

Literacy Support Plan
Smackover High School
2021-2022

9th - 12th Grade	
<p>Utilize a written curriculum map that aligns to the Science of Reading</p> <ul style="list-style-type: none"> ● Morphology, etymology, structure of the English language ● Utilize grade-appropriate text 	<p>Grade level teachers working in professional learning communities developed literacy curriculum maps which are aligned with the science of reading.</p> <p>The curriculum maps are reviewed annually and are updated as needed.</p>
<p>Offer Critical Reading I and II</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 the needs of struggling readers ● Implement a positive behavior plan to support quality instruction ● Consider making this a requirement for identified students 	<p>An intervention class for students who have been identified as having a deficit with reading comprehension only is provided. The curriculum for this class is Voyager Sopris Journeys. This program is an evidence-based literacy program for 6-9 grades.</p>
<p>Offer Academic Reading for students receiving dyslexia services for credit</p>	<p>Academic Reading is offered to students who have been identified as having the characteristics of dyslexia and are receiving dyslexia therapy from a certified academic language therapist.</p>
<p>Ensure students are reading grade-level texts (e.g. articles, excerpts, books) in all content areas multiple times each week</p> <ul style="list-style-type: none"> ● Use robust domain-specific vocabulary development ● Utilize grade-appropriate text 	<p>Classroom teachers have been trained to integrate literacy skills throughout the content area. Students are expected to regularly read and respond to grade-level content area texts, write short expository texts, participate in shared and individual research projects, and make short presentations based on their research.</p>
<p>Create an environment that fosters curiosity and learning through collaborative communication</p>	<p>Teachers are encouraged to use small group instruction and collaboration activities to help develop effective communications skills.</p>
<p>Develop a process for content-area teachers to advocate for struggling readers (e.g. building contact for literacy support, student intervention team)</p>	<p>Content area teachers have received awareness training in the science of reading. They will be participating in additional professional development modules to support content area reading and content area vocabulary instruction with an emphasis on morphology and domain-specific vocabulary.</p>

	<p>As part of the awareness training, teachers were introduced to the process utilized to identify students who are struggling readers, basic tools for supporting struggling readers, and the referral process for screening students who might need additional literacy support.</p>
<p>Create an environment that fosters curiosity and learning through collaborative communication</p>	<p>Students are screened in accordance with the Right to Read Act. Following the screening, intervention team meetings are held to identify students in need of additional support.</p> <p>Supplemental intervention with approved programs based on the science of reading is provided (S.P.I.R.E.) to identified students by trained personnel. Progress monitoring is regularly reviewed by grade level teachers and a certified academic language therapist.</p> <p>Students who do not make adequate growth as measured by progress monitoring or success in the classroom are referred for further diagnostic testing by a certified academic language therapist.</p> <p>Diagnostic assessments include:</p> <ul style="list-style-type: none"> ● Phonological and Phonemic Awareness - CTOPP 2 Elision, Blending Words, and Phoneme Isolation ● Rapid Naming - CTOPP2 - Rapid Naming ● Letter Knowledge - Woodcock Letter ID ● Decoding - Woodcock Word Attach ● Word Recognition - Woodcock Word Identification ● Fluency - GORT Fluency ● Spelling - TWS-5 ● Reading Comprehension - GORT Reading Comprehension <p>An intervention team committee meeting will convene to determine if the student should be identified as having the characteristics of dyslexia. If so, then the student is placed in an approved science of reading tier 3 (S.P.I.R.E or Take Flight) intensive intervention appropriate to the age and ability of the child.</p>