

## Magnolia Middle School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
<p>Magnolia Middle School (6-8)</p>	<p>Begin Science of Reading Pathway to Proficiency for administrators, instructional facilitators, and special education teachers.</p> <p>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"> <li>• Campus administrators</li> <li>• Instructional facilitators for literacy, math, and science</li> <li>• Special education teachers</li> </ul> <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 staff in the summer of 2020.</p> <p>Provided R.I.S.E. training for Strategic Reading teachers.</p> <p>*During the COVID-19 school closure, many staff members completed the Science of Reading videos. Other staff members will continue to view the videos.</p> <p>Continue to provide R.I.S.E. 3-6 Years 1 and 2 training for staff.</p> <p>Three campus administrators, instructional literacy facilitator, and the district literacy coordinator completed the virtual Science of Reading Assessors training in 2020-2021. South Central Service Cooperative staff will 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>

	<p>Participate in the DESE R.I.S.E. Community Award Program in 2021-2022.</p>	<p>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.</p>
	<p>The effects of the COVID-19 pandemic and how is the loss of learning being addressed?</p>	<p>Students who have demonstrated loss of learning due to COVID-19 will have ongoing opportunities for intervention for 30 minutes, 3 days a week through Cub Academy. (Cub Academy is a 30-minute intervention/enrichment period.)</p> <p>Virtual tutoring is offered Monday through Thursday from 4:00-6:00 for all students as needed.</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>Provide <i>Equipped for Reading Success</i> by David Kilpatrick and <i>PPS: Advanced Prefixes, Suffixes, Roots &amp; Connectives</i> to implement in Strategic Reading class. Utilize the following curriculum and resources:</p> <ul style="list-style-type: none"> <li>• Educational websites <ul style="list-style-type: none"> <li>▪ <i>Edulastic</i></li> <li>▪ <i>ReadWorks</i></li> <li>▪ <i>Newsela</i></li> <li>▪ <i>PBS Media</i></li> </ul> </li> <li>• <i>Arkansas State Standards</i> and resources from the Division of Elementary and Secondary Education</li> <li>• Textbooks, novels, and resources from AAIMS</li> <li>• Educational magazines</li> <li>• <i>Take Flight</i> is used for dyslexia intervention</li> <li>• <i>My Perspectives</i> text and software in all English classes</li> <li>• <i>95% Group: Vocabulary Surge</i> will be implemented in Strategic Reading classes.</li> </ul> <p>Provide as funding allows:</p> <ul style="list-style-type: none"> <li>• A stipend for literacy teachers to work off-contract to analyze data and develop intervention plans based on needs. (This did not occur last year due to COVID.)</li> </ul>

		<ul style="list-style-type: none"> <li>• A stipend for teachers to meet after school for book studies and professional development</li> <li>• Novel sets for book clubs in school and at home</li> <li>• <i>Document-Based Questions (DBQ) Project Mini-Qs Literature</i> teacher binders</li> <li>• <i>DBQ</i> class set</li> <li>• <i>DBQ</i> Project Introductory professional development</li> <li>• Free Little Libraries for campus and community</li> <li>• 95% Group Multi-Syllable Routine Cards (5 sets)</li> <li>• Professional texts</li> <li>• NWEA MAP professional development</li> <li>• Solution Tree Literacy professional development (This will occur this year.)</li> </ul> <p>The CLSD/SOAR Grant team met onsite with the district and campus administrators, federal programs director, and the literacy facilitator in May 2021 regarding grant purchases and literacy programs. The visit was informative and beneficial to Magnolia Middle.</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>
	<p>Purchase as needed professional texts that support the evidence-based science of reading components.</p>	<p>Provide 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"> <li>• <i>Equipped for Reading Success</i> by David Kilpatrick</li> <li>• <i>Words: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure</i> by Marcia K. Henry</li> <li>• <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.</li> <li>• <i>PPS: Advanced prefixes, Suffixes, Roots &amp; Connectives (Resource of Lists, Phrases, Sentences, Stories, and Activities)</i> by Diane Hickey Gold, Elaine Russo, Linda Wallace, and Judy Shapiro</li> </ul>

	<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>	<ul style="list-style-type: none"> <li>• <i>Deeper Reading</i> by Kelly Gallagher</li> </ul> <p>Established a collaborative district dyslexia team including district and campus administrators, instructional facilitators, dyslexia interventionists, counselors, and other members of principals' 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 Year 1</i> (Orton Gillingham-based curriculum) training for the three campus dyslexia interventionists and purchase needed resources and materials.</p> <p>Ensure adequate time for screening students for reading difficulties according to the Act 1063 requirements.</p> <p>Ensure attendance of literacy facilitator and dyslexia interventionists 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>Strategic Reading classes in grades 6-8</p>	<p>Ensure adequate time for literacy instruction in all content areas on the following:</p> <ul style="list-style-type: none"> <li>• Word Study (basis in morphology) in English classes. A specific word part is introduced and content-specific academic vocabulary using that part is introduced per course</li> <li>• Ensure students are reading grade-level texts (e.g., non-fiction articles, excerpts, books) multiple times each week.</li> <li>• Use rigorous vocabulary development</li> <li>• Utilize grade-appropriate text</li> <li>• Writing</li> <li>• RI, RL, L, and W standards are covered in core instruction</li> </ul> <p>Provide Strategic Reading classes for grades 6-8 to help students who struggle with reading.</p>

	to help students in need.	
	NWEA Measures of Academic Progress (MAP) interim assessments to check reading and math achievement	<p>Purchase MAP interim assessments from NWEA to check students' reading and math achievement to determine appropriate interventions.</p> <p>Train all administrators, literacy and math facilitators, and teachers to administer and create data reports for the MAP interim assessments.</p> <p>Administer diagnostic assessments to students to evaluate loss of learning.</p>
	Response to Intervention Plans (RTI) for students who are struggling readers.	<p>Develop intervention plans for students identified at risk for reading difficulties.</p> <ul style="list-style-type: none"> <li>• Establish a committee of administrators, counselors, interventionists and facilitators to collaborate on diagnostic and interim student data to determine appropriate interventions.</li> <li>• Administer diagnostic assessments to determine specific skill deficits</li> </ul> <p>The Boundless Co-teaching model is implemented for special education students in literacy and math.</p> <p>Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support.</p> <ul style="list-style-type: none"> <li>• Dyslexia intervention using the district-approved program <i>Take Flight</i> is provided for students who have an outside diagnosis, have been Level II screened, and/or exhibit characteristics of dyslexia.</li> </ul>
	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"> <li>• Ensure students are reading grade-level texts (e.g., non-fiction articles, excerpts, books) multiple times each week in all content areas.</li> <li>• Use rigorous domain-specific vocabulary development</li> <li>• Utilize grade-appropriate text</li> <li>• Writing</li> <li>• Focus standards in all content areas are covered in core instruction</li> <li>• Develop a process for content-area teachers to advocate for struggling readers</li> </ul>

		<ul style="list-style-type: none"> <li>• DBQ binders for social studies teachers were purchased to expand literacy in social studies classes. They will also receive training for this.</li> <li>• Social Studies and science teachers will complete a book study on Kelly Gallagher’s <i>Deeper Reading</i>.</li> <li>• 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.</li> </ul>
	<p>Scheduled time for collaborative meetings on the campus and district level to address student and curriculum needs.</p>	<p>Create an environment that fosters learning through collaborative communication. Ensure adequate time for the following:</p> <ul style="list-style-type: none"> <li>• Common planning times for content area teachers, if possible</li> <li>• 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.</li> <li>• Monthly campus and quarterly district leadership team meetings to collaborate and discuss factors that affect increased student achievement.</li> </ul>
	<p>Additional support from state department and educational cooperative staff to implement identified best practices.</p>	<p>Provide support from instructional facilitators in literacy, math, and science who are receiving training in the science of reading (R.I.S.E.)</p> <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>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>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>Four representatives from the campus will serve on the Magnolia School District Instructional Technology Team.</p> <p>Provided 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>
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