Graduate Arkansas Literacy Plan 2022-2023

Five key mechanisms of an operative literacy plan include:

1. Strengthening literacy across ALL content areas

2. Interventions for readers and writers who struggle

3. Policies, structures, and school culture that supports literacy throughout

4. Strong leadership capacities

5. Teacher support system

Purpose:

To implement literacy interventions and a reading intervention program that will provide learners with needed resources to enhance the effectiveness of the educational program.

Priority Statement:

Graduate Arkansas has conducted a needs assessment to identify the focus of the school improvement plan. After reviewing data, it has been decided that a literacy plan will be essential to improve overall literacy and reading performance on local and state assessments. Graduate Arkansas will prioritize state and federal funding, including without limitation, enhanced student achievement (ESA) state categorical funds to improve literacy and reading achievement across the curriculum.

Figure 1: Literacy Development and Reading Achievement

Goal 1.1	Implement grade-level discussions on effective reading and writing instructional practices/strategies and resources		
Timeline	Continually throughout the 2022-23 school year		
Action Steps	Schedule dedicated collaboration meetings	Implement effective instructional strategies utilizing resources during collaborative meetings	Share instructional strategies and/or resources via email
Person(s) Responsible	• Assistant Director • Superintendent	• Instructional Staff	• ELA Content Specialist • Building Leadership Team
Resources	• Allocated, uninterrupted meeting time	• *The Art and Science of Teaching* • *Reading and Writing Strategies for the Secondary English Classroom in a PLC at Work*® • Embedded literacy and reading instructional strategy coaching to improve pedagogy	• Professional Learning: Highly Effective literacy and reading strategies
Evidence of Success	• Collaborative meeting agendas / notes • Observations	• Observations (rubric) • Collaborative meeting agendas / notes • Results from ACT Aspire Summative Assessment	• Literacy and reading strategies training / workshop attendance • Results and feedback from observations (rubric) • Emails

Goal 1.2	Research, identify, and implement learning strategies that support varied writing styles.		
Timeline	Continually throughout the 2022-23 school year		
Action Steps	Identify texts that effectively model each writing style in all content areas and genres.	Create and enhance grade-level classroom libraries	Secure digital versions of required and student-preferred academic texts and resources
Person(s) Responsible	- Instrucituonal Staff - ELA Content Specialist - Building Leadership Team	- Instructional Staff - Building Leadership Team - Superintendent	- Instructional Staff - Building Leadership Team - Superintendent
Resources	- Access to academic and grade-level appropriate text databases - Content and course required and recommended texts list	- Funds dedicated specifically to texts/resources purchase - Critical Reading I and II courses	Allocated funds dedicated specifically to digital texts/resources purchase
Evidence of Success	- Fluid list of text selections - Feedback from students regarding text selections and interests	- Purchase and successful implementation of varied text collections in each classroom - Text/Resource checkout logs - Critical Reading I and II successful course(s) completion	- Purchase and successful implementation of digital text subscriptions - Digital text/resource access reports

Goal 1.3	Implement a literacy intervention program that will increase and enhance all participating students' writing by at least 5%.		
Timeline	Continually throughout the 2022-23 school year		
Action Steps	Identify students in need of Tier II and III support	Assign students to participate in literacy intervention program	Professional learning opportunities focused on effective literacy strategies
Person(s) Responsible	● Instructional Staff	● Instructional Staff ● Building Leadership Team	● Instructional Staff ● Building Leadership Team
Resources	● Local and State Assesment Data ● Observations ● Student artifacts that demonstrate current level of achievement ● Students' previous district's academic performance records	● Dedicated and protected intervention time ● Local and State Accessment Data ● Access to effective secondary literary strategies and resources ● Embedded literacy support coaching from vetted consultant ● Critical Reading I and II courses	● Effective literacy strategies professional learning opportunities ● Embedded literacy support coaching from vetted consultant
Evidence of Success	● List of categorized Tier II/III students ● Collaborative meeting agendas / notes	● Observations (rubric) ● Literacy instructional strategies database ● Intervention Schedule and Student Attendance ● Results from local assessments ● Results from ACT Aspire Summative Assessment ● Critical Reading I and II successful course(s) completion	● Literacy instructional strategies training / workshop attendance ● Results and feedback from observations (rubric) ● Results from local assessments ● Embedded literacy support coaching from vetted consultant ● Results from ACT Aspire Summative Assessment

Goal 1.4	Implement a reading intervention program that will show growth towards the respective reading grade level or above.		
Timeline	Continually throughout the 2022-23 school year		
Action Steps	Identify students not on reading grade-level	Assign students to participate in reading intervention program	Professional learning opportunities focused on effective reading strategies
Person(s) Responsible	● Instructional Staff	● Instructional Staff ● Building Leadership Team	● Instructional Staff ● Building Leadership Team
Resources	● Local and State Assesment Data ● Observations (rubric) ● Student artifacts that demonstrate current level of achievement ● Students' previous district's academic performance records	● Dedicated and protected intervention time ● Local and State Assessment Data ● Access to effective secondary literary strategies and resources ● Science of Reading Professional Learning ● Embedded reading support coaching from vetted consultant	● Effective reading strategies professional learning opportunities ● Embedded reading support coaching from vetted consultant ● Science of Reading Professional Learning
Evidence of Success	● List of identified students ● Collaborative meeting agendas / notes	● Observations (rubric) ● Reading strategies database ● Intervention Schedule and Student Attendance ● Results from local assessments ● Results from ACT Aspire Summative Assessment ● Selection of Reading intervention program ● Master Schedule	● Reading strategies training / workshop attendance ● Science of Reading proficiency and/or awareness comletion ● Results and feedback from observations ● Results from local assessments ● Results from ACT Aspire Summative Assessment

Figure 2: School Policy, Structure, and Culture Improvement

Goal 2.1	With fidelity synchronize curriculum and instruction practices across content in all areas.
Timeline	Continually throughout the 2022-23 school year
Action Steps	Create collaborative interdisciplinary teacher teams
Person(s) Responsible	- Instructional Staff - Building Leadership Team - Superintendent
Resources	- Collaborative meeting agendas/notes - Dedicated and protected collaborative team time - Local and State Assessment Data - Effective instructional strategies professional learning opportunities - Embedded best instructional practices coaching
Evidence of Success	- Master schedule - ADA / ADM - Results and feedback from observations (rubric)

Figure 3: Instructional Strategies Support, Growth, and Improvement

Goal 3.1	With fidelity, synchronize curriculum and instruction practices across content all areas.
Timeline	Continually throughout the 2022-23 school year
Action Steps	Create collaborative interdisciplinary teacher teams
Person(s) Responsible	- Instructional Staff - Building Leadership Team - Superintendent
Resources	- Collaborative meeting agendas/notes - Dedicated and protected collaborative team time - Local and State Assessment Data - Effective instructional strategies professional learning opportunities - Embedded best instructional practices coaching
Evidence of Success	- Master schedule - ADA / ADM - Results and feedback from observations (rubric)

Goal 3.2	All instructional staff members will participate in the Science of Reading proficiency and/or awareness training and select pathway during 2022-2023 SY
Timeline	Continually throughout the 2022-23 school year
Action Steps	Completion of Science of Reading learning modules by end of 2022-23 SY.
Person(s) Responsible	● Instructional Staff ● Building Leadership Team
Resources	● Science of Reading Digital Course Schedule 2022-2023 (Right to Read Act; Science of Reading Overview; The Reading Brain; Essential Elements; Phonology; Critical Foundational Skills-Decoding; Critical Foundation Skills-Encoding; Vocabulary) ● Selected RISE pathways for professional development.
Evidence of Success	● Demonstrated competency, validated with certificates earned on each SOR learning module.

Goal 3.3	Building Leadership will take the Pearson Foundations of Reading Assessment
Timeline	Continually throughout the 2022-23 school year
Action Steps	Successful completion of the Pearson Foundations of Reading Assessment by end of 2022-23 SY.
Person(s) Responsible	● Building Leadership Team ● Superintendent
Resources	● Science of Reading Digital Course Schedule 2022-2023 (Right to Read Act; Science of Reading Overview; The Reading Brain; Essential Elements; Phonology; Critical Foundational Skills-Decoding; Critical Foundation Skills-Encoding; Vocabulary) ● Selected RISE pathways for professional development. ● Foundations of Reading Assessment Preparation Materials
Evidence of Success	● Demonstrated competency, validated with certificates earned on each SOR learning module. ● Passing score on the Pearson Foundations of Reading Assessment