Literacy Support Plan
Norphlet Middle School
2021-2022

5th Grade	
Utilize a written curriculum map that is aligned to the Science of Reading	Grade level teachers working in professional learning communities developed literacy curriculum maps which are aligned with the science of reading. The curriculum maps are reviewed annually and are updated as needed.
Screen all 3-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)	Initial screening is not required for all students in grades three and higher. However, Ark. Code Ann. § 6-41-603 states that a student in grade three or higher experiencing difficulty, as noted by a classroom teacher, in phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, and encoding skills should be screened using assessments chosen by the school's RTI team. The following assessments have been selected for students in 5th grade: ● Phonological and phonemic awareness - PAST ● Alphabet knowledge - ● Decoding skills - DIBELS: Oral Reading Fluency ● Rapid naming - AR-RAN ● Encoding skills - Developmental Spelling Assessment (DSA)
Ensure adequate time for literacy instruction	Departmentalized setting ● Word Study (10 minutes) - (basis in morphology) ● Comprehension, Unit-Based (45 minutes) ● Writing (45 minutes) ● Remediation - (20 minutes)

Develop intervention plans for students identified at risk for reading difficulties

- Develop a decision-making tree to determine appropriate support for struggling learners
- Diagnostic Decision 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 monitoring for each tier of instruction within a multi-tiered system of support

Norphlet Middle School has a multi-tiered system of support for identified readers based on diagnostic assessments.

- Tier 1 - Core Instruction
- Tier 2 - Supplemental Intervention
- Tier 3 - Intensive Intervention

Students are screened in accordance with the Right to Read Act. Following the screening, intervention team meetings are held by grade level to identify students in need of additional support.

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.

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.

Diagnostic assessments include:
- 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

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.

Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening ● Utilize texts to build students' background and topical knowledge in each content area ● Students should be reading grade-level texts in all content areas throughout each school day ● Use robust domain-specific vocabulary	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. 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.
Create an environment that fosters curiosity and learning through collaborative communication	Classroom teachers have been trained in creating a collaborative environment that supports oral language development and inquiry. The science curriculum uses Project Lead the Way's Project Based Learning Model which utilizes the following pattern to develop content knowledge and skills and then releases the learner to work in groups to solve an engineering problem: 1. Activity 2. Activity 3. Activity 4. Project 5. Problem
6th - 8th Grades	
Utilize a written curriculum map that aligns to the Science of Reading ● Advanced phonics, morphology, etymology structure of the English language ● Utilize grade-appropriate text	Grade level teachers working in professional learning communities developed literacy curriculum maps which are aligned with the science of reading. The curriculum maps are reviewed annually and are updated as needed.
Screen all 7-8 struggling readers for reading difficulties (Act 1268 dyslexia requirements)	Initial screening is not required for all students in grades three and higher. However, Ark. Code Ann. § 6-41-603 states that a student in grade three or higher experiencing difficulty, as noted by a classroom teacher, in phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, and encoding skills should be screened using assessments chosen by the school's RTI team. The following assessments have been selected for students in 7-8 grades: ● Phonological and phonemic awareness - PAST ● Alphabet knowledge -

	• Decoding skills - DIBELS: Oral Reading Fluency • Rapid naming - AR-RAN • Encoding skills - Developmental Spelling Assessment (DSA)
Offer Strategic Reading course for students identified as struggling readers. This can be scheduled and used as a double block of reading instruction and intervention. • Implement an evidence-based literacy program for intervention	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.
Ensure students are reading grade-level texts (e.g., articles, excerpts, books) in all content areas multiple times each week • Use robust domain-specific vocabulary development • Utilize grade-appropriate text	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.
Create an environment that fosters curiosity and learning through collaborative communication	Teachers are encouraged to use small group instruction and collaboration activities to help develop effective communications skills.
Develop a process for content-area teachers to advocate for struggling readers (e.g., building contact for literacy support, student intervention team)	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. 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.
Develop a decision-making tree to determine appropriate support for struggling learners	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. 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.

	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. Diagnostic assessments include: ● 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 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.