



Literacy Plan

Mountain View Schools

**210 High School Drive
Mountain View, AR
72560**

Date: 2022-2023

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Introduction

Literacy is at the core of academic and economic success. Strong literacy skills are critical for Arkansas students to succeed academically as well as to prosper in the current global economy. Students must be able to read, write, and think at increasingly higher levels of complexity, creativity, and sophistication to prepare for college and career pathways (Zhao, 2009).

R.I.S.E. (Reading Initiative for Student Excellence) Arkansas encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities.

Goal 1: Sharpen the focus and strengthen instruction.

Goal 2: Create community collaboration.

Goal 3: Build a culture of reading!

Plan: Goals: 2021-2022

1. All teachers will be working or completed proficiency status in R.I.S.E. trainings.
2. Written Curriculum map that aligns with the science of reading.
3. Provide teachers with a strong, systematic and explicit phonemic awareness program.
4. Provide teachers with a strong, systematic and explicit phonics program.
5. Screen all K-2 students and 3-12 struggling readers for reading difficulties (Act 1268 dyslexia requirements).
6. Ensure adequate time for literacy instruction.
7. Develop intervention plans for students identified at risk for reading difficulties.
8. Integrate literacy skills in content areas through activities that involve reading comprehension, vocabulary, writing, speaking, and listening.
9. Create a collaborative environment that fosters curiosity and learning through collaboration communication.

- Section I, Grades K-2
 - Curriculum, Instruction and Intervention
- Section II, Grades 3-6
 - Curriculum, Instruction and Intervention
- Section III, Grades 7-8
 - Curriculum, Instruction and Intervention
- Section IV, Grades 9-12
 - Curriculum, Instruction and Intervention

Literacy Plan Timeline

Timeline for implementing and monitoring the plan:

[July 2022-June 2023]

The school improvement plan is a working document, and monitoring will be at the district level as well as at the building level in monthly PLC meetings.

Building Collaborative Teams will evaluate the school improvement plan throughout the year. Teams will use data from Renaissance Learning, ACT Aspire, NWEA Maps, and Common Formative Assessments. Teams will look at data from IXL Learning, Renaissance Learning and NWEA Maps to determine student need and RtI measures. Teaching strategies will be reviewed by both faculty and administration. The timeline for evaluation is monthly for building PLC teams and district PLC teams. The district improvement team will meet bi-annually to review all information.

Section I: Grades K-2 Curriculum

*Heggerty Phonemic Awareness

*Phonics First

*Handwriting Without Tears

*Open Court (Reading Program used to address comprehension, small group reading, fluency, vocabulary, and writing.)

Instruction

Phonological Awareness (10 minutes)

Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)

Comprehension (40 minutes)

Read Aloud

Oral Vocabulary

Vocabulary

Small Group Reading (60 minutes) Meet with groups

Daily Writing (30 minutes)

Integrate literacy skills in content areas (e.g. science, social studies, math) through activities that involve reading comprehension, writing, speaking, and listening

Intervention

Screen all K-2 students for reading difficulties (Act 1268 dyslexia requirements)

Develop intervention plans for students identified at risk for reading difficulties

*Use Decision Making Tree for Reading (Link)

Administer diagnostic assessments to determine specific skill deficits

Provide evidence-based interventions through a multi-tiered system of support (RtI)

Establish a process for progress for each tier of instruction (NWEA MAPS, STAR Early & Reading)

Points of Consideration

- *Does our curriculum align with the Science of Reading?*
- *Does our curriculum articulate what students need to know and be able to do at each grade level?*
- *Does our curriculum show evidence of horizontal and vertical articulation of skill sets?*
- *Does our curriculum address the needs of all students?*
- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

[Complete the chart using the information from above]

Standards & Curriculum	In Place	Not in Place	Content Area that would assist	Other Professional Development /Resources that would assist
Phonics First	Yes			PLC Team Meetings
Handwriting Without Tears	Yes			PLC Team Meetings
Heggarty Phonemic	Yes			PLC Team Meetings
Open Court	Yes			PLC Team Meetings/

Publisher provided PD
Aligned with R.I.S.E.

Section II: Grades 3-6 Curriculum

- * Phonics First/Structures (Grades 3-4)
- * Take Flight
- * Handwriting Without Tears (Grades 3-4)
- * Wonders (Reading Program used to address comprehension, small group reading, fluency, vocabulary, and writing.)

Section II A: Instruction Grades 3-4

Word Study (20 minutes)- (basis in morphology)
 Comprehension, Unit-Based (40 minutes)
 Writing (30 minutes)
 Small Group Reading (30 minutes)
 Integrate literacy skills in content areas (e.g. science, social studies, math) through activities that involve reading comprehension, writing, speaking, and listening)
 Robust domain-specific vocabulary

Section II B: Instruction Grades 5-6

Word Study & Writing (50 minutes)- (basis in morphology)
 Comprehension, Unit-Based (50 minutes)
 Utilize Grade-appropriate text (e.g. articles, excerpts, books) in all content areas multiple times each week
 Integrate literacy skills in content areas (e.g. science, social studies, math) through activities that involve reading comprehension, writing, speaking, and listening)
 Robust domain-specific vocabulary

Intervention

Screen all 3-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)
 Develop intervention plans for students identified at risk for reading difficulties
 *Use Decision Making Tree for Reading (Link)
 Administer diagnostic assessments to determine specific skill deficits
 Provide evidence-based interventions through a multi-tiered system of support (Rtl)
 Establish a process for progress for each tier of instruction (NWEA MAPS, STAR Reading, ACT Aspire)

Points of Consideration

- *Does our curriculum align with the Science of Reading?*
- *Does our curriculum articulate what students need to know and be able to do at each grade level?*
- *Does our curriculum show evidence of horizontal and vertical articulation of skill sets?*
- *Does our curriculum address the needs of all students?*
- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

[Complete the chart using the information from above]

Standards & Curriculum	In Place	Not in Place	Content Area that would assist	Other Professional Development /Resources that would assist
Phonics First/Structures	Yes			PLC Team Meetings
Handwriting Without Tear	Yes			PLC Team Meetings
Wonders Literacy Program	Yes			PLC Team Meetings/

Publisher provided PD
 Aligned with R.I.S.E.

Section III: Grades 7-8 Curriculum

* My Perspectives (Reading Program used to address comprehension, small group reading, fluency, vocabulary, and writing.)

Instruction

Utilize Curriculum map that aligns to the science of reading
 Focus shifts to advance phonics, morphology and etymology structure of the English Language
 Utilize Grade-appropriate text (e.g. articles, excerpts, books) in all content areas multiple times each week
 Use robust domain-specific vocabulary development
 Collaborative learning and communication
 Offer **Strategic Reading course** for struggling readers by extending the literacy block (double blocking schedules)

Intervention

Screen all 7-8 struggling readers for reading difficulties (Act 1268 dyslexia requirements) Students will be identified using NWEA Maps, STAR Reading, Common Formative Assessments. Students identified will participate in the Strategic Reading Course.
 Develop intervention plans for students identified at risk for reading difficulties
 *Use Decision Making Tree for Reading (Link) to provide appropriate support for struggling readers Administer diagnostic assessments to determine specific skill deficits
 Process for content-area teachers to advocate for struggling readers (Student Intervention Team) Provide evidence-based interventions through a multi-tiered system of support (RtI)
 Establish a process for progress for each tier of instruction (NWEA MAPS, STAR Reading, ACT Aspire)

Points of Consideration

- *Does our curriculum align with the Science of Reading?*
- *Does our curriculum articulate what students need to know and be able to do at each grade level?*
- *Does our curriculum show evidence of horizontal and vertical articulation of skill sets?*
- *Does our curriculum address the needs of all students?*
- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

[Complete the chart using the information from above]

Standards & Curriculum	In Place	Not in Place	Content Area that would assist	Other Professional Development /Resources that would assist
Strategic Reading	Yes			RISE Training/ Reading Specialist
My Perspectives Literacy Program	Yes			PLC Team Meetings/ Publisher provided PD Aligned with R.I.S.E.

Section IV: High School Curriculum

* My Perspectives Implementation will begin Fall 2021(Reading Program used to address comprehension, small group reading, fluency,vocabulary, and writing.)

Instruction

Utilize Curriculum map that aligns to the Science of Reading
 Morphology and etymology structure of the English Language
 Utilize Grade-appropriate text (e.g. articles, excerpts, books) in all content areas multiple times each week
 Use robust domain-specific vocabulary development
 Collaborative learning and communication
 Offer **Critical Reading I and II courses** for struggling readers
 Evidence-based intervention program taught by a highly-skilled reading teacher
 Ensure class size is conducive to the needs of struggling readers
 Implement a positive behavior plan to support quality instruction
 Consider making a requirement for identified students
 Offer **Academic Reading** for students receiving dyslexia services for credit

Intervention

Screen all 9-12 struggling readers for reading difficulties (Act 1268 dyslexia requirements)
 Develop intervention plans for students identified at risk for reading difficulties
 *Use Decision Making Tree for Reading (Link) to provide appropriate support for struggling readers
 Process for content-area teachers to advocate for struggling readers (Student Intervention Team)

Points of Consideration

- *Does our curriculum align with the Science of Reading?*
- *Does our curriculum articulate what students need to know and be able to do at each grade level?*
- *Does our curriculum show evidence of horizontal and vertical articulation of skill sets?*
- *Does our curriculum address the needs of all students?*
- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

[Complete the chart using the information from above]

Standards & Curriculum	In Place	Not in Place	Content Area that would assist	Other Professional Development /Resources that would assist
Critical Reading I	Yes			RISE Training/
Critical Reading II		TBA		Reading Specialist
Academic Reading		TBA		Reading Specialist
My Perspectives Literacy Program	Yes			Publisher provided PD Aligned with R.I.S.E

Professional Learning

Educators must be prepared to teach effectively in the schools of the 21st century. Practicing teachers will benefit from ongoing, job-embedded learning opportunities that promote lifelong learning and reflective teaching.

What Professional learning is required of staff?

- * RISE Trainings
- * Arkansas Science of Reading (IDEAS)
- * RtI Strategies- Additional instructional time provided for below grade level students.
- * PLC Meetings-To be data driven, teachers will receive in-services on interpreting data.
- * NWEA Maps-To be data driven, teachers will receive in-services on interpreting data.
- * Phonics First/Structures-Provide training to all new staff.
- * All teachers, administrators, and district staff will participate in staff development emphasizing research-based best practices in literacy instruction.
- * District personal with expertise in reading will be provide in-service and classroom support.
- * Encourage professional memberships to support life-long learning.

What does this mean in our district?

What does this mean in terms of hiring teachers?

How is professional development decided upon and actualized?

Is professional development based on what we know about the learning of adults and effective PD? How do we ensure implementation? What supports are we providing teachers?

How are we supporting our teachers to become life-long learners?

- *Are professional learning activities aligned in a cohesive plan to meet the needs of students, teachers, and administrators?*
- *Is professional development based on what we know about effective PD?*
- *Are initiatives understood and supported by administrators?*
- *Do administrators attend and participate in professional development opportunities?*
- *Are initiatives sustained across years?*
- *Is professional development taken back into the classroom?*
- *Are our teachers and administrators knowledgeable about current research for best practice?*
- *Are our teachers given dedicated times to reflect and discuss new learnings and classroom practice with their colleagues?*
- *Are there attempts to build teacher leadership in the school through collaboration and the development of communities of practice?*

Needs Assessment Review

*Currently, four schools have a "B" rating, one school has a "C" rating, and two schools have an "A" rating from the ESSA Index.

Standards and Curriculum

* Literacy Programs align with the Science of Reading, articulate students' needs, show evidence of vertical and horizontal alignment, and address the needs of all students.

Points of Consideration

- *Does our curriculum align with the Science of Reading?*
- *Does our curriculum articulate what students need to know and be able to do at each grade level?*
- *Does our curriculum show evidence of horizontal and vertical articulation of skill sets?*
- *Does our curriculum address the needs of all students?*

Our mission and vision at Mountain View Schools is to sharpen the focus and strengthen instruction, create community collaboration, and build a culture of reading. Utilizing Professional Learning Communities, we will monitor curriculum alignment and effective instructional strategies.

- *What was learned in this area?*
- *What will we do to accomplish our mission/vision in literacy?*

Assessment

* Students will improve their literacy scores measured by Literacy Program Assessments, Renaissance Learning (STAR READING), ACT Aspire, ACT, and NWEA MAPS.

Points of Consideration

- Do we have a **viable** assessment plan listing measures, schedules, procedures, and targeted students at every grade level in every school?
- Do teachers and administrators have easy access to the data?
- Do teachers and administrators understand what each test is intended to measure?
- Do teachers and administrators know how to interpret the data for classroom instruction?
- Do we have regularly scheduled data meetings?
- Do we use data as a means of determining possible professional development needs?

Assessment	In Place	Not in Place	Content Area that would assist	Professional Development that would assist
NWEA MAPS	YES			NWEA Training
STAR	YES			Renaissance Training
ACT Aspire	YES			ACT Aspire Training
Literacy Programs	YES			Program Training

Instruction

- * Small Group Instruction is supported across grades K-6
- * Differentiated instruction K-12 is based on formative and summative data to move within the multi-tiered system
- * Uninterrupted time for teaching language arts: 180 minutes of instruction will occur daily for grades K-2 and 120 minutes for grades 3-6.
- * Administrators have a working knowledge of Literacy and the Science of Reading and the latest research findings about learning.
- * Literacy Instruction will be incorporated in content specific areas addressing instructional needs across all the language arts.

Points of Consideration

- *Is small group instruction a regular part of literacy time?*
- *Is there an intervention system in place?*
- *Do we have adequate blocks of literacy time?*
- *Is literacy connected to content specific areas?*
- *Do teachers and administrators know what constitutes effective literacy instruction?*
- *Do we use evidence-based instructional approaches or programs?*
- *Are we using data to assist with instructional planning?*
- *Are we addressing instructional needs across all the language arts: reading, writing, speaking, and listening?*

Literacy Leadership, Goals, and Sustainability

- * MVSD disseminates information in regards to literacy to all parents.
- * MVSD communicates student progress to parents on a regular basis (report cards, letters and interim reports).
- * MVSD provides a reading program aligned with the Science of Reading to teach the literacy skills.
- * Teachers and Administrators participate in on-going professional development.
- * Administrators support and monitor the teaching of the scope and sequence of the adopted curriculum.

Points of Consideration

- *Do school leaders seek out ways to support literacy improvement efforts?*
- *Is there a coordination of literacy goals, assessment, instruction, and professional development?*
- *Do we give way to trends in literacy instruction?*
- *Is there a dedicated person assigned to literacy?*
- *Is our principal's primary responsibility to be an instructional leader?*
- *Do we inform our parents and community of our literacy achievement and goals?*
- *Do we seek ways to engage parents and community in improving literacy achievement?*

Partnerships

- * Save the Children- Through a partnership with MVSD Save the Children provides in school-age interventions for students, as well as after school tutoring. Save the Children Early Steps for Success birth to age five focuses on developing literacy skills. Save the Children KinderBoost program focuses on transition from Pre-K to Kindergarten.
- * GIK((Gifts in kind))- Through a partnership with MVSD and Save the Children, we provide needed materials (soap, books, play dough, diapers, shoes etc.) to students as well as community members.
- * Backpack Food Program-MVSD partners with area business members and nonprofit organizations to provide weekend meals to students in need.
- * MVSD Food Pantry- MVSD provides shelf stable food distributions throughout the month to families.
- * No Kid Hungry- Partners with MVSD to provide breakfast and lunch meals to all MVSD students.
- * Dolly Parton Imagination Library- MVSD partners with DPIL to provide books to children ages birth to age five throughout the year.
- * Jackets for Jackets- Areas businesses partner with MVSD to provide letterman jackets to high school students.

Points of Consideration

- *Is our district well represented in community activities and committees to expand awareness of the need for a comprehensive literacy program for children birth – grade 12?*
- *Do we participate in community awareness activities to inform and encourage public support for literacy education – children birth to grade 12?*
- *Do we treat parents and community members and organizations (libraries, businesses) as partners in our literacy efforts?*
- *What is the public perception of our school?*