Assessment

- STAR Early Literacy (Grades K-1) will be administered 3 times per year to determine students' independent reading levels. A scale score will be earned which will correlate to a grade equivalent. Results will be shared with teachers and parents.

- STAR Reading (2-8) will be administered three times per year to determine students' independent reading levels (grade equivalents). Results will be shared with teachers and parents.
- Atlas Interims
Students in grades 3-10 will take a Science Atlas Interim assessment 2 times per year in Science during the 23-24 school year and Reading Interim Assessments when assessments are ready (24-25 school year). Remediation on skills will follow and will be based on students not scoring proficient on standards and is tailored to their individual needs.
- Core 5 Reading - Students in grades K-5 will take initial assessment in Core 5 Reading to identify reading deficiencies and mastery of skills. Students will receive differentiated instruction based on on-going assessment results.
- Students in grades 6-10 will take initial assessment in Power Up Reading to identify reading deficiencies. Students will receive differentiated instruction based on on-going assessment results.

4. State Required Reading Assessments

- Renaissance Star Reading (Grades K-2) will be administered three times per year to measure individual student growth over time and to report reading grade levels to parents two times per year.
- Ready For Learning Renaissance Star Reading (3-8) will be administered three times per year to measure individual student growth over time and to report reading grade levels to parents two times per year. (voluntary participation)
- Atlas Interims (Grades 3-10) in ELA, Math, and Science will be administered 2 times per year (when assessments are ready (24-25 school year). Atlas Summative Assessment (Grades 3-10) will be administered one time per year.
- ACT (Grade 11) will be administered to students in grade 11.

School Literacy Support Plans

INTRODUCTION

The Paragould School District has developed a district literacy plan that includes information regarding the district's curriculum program as well as the professional development that is aligned to each school's literacy needs and is based on the science of reading.

PART 1: CURRICULUM

Paragould Primary School (K-1) Literacy Support Plan

Action	Additional Comments (if needed)
Utilizes a written curriculum map that is aligned to the science of reading	Amplify CKLA is used. The latest edition of the curriculum has been purchased and will be supported to meet all of the science of the reading components. Curriculum maps are based on the Arkansas English Language Arts Standards. We adopted the Amplify (CKLA literacy curriculum) based on the Science of Reading for the 22-23 school year.
Provides classroom teachers with a strong systematic and explicit phonemic awareness program.	CKLA is used to teach Phonemic Awareness Heggerty Phonemic Awareness Program is used to teach PA as a supplement.
Provides classroom teachers with a strong, systematic and explicit phonics program.	CKLA is used to teach phonics, vocabulary, comprehension and fluency. Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.

<p>Screens K-1 students for reading difficulties following the Act 1063 dyslexia requirements</p> <ul style="list-style-type: none"> ● Phonemic and phonological awareness ● Sound symbol recognition ● Alphabet knowledge ● Decoding skills ● Rapid naming ● Encoding skills 	<p>*See list of screeners included on the District Literacy Plan.</p>
<p>Ensures adequate time for literacy instruction for K-1 students</p> <ul style="list-style-type: none"> ● Phonological awareness ● Phonics ● Comprehension ● Small Group Instruction ● Writing 	<p><u>Kindergarten: (150 minutes)</u></p> <ol style="list-style-type: none"> 1. Phonological Awareness: (suggested 10 mins) Heggerty - <u>15 MINUTES</u> 2. Phonics (letter Id, decoding, handwriting, encoding) (suggested 30 mins) - <u>20 MINUTES</u> 3. Comprehension suggested (suggested 40 mins) - <u>30 MINUTES</u> read alouds, oral language & vocabulary 4. Sm Group Reading (suggested 60 mins) - <u>45 MINUTES</u> RF, L, RI, and RL standards are covered. 5. Writing (suggested 30 mins) - <u>25 MINUTES</u> <p>**In addition, classroom teachers have 2 additional 30-minute blocks in daily schedules to increase time for literacy instruction to address foundational gaps and support core instruction.</p> <p><u>1ST GRADE (135 minutes)</u></p> <ol style="list-style-type: none"> 1. Phonological Awareness: (suggested 10 mins) Heggerty - <u>15 MINUTES</u> 2. Phonics (letter Id, decoding,

	<p>handwriting, encoding) (suggested 30 mins) - 25 MINUTES</p> <p>3. Comprehension suggested (suggested 40 mins) - 25 MINUTES</p> <p>read alouds</p> <p>oral language</p> <p>vocabulary</p> <p>4. Sm Group Reading (suggested 60 mins) - 45 MINUTES</p> <p>RF, L, RI, and RL standards are covered.</p> <p>5. Writing (suggested 30 mins) - 25 MINUTES</p> <p>**In addition, classroom teachers have 2 additional 30-minute blocks in daily schedules to increase time for literacy instruction to address foundational gaps and support core.</p>
<p>Develops intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> • Diagnostic assessments • Evidence based interventions • Process for progress monitoring 	<p>*See list of diagnostic assessments included on the District Literacy Plan.</p> <p>Screeners:</p> <ul style="list-style-type: none"> • Sonday System Let's Play Learn • Sonday System PreReadingSurvey <p>Interventions:</p> <ul style="list-style-type: none"> • Sonday System 1 <p>Process for Progress Monitoring: Students are progress monitored each month using the Star Early Literacy/Star Reading Assessment</p>
Integrates literacy skills in content areas through activities that involve	Think Link (FOSS) Science Arkansas History Activities

<p>reading comprehension, vocabulary, writing, speaking, and listening</p> <ul style="list-style-type: none"> ● Utilizes texts to build students' background knowledge and topical knowledge in each content area ● Students read grade level texts in all content areas throughout the day ● Uses robust domain specific vocabulary 	<p>Scholastic Magazine</p> <p>Use of Non Fiction texts in daily Shared Reading, Read Alouds, Oral Language, Vocabulary and Writing Activities,</p>
<p>Offers programs that motivate students to increase reading for pleasure.</p>	<p>Accelerated Reader</p> <p>MyON</p>
<p>Create an environment that fosters curiosity and learning through collaborative communication.</p>	<p>Professional Learning Communities</p> <p>Grade Level Meetings</p> <p>Staff Meetings</p> <p>Administrative Meetings</p>

Baldwin Elementary School (2-4) Literacy Support Plan

Action	Additional Comments
<p>Utilizes a written curriculum map that is aligned to the science of reading</p>	<p>(Gr. 2) The Amplify CKLA reading program is used. This is a newly adopted Reading Curriculum for the 22-23 school year. awareness instruction and Imagine Language and Literacy for vocabulary and comprehension . We adopted a new literacy curriculum based on the</p>

	<p>Science of Reading for the 22-23 school year.</p> <p>(Gr. 3-4) McGraw Hill Wonders (2020) is used. Meets SOR criteria. Curriculum maps are based on the Arkansas English Language Arts Standards.</p>
Provides classroom teachers with a strong systematic and explicit phonemic awareness program.	Heggerty Phonemic Awareness Program is used to supplement teaching PA.
Provides classroom teachers with a strong, systematic and explicit phonics program.	<p>CKLA is used to teach phonics in grade 2.</p> <p>Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn</p>
<p>Screens 2-4 students for reading difficulties following the Act 1063 dyslexia requirements</p> <ul style="list-style-type: none"> ● Phonemic and phonological awareness ● Sound symbol recognition ● Alphabet knowledge ● Decoding skills ● Rapid naming ● Encoding skills 	*See list of screeners included on the District Literacy Plan.
<p>Ensures adequate time for literacy instruction for 2 students</p> <ul style="list-style-type: none"> ● Phonological awareness ● Phonics ● Comprehension ● Small Group Instruction ● Writing 	<p>Grade 2:</p> <p>1. Phonological Awareness: (suggested 10 mins) Heggerty - <u>10 MINUTES</u></p> <p>2. Phonics (letter Id, decoding, handwriting, encoding) (suggested 30 mins) - <u>30 MINUTES</u></p>

<ul style="list-style-type: none"> ● Remediation <p>Ensures adequate time for literacy instruction grades 3-4.</p> <ul style="list-style-type: none"> ● Word Study ● Comprehension ● Writing ● Remediation 	<p>3. Comprehension suggested (suggested 40 mins) - <u>40 MINUTES</u> read alouds, oral language & vocabulary</p> <p>4. Sm Group Reading (suggested 60 mins) - <u>60 MINUTES</u> RF, L, RI, and RL standards are covered.</p> <p>5. Writing (suggested 30 mins) - <u>30 MINUTES</u> Students receive 30 minutes of remediation in literacy and 10 minutes of D.E.A.R. time daily.</p> <p>Grade 3:</p> <ol style="list-style-type: none"> 1. Word Study (20 minutes) 2. Comprehension, Unit Based (40 minutes) 3. Writing (30 minutes) <p>Students receive 30 minutes of remediation in literacy daily.</p> <p>Grade 4:</p> <ol style="list-style-type: none"> 1. Word Study (20 minutes) 2. Comprehension, Unit Based (40 minutes) 3. Writing (60 minutes) <p>Students receive 30 minutes of remediation in literacy daily.</p>
<p>Develops intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> ● Decision Making Tree for Reading 	<p>*See list of diagnostic assessments included on the District Literacy Plan. Diagnostic Decision Tree for Reading</p> <p>Screeners:</p>

<ul style="list-style-type: none"> ● Diagnostic assessments ● Evidence based interventions ● Process for progress monitoring 	<ul style="list-style-type: none"> ● Sonday System Let's Play Learn ● Sonday System PreReading Survey <p>Interventions:</p> <ul style="list-style-type: none"> ● Sonday System 1 <p>Process for Progress Monitoring: Students are progress monitored each month using the Star Early Literacy/Star Reading Assessment</p>
<p>Integrates literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking, and listening</p> <ul style="list-style-type: none"> ● Utilizes texts to build students' background knowledge and topical knowledge in each content area ● Students read grade level texts in all content areas throughout the day ● Uses robust domain specific vocabulary 	<p>Literacy skills are integrated through science, social studies, and math activities daily.</p>
<p>Offers programs that motivate students to increase reading for pleasure.</p>	<p>Accelerated Reader myON</p>
<p>3 Teachers and 1 Building administrator participated in the Writing Revolution training.</p>	<p>Summer 2022</p>
<p>Create an environment that fosters curiosity and learning through collaborative communication.</p>	<p>Professional Learning Teams Grade Level Meetings</p>

Oak Grove Elementary School (2-4) Literacy Support Plan

Utilizes a written curriculum map that is aligned to the science of reading	<p>(Gr. 2) The Amplify CKLA reading program is used. This was a newly adopted Reading Curriculum for the 22-23 school year. awareness instruction and Imagine Language and Literacy for vocabulary and comprehension . We adopted a new literacy curriculum based on the Science of Reading for the 22-23 school year.</p> <p>(Gr. 3-4) McGraw Hill Wonders (2020) is used. Meets SOR criteria. Curriculum maps are based on the Arkansas English Language Arts Standards.</p>
Provides classroom teachers with a strong systematic and explicit phonemic awareness program.	Heggerty Phonemic Awareness Program is used to supplement teaching PA.
Provides classroom teachers with a strong, systematic and explicit phonics program.	<p>Wonders is used to teach phonics. Lexia Core 5 Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn</p>
<p>Screens 2-4 students for reading difficulties following the Act 1063 dyslexia requirements</p> <ul style="list-style-type: none"> ● Phonemic and phonological awareness ● Sound symbol recognition ● Alphabet knowledge ● Decoding skills ● Rapid naming ● Encoding skills 	*See list of screeners included on the District Literacy Plan.

<p>Develops intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> ● Decision Making Tree for Reading ● Diagnostic assessments ● Evidence based interventions ● Process for progress monitoring 	<p>*See list of diagnostic assessments included on the District Literacy Plan. Screeners: Diagnostic Decision Tree for Reading</p> <ul style="list-style-type: none"> ● Sonday System Let's Play Learn ● Sonday System PreReading Survey <p>Interventions:</p> <ul style="list-style-type: none"> ● Sonday System 1 <p>Process for Progress Monitoring: Students are progress monitored each month using the Star Early Literacy/Star Reading Assessment</p>
<p>Integrates literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking, and listening</p> <ul style="list-style-type: none"> ● Utilizes texts to build students' background knowledge and topical knowledge in each content area ● Students read grade level texts in all content areas throughout the day ● Uses robust domain specific vocabulary 	<p>Literacy skills are integrated through science, social studies, and math activities daily.</p>
<p>Offers programs that motivate students to increase reading for pleasure.</p>	<p>Accelerated Reader myON</p>
<p>Participates in the Writing Revolution</p>	<p>Summer 2022</p>
<p>Create an environment that fosters curiosity and learning through collaborative communication.</p>	<p>Professional Learning Teams Grade Level Meetings Staff Meetings Administrative Meetings</p>

Woodrow Wilson Elementary School (2-4) Literacy Support Plan

Utilizes a written curriculum map that is aligned to the science of reading	<p>(Gr. 2) The Amplify CKLA reading program is used. This is a newly adopted Reading Curriculum for the 22-23 school year. awareness instruction and Imagine Language and Literacy for vocabulary and comprehension . We adopted a new literacy curriculum based on the Science of Reading for the 22-23 school year.</p> <p>(Gr. 3-4) McGraw Hill Wonders (2020) is used. Meets SOR criteria.</p> <p>Curriculum maps are based on the Arkansas English Language Arts Standards.</p>
Provides classroom teachers with a strong systematic and explicit phonemic awareness program.	Heggerty Phonemic Awareness Program is used to supplement CKLA to teach PA.
Provides classroom teachers with a strong, systematic and explicit phonics program.	<p>Wonders is used to teach phonics.</p> <p>Imagine Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn</p>
<p>Screens 2-4 students for reading difficulties following the Act 1063 dyslexia requirements</p> <ul style="list-style-type: none">● Phonemic and phonological awareness● Sound symbol recognition● Alphabet knowledge● Decoding skills	*See list of screeners included on the District Literacy Plan.

<ul style="list-style-type: none"> ● Rapid naming ● Encoding skills 	
<p>Ensures adequate time for literacy instruction for 2 students</p> <ul style="list-style-type: none"> ● Phonological awareness ● Phonics ● Comprehension ● Small Group Instruction ● Writing ● Remediation <p>Ensures adequate time for literacy instruction grades 3-4.</p> <ul style="list-style-type: none"> ● Word Study ● Comprehension ● Writing ● Remediation 	<p>Grade 2:</p> <ol style="list-style-type: none"> 1. Phonological Awareness: (suggested 10 mins) Heggerty - <u>10 MINUTES</u> 2. Phonics (letter Id, decoding, handwriting, encoding) (suggested 30 mins) - <u>20 MINUTES</u> 3. Comprehension suggested (suggested 40 mins) - <u>40 MINUTES</u> read alouds, oral language & vocabulary 4. Sm Group Reading (suggested 60 mins) - <u>45 MINUTES</u> <p>RF, L, RI, and RL standards are covered.</p> <ol style="list-style-type: none"> 5. Writing (suggested 30 mins) - <u>20 MINUTES</u> <p>Students receive 20 minutes of remediation in literacy daily.</p> <p>Grade 3:</p> <ol style="list-style-type: none"> 1. Word Study: (40 minutes) 2. Comprehension Unit Based: (40 minutes) 3. Writing (45 minutes includes grammar) <p>Remediation: Students receive 20 minutes of remediation in literacy daily.</p> <p>Grade 4:</p> <ol style="list-style-type: none"> 1. Word Study: (25 minutes) 2. Comprehension Unit Based: (40 minutes) 3. Writing (35 minutes) <p>Remediation: Students receive 20 minutes of remediation in literacy</p>

	daily.
<p>Develops intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> ● Decision Making Tree for Reading ● Diagnostic assessments ● Evidence based interventions ● Process for progress monitoring 	<p>*See list of diagnostic assessments included on the District Literacy Plan.</p> <p>Diagnostic Decision Tree for Reading</p> <p>Screeners:</p> <ul style="list-style-type: none"> Sonday System Let's Play Learn Sonday System PreReading Survey <p>Interventions:</p> <ul style="list-style-type: none"> ● Sonday System 1 <p>Process for Progress Monitoring: Students are progress monitored each month using the Star Early Literacy/Star Reading Assessment</p>
<p>Integrates literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking, and listening</p> <ul style="list-style-type: none"> ● Utilizes texts to build students' background knowledge and topical knowledge in each content area ● Students read grade level texts in all content areas throughout the day ● Uses robust domain specific ● vocabulary 	<p>Literacy skills are integrated through science, social studies, and math activities daily.</p>
Offers programs that motivate students to increase reading for pleasure.	Accelerated Reader myON
4 teachers participated in the Writing	Summer 2022

Revolution training.	
Create an environment that fosters curiosity and learning through collaborative communication.	Professional Learning Teams Grade Level Meetings

Oak Grove Middle School (5-6) Literacy Support Plan

Utilizes a written curriculum map that is aligned to the science of reading	(Grade 5) McGraw Hill Wonders (2020) is used. Meets SOR criteria. (Grade 6) McGraw Hill StudySync(2021) is used. Curriculum maps are based on the Arkansas English Language Arts Standards. We adopted an updated version of Wonders (2020) for grade 5 and StudySync (2021) literacy curriculum based on the Science of Reading for the 22-23 school year.
Screens 5-6 students for reading difficulties following the Act 1063 dyslexia requirements <ul style="list-style-type: none"> ● Phonemic and phonological awareness ● Sound symbol recognition ● Alphabet knowledge ● Decoding skills ● Rapid naming ● Encoding skills 	Star Reading *See list of Level 1 Screeners on District Literacy plan.
Ensures adequate time for literacy instruction. <ul style="list-style-type: none"> ● Word Study ● Comprehension ● Writing ● Remediation 	Grade 5: 1. Word Study: (10 minutes) 2. Comprehension Unit Based: (35 minutes) 3. Writing: a writing genre is studied at the end of each reading unit

	<p>Remediation: Students receive 30 minutes of remediation in literacy daily using Lexia Core 5 Reading.</p> <p>Grade 6:</p> <ol style="list-style-type: none"> 1. Word Study: (15 minutes) 2. Comprehension: (40 minutes) 3. Writing: (20 minutes) <p>Remediation: Students receive 30 minutes of remediation in literacy daily using Lexia PowerUp.</p>
<p>Develops intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> ● Decision Making Tree for Reading ● Diagnostic assessments ● Evidence based interventions ● Process for progress monitoring 	<p>*See list of diagnostic assessments included on the District Literacy Plan.</p> <p>Diagnostic Decision Tree for Reading</p> <p>Screeners:</p> <p>Sonday System Let's Play Learn Sonday System PreReading Survey Connections, OG In 3D</p> <p>Interventions:</p> <ul style="list-style-type: none"> ● Sonday System 1 ● Sonday System 2 ● Connections, OG in 3D <p>Process for Progress Monitoring: Students are progress monitored each month with the Star Early Literacy/Star Reading Assessment</p>
<p>Integrates literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking, and listening</p> <ul style="list-style-type: none"> ● Utilizes texts to build students' background knowledge and 	<p>Literacy skills are integrated through science, social studies, and math activities daily.</p>

<p>topical knowledge in each content area</p> <ul style="list-style-type: none"> ● Students read grade level texts in all content areas throughout the day ● Uses robust domain specific vocabulary 	
Offers programs that motivate students to increase reading for pleasure.	Accelerated Reader myON
Participates in the Writing Revolution	Summer 2022
Creates an environment that fosters curiosity and learning through collaborative communication.	Professional Learning Teams Literacy Department Meetings Staff Meetings Administrative Meetings

Paragould Jr. High School (Grades 7-8) Literacy Support Plan

<p>Utilizes a written curriculum that aligns to the science of reading.</p> <ul style="list-style-type: none"> ● Advanced phonics, morphology, etymology structure of the English language ● Utilize grade-appropriate text 	<p>McGraw Hill StudySync is used.</p> <p>All students receive a minimum of 30 minutes of instruction daily in advanced phonics, morphology, and etymology structure of the English Language using McGraw Hill Study Sync. Students receive instruction in annotating texts, focusing on bold-print vocabulary words. Lists of annotated words are constructed and studied in detail. Roots and Affixes and how these words relate to other words students know are studied. Study Sync includes words in each passage to focus and dissect in the “Think” and/or “Focus” Questions.</p> <p>Students read grade level texts in all</p>
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	content areas daily.
<p>Screens 7-8 grade students for reading difficulties following the Act 1063 dyslexia requirements</p> <ul style="list-style-type: none"> ● Phonemic and phonological awareness ● Sound symbol recognition ● Alphabet knowledge ● Decoding skills ● Rapid naming ● Encoding skills 	<p>Star Reading</p> <p>*See list of Level 1 Screeners on District Literacy plan.</p>
Extends the literacy block	<p>All students receive 50 minutes of literacy instruction daily.</p> <p>All students receive 30 additional minutes of literacy remediation 3x per week. Lexia PowerUp Literacy is used to accelerate literacy gains for students in grades 6-12 who are at risk of not meeting College- and Career-Ready Standards.</p>
A Critical Reading course is offered for students identified as struggling readers.	Identified students participate in 50 minutes of critical reading instruction by a Critical Reading Specialist.
Implements an evidence-based literacy program intervention.	<p>Sonday System Let's Play Learn</p> <p>Sonday System PreReading Survey</p> <p>Connections, OG in 3D</p> <p>Interventions:</p> <ul style="list-style-type: none"> ● Sonday System 1 ● Sonday System 2 ● Connections, OG in 3D <p>Students are progress monitored each month with the Star Reading Assessment</p>
Ensures students are reading	Students read non-fiction, grade-level

<p>grade-level texts (articles, excerpts, books) in all content areas multiple times each week.</p> <ul style="list-style-type: none"> • Uses robust domain-specific vocabulary development • Utilizes grade-appropriate text 	<p>articles every Friday during the remediation period.</p>
<p>Determines reading levels of all students. Student reading levels are reported 2x per year (beginning and ending of school).</p>	<p>STAR Reading</p>
<p>Offers programs that motivate students to increase reading for pleasure</p>	<p>Accelerated Reader</p>
<p>Participated in the Writing Revolution</p>	<p>Summer 2022</p>
<p>Creates an environment that fosters curiosity and learning through collaborative communication</p>	<p>Professional Learning Teams Literacy Department Meetings</p>
<p>Develops a process for content-area teachers to advocate for struggling readers.</p>	<p>School Leadership Team RTI</p>
<p>Develops a decision making tree to determine appropriate support for struggling learners.</p>	<p>Diagnostic Decision Tree for Reading</p>

Paragould High School (Grades 9-12) Literacy Support Plan

<p>Utilizes a written curriculum that aligns to the science of reading.</p> <ul style="list-style-type: none"> • Advanced phonics, morphology, etymology structure of the English language • Utilize grade-appropriate text 	<p>McGraw Hill Study Sync (2021) is used.</p> <p>Some teachers use a series of workbooks from Prestwick House regarding Greek and Latin roots and word families as Bell Ringers. Teachers also use dictionaries that are on each table for students to work with phonics</p>
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	<p>and vocabulary.</p> <p>All of the teachers feel comfortable in their <i>literature</i> assignments (with an emphasis on the novels and plays) that span multiple genres that are also appropriate to their respective grade level.</p>
<p>Screens 9-12 grade students for reading difficulties following the Act 1063 dyslexia requirements</p> <ul style="list-style-type: none"> ● Phonemic and phonological awareness ● Sound symbol recognition ● Alphabet knowledge ● Decoding skills ● Rapid naming ● Encoding skills 	<p>Star Reading</p> <p>*See list of Level 1 Screeners on District Literacy plan.</p>
<p>Offer critical reading I</p> <ul style="list-style-type: none"> ● Utilize an evidence based intervention program taught by a highly-skilled reading teacher. ● Monitor Student Progress ● Ensure class size is conducive to needs of struggling readers ● Implement a positive behavior plan to support quality instruction ● Consider making this a requirement for identified students. 	<p>This course will be offered to identified students struggling in reading in grades 9-10 during the 23-24 school year..</p>

Critical Reading Course	Identified students struggling in reading will participate in 50 minutes of critical reading instruction each day taught by a Critical Reading Specialist.
Offers Academic Reading for students receiving dyslexia services for credit.	<p>*Connections, OG in 3D, offered by 2 Certified Dyslexia Therapists.</p> <p>*Sonday System, offered by trained staff</p> <p>* In Connections, after each lesson, the students are given an assessment which requires them to read and spell so the therapist can evaluate if there are students who need additional support in the skills which have been taught. Students' progress is monitored by STAR Benchmarking that occurs 2-3x per year or monthly if needed.</p> <p>*Connections require 1-4 students in an intervention group.</p> <p>*Connections is a hands on program which lends itself to positive behavior. The program is very structured with no down time. When students experience success, poor behavior is rarely an issue.</p> <p>* Sonday system is used for students working below grade level by providing multisensory reading instruction by highly trained staff.</p> <p>*Students who show indicators for dyslexia have their names submitted to the RTI team by teachers and/or parents. Appropriate forms along with</p>

	<p>work samples and data are submitted. The RTI team gives the information to the Dyslexia therapist who administers a Level 1 screener for indicators of dyslexia. If dyslexia characteristics are present, the student is placed in an intervention group. A Level 2 assessment then occurs to allow the dyslexia therapist to determine how the dyslexia characteristics are affecting the student's decoding, word recognition, fluency, comprehension and written expression.</p>
<p>Ensures students are reading grade-level texts (articles, excerpts, books) in all content areas multiple times each week.</p> <ul style="list-style-type: none"> • Uses robust domain-specific vocabulary development • Utilizes grade-appropriate text 	
6 teachers participated in the Writing Revolution	Summer 2022
Creates an environment that fosters curiosity and learning through collaborative communication	<p>Literacy Department Meetings</p> <p>PLT Meetings</p> <p>Staff Meetings</p> <p>Administrative Meetings</p>
Develops a process for content-area teachers to advocate for struggling readers	Remediation period is built into the master schedule (25 minutes per day).
Develops a decision making tree to determine appropriate support for struggling learners.	Diagnostic Decision Tree for Reading

Part 2 PROFESSIONAL DEVELOPMENT

Act 1063 of 2017, the Right to Read Act states: By the beginning of the 2021-2022 school year: A) All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction; and B) all other teachers shall demonstrate awareness in knowledge and practices of scientific reading instruction.

Elementary and Special Education Teachers Science of Reading Proficiency Pathway

Year	Action
Summer 2018	Beginning in the summer of 2018, all k-2 classroom teachers and elementary special education teachers completed K-2 RISE training at the NEA Cooperative.
Summer 2019	Beginning in the summer of 2019, all 3-6 classroom teachers and 3-12 special education teachers completed the 3-6 RISE training at the NEA Cooperative.
Summer 2019	All 3-6 math, science, and social studies teachers began RISE Awareness Training (Modules 1-6) on AR Ideas.
Summer 2019	All elementary music teachers, art teachers, and physical education teachers, counselors, librarians, and ELL teachers began RISE Awareness training (modules 1-6) on AR Ideas.
Summer 2020	All 3-6 math, science, and social studies teachers completed RISE Awareness Training (Modules 7-14) on AR Ideas.
Summer 2020	All elementary music teachers, art teachers, and physical education teachers, counselors, librarians, and ELL teachers completed RISE Awareness training (modules 7-14) on AR Ideas.

June 28-30, 2021 July 6-8, 2021	Any new K-2 teacher or K-2 SPED teacher will complete RISE Proficiency Training. (Pathway A)
June 14-16, 2022 June 28-30	Any new 3-6 teacher or 3-12 SPED teacher will complete RISE Proficiency Training (Pathway C)
July 26-28 TBD	Any new K-2 teacher or K-2 SPED teacher will complete RISE Proficiency Training. (Pathway A)
Summer 2023	All new 7-12 teachers shall complete RISE Awareness Training (Modules 1-14) on AR Ideas.

All other teachers - Awareness Pathway Science of Reading

Summer 2019	All 7-12 licensed teachers (other than special education teachers) began RISE awareness training (Modules 1-6) AR Ideas, facilitated by the district curriculum director
Summer 2019	All 7-12 Special Education teachers completed RISE 3-6 training at the NEA Cooperative.
Summer 2023	All 7-12 licensed teachers (other than special education teachers) completed RISE awareness training (Modules 1-6) AR Ideas, facilitated by the district curriculum director
Summer 2021	Any new teacher will complete RISE Awareness Training according to their licensure.
Summer 2023	Any new teacher will complete RISE Awareness Training according to their licensure.

Administrators Science of Reading

Summer 2020	Four elementary administrators completed RISE proficiency training at the NEA Cooperative.
Summer 2020	Three secondary administrators completed RISE Awareness training Modules 1-14 AR Ideas.
Winter 2021	Five administrators completed Assessor training.

Winter 2021	One administrator completed RISE Awareness training Modules 1-14 AR Ideas.
Summer 2021	Three administrators will complete RISE Awareness training. Modules 1-14 AR Ideas.
Summer 2021	Any new administrator will complete RISE Awareness or Proficiency training according to their school level.
Summer 2023	Any new administrator will complete RISE Awareness or Proficiency training according to their school level.
Summer 2023	All administrators are encouraged to complete RISE Assessor Training

Professional Development to support Literacy Teachers & Curriculum

Date	Grade Level	Training
June 7, 2021	K-2	Teaching phonics, vocabulary, comprehension, and fluency using the MH Wonders Curriculum
June 7, 2021	K-2	Heggerty Coaching - Instructional strategies to teach phonemic awareness
June 2023	K-12	Curriculum Planning on ELA high priority standards using ATLAS blueprints.
June 2023	6-12	Lexia PowerUp
June 2023	K-5	Lexia Core 5 Reading
June 7, 2021	3-5	Teaching phonics and word study using the MH Wonders Curriculum
June 7, 2021	6-12	Renaissance Star Reading Assessment
June 8, 2021	6-12	Teaching vocabulary - decoding multisyllabic content area words especially greek and latin roots/affixes, fluency reading new words, and comprehension - MH Study Sync
June 8, 2021	7-12	USA Test Prep (ELA)
June 8, 2021	K-5	Renaissance Early Star Reading/Star Reading Assessment
June 8, 2021	K-6	Curriculum Planning on ELA high priority standards

June 9, 2021	7-12	Curriculum Planning on ELA high priority standards
August 2021	k-6	Imagine Language and Literacy Program
August 2021	9-12	ACT Prep for Juniors (English & Reading)

Professional Development Training to support Literacy Teachers and Curriculum 2022

June 6, 2022	k-2	CKLA
June 6, 2022	3-5	Wonders
June 7, 2022	6-12	Study Sync
June 7-8, 2022	k-12	ELA Curriculum Planning and Alignment
June - May 2022-2023	k-2	The New Teacher Project
June 2-30, 2022	3-12	Writing Revolution
On-going	k-12	ESL Institute
August 2022	7-12	Noredink
June 2023	7-8	Professional Learning Community Institute (Solutions Tree)