

Magnolia High School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
<p>Magnolia High School (9-12)</p>	<p>Begin Science of Reading Pathway to Proficiency for administrators, instructional facilitators, and special education teachers.</p> <p>Begin or continue the pathway to awareness by continuing to view the Science of Reading videos on Arkansas IDEAS.</p> <p>In addition to the videos, more in-depth professional development on the science of reading and the implementation of the components on the secondary level.</p> <p>Administrators, the district literacy curriculum coordinator, and the instructional facilitator will participate in the DESE Science of Reading Assessors training.</p> <p>If possible, participate in the Continue to R.I.S.E.: The Writing Revolution’s Advancing Thinking Through Writing I course for ELA and Social Studies teachers.</p>	<p>Provided Reading Initiative for Student Excellence (R.I.S.E.) 3-6 Year 1 training for the following in August 2019:</p> <ul style="list-style-type: none"> • Campus administrators • Instructional facilitator • Special education teachers <p>Provided R.I.S.E. 3-6 Year 2 training in the summer of 2020.</p> <p>Provided R.I.S.E. 3-6 Year 1 training for new special education and the Critical Reading teachers in the summer of 2020.</p> <p>Continue to provide R.I.S.E. 3-6 Years 1 and training for staff.</p> <p>If possible, ensure adequate time for facilitated sessions viewing the <i>Science of Reading</i> videos on Arkansas IDEAS. If facilitated sessions cannot occur, teachers will be responsible to view the videos on their own.</p> <p>Three campus administrators, instructional facilitator, and the district literacy coordinator completed the virtual Science of Reading Assessors training in 2020-2021. South Central Service Cooperative staff will continue to work with administrators to ensure their knowledge of assessing proficiency in teachers is correct and effective.</p> <p>If possible, enroll select facilitators and ELA/Social Studies teachers to participate in the DESE-offered course to advance writing in content areas.</p>

	Participate in the DESE R.I.S.E. Community Award Program in 2021-2022.	Partner with stakeholders and community members in the DESE R.I.S.E. Community Award Program to create community collaboration and build a culture of reading.
	The effects of the COVID-19 pandemic and how is the loss of learning being addressed?	<p>Through collaborative meetings, teachers revised curriculum maps to address gaps in learning /learning loss due to COVID.</p> <p>Faculty and staff will also be using beginning-of-year, interim, and classroom assessments to identify gap throughout the year in attempt to recover lost learning. Administrators and the instructional facilitator have also built opportunities for credit recovery into the master schedule in order to give students the opportunity to stay on track for graduating with their cohorts.</p>
	<p>The purchase of curriculum, instructional programs, and/or resources aligned with the science of reading</p> <p>The purchase of programs/curriculum, if needed, from the state-approved curriculum list that will be disseminated in spring 2020.</p> <p>The purchase of programs/curriculum from the state-approved curriculum list if CLSD grant funding allows.</p>	<p>Provided the text <i>Words: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure</i> by Marcia K. Henry for science of reading professional development and use in class.</p> <p>Provided the <i>REWARDS</i> reading program that emphasizes morphology, fluency, academic vocabulary, and comprehension.</p> <p>Provide the Prestwick House vocabulary, <i>Vocabulary in Context</i>.</p> <p>Utilize the following curriculum and resources:</p> <ul style="list-style-type: none"> • Educational websites <ul style="list-style-type: none"> ▪ <i>Edulastic</i> ▪ <i>ReadWorks</i> ▪ <i>Newsela</i> • <i>Arkansas State Standards</i> and resources from the Division of Elementary and Secondary Education • Textbooks, novels, and resources from AAIMS and College Board • <i>Take Flight</i> is used for dyslexia intervention <p>Provided the following:</p> <ul style="list-style-type: none"> • A stipend for literacy teachers to work off-contract to analyze data and develop intervention plans based on needs. • A stipend for teachers to meet after school for book studies and professional development • <i>Vocabulary Through Morphemes</i> teacher materials and student sets • Novel sets

		<ul style="list-style-type: none"> • <i>Step Up to Writing</i> teacher and student materials • <i>Document-Based Questioning (DBQ) Units</i> • <i>Reward Student Workbooks</i> • <i>eSolution for Fluency</i> • <i>Language Live</i> teacher and student licenses and professional development • Professional texts • Books for Community Book Club <p>Trained teachers in <i>Language! Live</i> program in the summer of 2021. Due to COVID, the program was not implemented in 2020, but will be used in 2021-22 in both Critical Reading classes.</p> <p>Purchased <i>My Perspective</i> ELA Curriculum for grades 9-12 and provided training for teachers in the summer of 2021.</p>
	<p>Collaboration time with instructional facilitators and teachers to create a curriculum map that aligns with the science of reading.</p>	<p>Ensure adequate time for the collaborative development of a curriculum map that aligns with the science of reading—with focus standards to be taught in each grade level.</p> <ul style="list-style-type: none"> • Instruction on morphology and etymology is provided. • Utilize grade-level text.
	<p>Purchase professional texts that support the evidence-based science of reading components.</p>	<p>Provided the following professional texts to utilize through instruction, book studies, and collaborative discussions in Professional Learning Community (PLC) meetings to support evidence-based practices in the implementation of the science of reading components:</p> <ul style="list-style-type: none"> • <i>Words: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure</i> by Marcia K. Henry • <i>PS: Prefixes, Suffixes, Roots (Resource of Lists, Phrases, Sentences, Poems and Stories)</i> by Diane Hickey Gold, Elaine Russo, Linda Wallace, and Judy Shapiro. • <i>PPS: Advanced prefixes, Suffixes, Roots & Connectives (Resource of Lists, Phrases, Sentences, Stories, and Activities)</i> by Diane Hickey Gold, Elaine Russo, Linda Wallace, and Judy Shapiro. <p>Provided the following professional texts:</p> <ul style="list-style-type: none"> • <i>In the Best Interest of Students: Staying True to What Works in the ELA Classroom</i>

		<ul style="list-style-type: none"> • <i>Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment</i> <p>Provide professional book studies after school in 2021-2022 with a focus on best practices. (Titles are to be determined.)</p>
	<p>Based on the results of the district-requested reflective study performed by educational cooperative staff in May 2019, create a campus/district dyslexia plan that ensures meeting the requirements of Act 1063 and the needs of all students who exhibit characteristics of dyslexia.</p> <p>Training and assistance with the screening and identification of students exhibiting characteristics of dyslexia</p>	<p>Established a collaborative district dyslexia team including district and campus administrators, instructional facilitators, dyslexia interventionists, counselors, and other members of principal's choice.</p> <p>Schedule meetings with the district dyslexia team and educational cooperative staff members to begin the process of creating the district dyslexia plan and collaborate on district and campus needs regarding dyslexia testing and intervention.</p> <p>Provide <i>Take Flight</i> (Orton Gillingham-based curriculum) Year 2 training for the campus dyslexia interventionist and purchase needed resources and materials.</p> <p>Offer Academic Reading for students receiving dyslexia services for credit.</p> <p>In 2021, Academic Reading 2 will be added.</p> <p>Ensure adequate time for screening students for reading difficulties according to the Act 1063 requirements.</p> <p>Ensure attendance of instructional facilitator and dyslexia interventionist at quarterly educational cooperative dyslexia collaborative meetings.</p>
	<p>Sufficient time for literacy instruction that teaches required components of the science of reading.</p>	<p>Ensure adequate time for literacy instruction in all content areas on the following:</p> <ul style="list-style-type: none"> • Ensure instruction of focus standards. • Ensure students are reading grade-level texts (e.g., non-fiction articles, excerpts, books) multiple times each week. • Use rigorous vocabulary development. • Utilize grade-appropriate text. • Writing

	<p>Critical Reading classes in grade 9 and 10 to help students in need.</p>	<ul style="list-style-type: none"> • RI, RL, L, and W standards are covered in core instruction. <p>Offer Critical Reading I for students identified as struggling readers.</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>Beginning in 2021-22, Critical Reading 2 will be offered to tenth graders who are identified as struggling readers. A second reading teacher was hired to accomplish this.</p> <p>Based on results from a combination of classroom assessments and ACT Aspire scores, 13 students who were in Critical Reading 1 were able to exit the intervention class.</p>
	<p>NWEA Measures of Academic Progress (MAP) interim assessments to check reading and math achievement</p>	<p>Purchase MAP interim assessments from NWEA to check students' reading and math achievement to determine appropriate interventions.</p> <p>Train all administrators, the campus instructional facilitator, and teachers to administer and create data reports for the MAP interim assessments.</p> <p>Administer diagnostic assessments to students to evaluate the missed learning from the extended school closure.</p>
	<p>Response to Intervention Plans (RTI) for students who are struggling readers.</p>	<p>Develop intervention plans for students identified at risk for reading difficulties.</p> <ul style="list-style-type: none"> • Establish a committee of administrators, counselors, interventionists and the instructional facilitator to collaborate on diagnostic and interim student data to determine appropriate interventions. • Administer diagnostic assessments to determine specific skill deficits. • Tier 2 interventions are provided by classroom teachers as needed according to the assessment data.

		<ul style="list-style-type: none"> • The Boundless Learning Co-teaching model is implemented for special education students in literacy and math.
	Implementing the science of reading components in math, science, and social studies.	<p>Ensure the integration of literacy skills in content areas (e.g., math, science, and social studies) through activities that involve reading comprehension, vocabulary, writing, speaking, and listening.</p> <ul style="list-style-type: none"> • Ensure students are reading grade-level texts (e.g., non-fiction articles, excerpts, books) multiple times each week in all content areas. • Use rigorous domain-specific vocabulary development. • Utilize grade-appropriate text. • Writing • Focus standards in all content areas are covered in core instruction. • Develop a process for content-area teachers to advocate for struggling readers. • If teachers attend the Continue to R.I.S.E.: The Writing Revolution’s Advancing Thinking Through Writing I course for ELA and Social Studies teachers, begin training other content teachers who were unable to attend the course.
	Scheduled time for collaborative meetings on the campus and district level to address student and curriculum needs.	<p>Create an environment that fosters learning through collaborative communication. Ensure adequate time for the following:</p> <ul style="list-style-type: none"> • Common planning times for content area teachers, if possible. • Weekly, monthly/bi-monthly Professional Learning Community (PLC) meetings to collaborate on curriculum, discuss student data, and discuss/review best practices that are aligned with the science of reading. • Monthly campus and quarterly district leadership team meetings to collaborate and discuss factors that affect increased student achievement.
	Additional support from state department and educational cooperative staff to implement identified best practices.	<p>Provide support from instructional facilitator who has received training in the science of reading (L.E.T.R.S. and R.I.S.E.).</p> <p>Provided professional development in the past three years on the following:</p> <ul style="list-style-type: none"> • Station teaching • Questioning techniques • Learning objectives

		<ul style="list-style-type: none"> • Instructional congruency • Bloom’s and DOK levels • Curriculum mapping • Authentic literacy • Vocabulary instruction <p>Provide support from literacy specialists/certified R.I.S.E. trainers from the district and South Central Service Cooperative to assist with building capacity with best practices among teachers across all content areas in all grades.</p>
	<p>Implement a blended learning platform based on guidelines from the Department of Elementary and Secondary Education’s (DESE) Arkansas Ready 4 Learning that will meet the literacy needs of all students in the event of a school closure.</p> <p>Establish a district Instructional Technology Team to remain abreast of state guidelines and requirements and be trained in the instructional technology essential to meet the needs of all students.</p> <p>Instructional Technology Team book study on <i>Blended Learning in Action: A Practical Guide Toward Sustainable Change</i>.</p>	<p>Train all administrators and staff in the use of Teacher Pages (campus website), Microsoft Teams and Screencast-O-Matic to implement a blended learning platform.</p> <p>Train all students to access Microsoft Teams in the event of a school closure.</p> <p>Four representatives from the campus will serve on the Magnolia School District Instructional Technology Team.</p> <p>Provide copies of <i>Blended Learning in Action: A Practical Guide Toward Sustainable Change</i> for all Instructional Technology Team members to do a book study.</p>