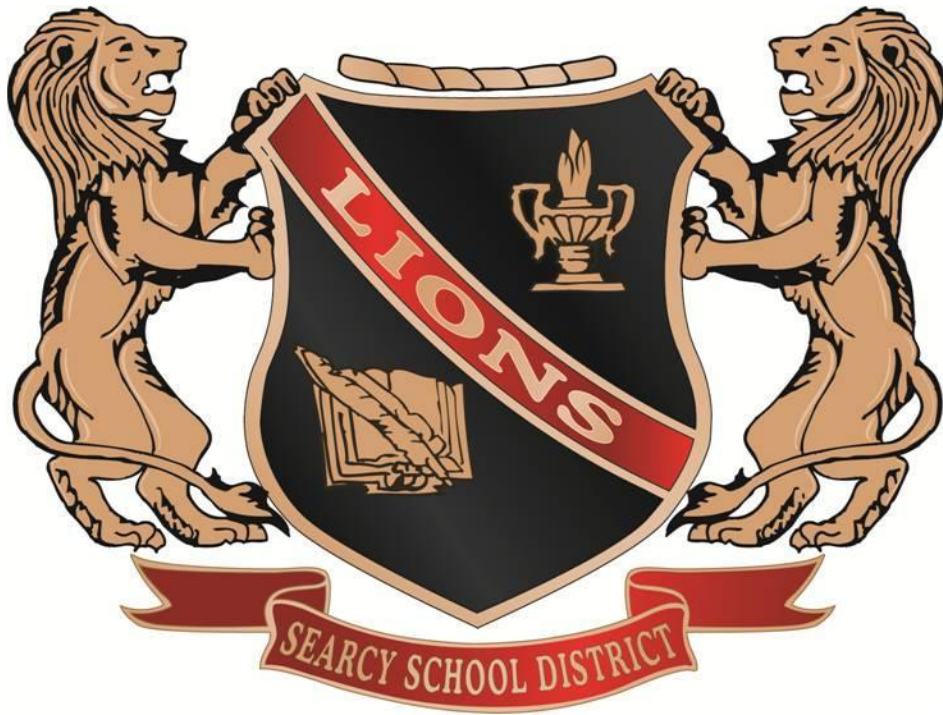


# Searcy Public School District Literacy Support Plan



2022-2023

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# Searcy Public Schools

## Educational Excellence

### **Mission: Why do we exist?**

- ❖ To ensure high levels of learning for ALL stakeholders
- ❖ To meet the needs of ALL stakeholders.

### **Vision: What do we do to achieve our mission?**

- ❖ Work collaboratively and supportively to determine curriculum, assessment, and instructional strategies.
- ❖ Create and implement policies and processes that allow for ALL stakeholders to learn at high levels.

### **Collective Commitments: What do we commit to?**

- ❖ Working in teams to collaboratively teach the agreed upon curriculum, identify essential standards, develop common assessments, identify and practice high yield instructional strategies, and refine lessons and lesson plans.
- ❖ Developing and implementing district wide RTI procedures and processes.
- ❖ Holding ALL stakeholders (especially ourselves) to high academic standards.
- ❖ Working with students and parents to create paths to success for all students.

### **What principles will guide our work?**

- ❖ Accountability
- ❖ Integrity
- ❖ Honor
- ❖ Empathy

# Literacy Plan Goals

1. Searcy Public Schools will ensure that all students in grades K-12 will have access to a guaranteed, viable curriculum horizontally and vertically aligned to promote grade level reading proficiency.
2. Searcy Public Schools will commit that teachers will be afforded the opportunities for professional growth in evidence-based strategies to equip them to meet the needs of their students.
3. Searcy Public Schools will procure the resources necessary for teachers and students to support the curriculum.
4. Searcy Public Schools will continually monitor, assess, and evaluate the effectiveness of the literacy curriculum through curriculum review and in conjunction with student performance data.
5. Searcy Public Schools will screen and assess students appropriately and provide support when needed.

# Assessments and Screenings

1. Assessments and screenings grades K-3
  - a. Purpose is to identify students who may be at risk for poor learning outcomes in reading.
  - b. Initial screening is conducted for ALL students in grades K-3
  - c. Screening should be conducted in grades 4-12 for students experiencing difficulty in reading as noted by a classroom teacher (or any student who transfers and data cannot be located).
  - d. Additional Level 1 Screening Data is collected for qualifying students in K-3 based on district Rtl protocol.
  - e. A [decision-making tree](#) will be used to determine appropriate support for struggling learners.

Required Component	Initial Screening Tools K-3	Additional Information
Phonological and Phonemic Awareness <ul style="list-style-type: none"> <li>● the ability to recognize and manipulate the sound system in spoken language</li> </ul>	<ul style="list-style-type: none"> <li>● Dibels 8th Edition: Phoneme Segmentation Fluency (PSF) (K-1)</li> <li>● Istation ISIP: Phonemic Awareness (K-1)</li> </ul>	PAST
Alphabet Knowledge <ul style="list-style-type: none"> <li>● the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>● Dibels 8th Edition: Letter Naming Fluency (LNF) (K-1)</li> <li>● Istation ISIP: Letter Knowledge (K-1)</li> <li>● Teacher checklist for recognizing and naming 26 upper and lowercase letters with automaticity.</li> </ul>	
Sound Symbol Recognition <ul style="list-style-type: none"> <li>● to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Dibels 8th Edition: Nonsense Word Fluency (NWF) (CLS and WRC) (K-3)</li> <li>● Dibels 8th Edition: Word Reading Fluency (WRF) (K-3)</li> <li>● Istation ISIP: Letter Knowledge (K-1)</li> </ul>	
Decoding Skills <ul style="list-style-type: none"> <li>● to translate words, word parts, or nonwords into their corresponding pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>● Dibels 8th Edition: Nonsense Word Fluency (NWF) (CLS and WRC) (K-3)</li> <li>● Dibels 8th Edition: Word Reading Fluency (WRF) (K-3)</li> <li>● Dibels 8th Edition: Oral Reading Fluency (ORF) (1-8)</li> <li>● Dibels 8th Edition: Maze (2-8)</li> </ul>	Use S.P.I.R.E. to determine small group instruction

<b>Rapid Naming</b> <ul style="list-style-type: none"> <li>the ability to quickly name aloud a series of familiar items</li> </ul>	<ul style="list-style-type: none"> <li>Arkansas Rapid Naming Screener (AR-RAN)(K-2 based on times) (3-12 based on observed behaviors)</li> </ul>	
<b>Encoding</b> <ul style="list-style-type: none"> <li>to translate spoken language into print.</li> </ul>	<ul style="list-style-type: none"> <li>Istation ISIP: Spelling (1-2)</li> <li>District Phonics Assessment</li> </ul>	Analyze a grade level dictated passage.

## 2. Assessments and screenings grades 4-12

- a. Purpose is to identify students who may be at risk for poor learning outcomes in reading.
- b. Screening is conducted in grades 4-12 for students experiencing difficulty in reading as noted by a classroom teacher.
- c. Screening measures include:
  - i. Dictated writing sample (encoding)
  - ii. Decoding Survey, S.P.I.R.E. placement test, and/or TOWRE-2 (sound-symbol recognition, alphabetic knowledge, and decoding)
  - iii. PAST (phonological awareness)
  - iv. historical data on AR RAN
- d. Additional Level 1 Screening Data is collected for qualifying students in grades 4-12 based on district RtI protocol.
- e. A [decision-making tree](#) will be used to determine appropriate support for struggling learners.

## 3. Formal Assessments

- a. Reading Level Assessment Grades K-8
  - i. Istation ISIP Early Reading (K-3) will be administered twice per year to determine students' independent reading levels. Results will be shared with teachers and parents.
  - ii. DIBELS (4-6) will be administered at the beginning, middle, and end of the school year. Twice per year the data will be used to determine students' reading levels. Results will be shared with teachers and parents.
  - iii. Data from IXL (7-8) will be used twice per year to determine students' reading levels. Results will be shared with teachers and parents.
- b. State-Required Assessments
  - i. Istation ISIP (Grades K-2) will be administered three times per year to measure individual student growth over time.
  - ii. ACT Aspire (Grades 3-10) will be administered at the end of the year as a summative assessment.
  - iii. ACT (Grade 11) will be administered to students in grade 11.

# Literacy Emphasis by Grade Span

Traditional/Blended Learning:

## 1. Grades K-2

- a. Teachers in K-2 will implement daily explicit, systematic, and cumulative instruction in **phonological awareness** and **phonemic awareness** following *The Phonemic Awareness Curriculum* editions developed by Dr. Michael Heggerty. (10 minutes) *Phonological Awareness Lessons Deluxe Kits* curriculum will be utilized as needed based on students results on formal and informal assessments.
- b. Teachers in K-2 will deliver daily explicit synthetic **phonics** instruction that follows an aligned scope and sequence applying consistent instructional practices and routines including fluency practice to review previous learning, letter identification, consistent path of movement for letter formation (handwriting), phoneme-grapheme mapping for regular and irregular words, explicit teaching of the six syllable types, syllable division rules, explicit teaching of rules for decoding and encoding, and application to decodable and/or authentic texts. Teachers will use established Science of Reading protocols as well as *Phonics First® Classroom Core Phonics Instruction and Tier I*. (30 minutes)
- c. Students will participate in daily opportunities to increase their **oral language and vocabulary** through explicit and implicit vocabulary techniques, through shared reading and/or read alouds, *Wit and Wisdom* curriculum, and other pre-planned lessons.
- d. Students will participate in **whole group** (90 minutes) and **small group** reading instruction (60 minutes). Teachers will support comprehension emphasizing aligned focus standards to develop standards relating to the comprehension of literary or informational texts, language, vocabulary, concepts about print, or other skills and strategies proficient readers apply. Teachers will use *Wit & Wisdom* curriculum as well as big books, poems, nursery rhymes, and other mentor texts to support instruction. Teachers will also provide targeted differentiated small group reading instruction so students can apply decoding skills to read texts. Teachers will meet with skill-based groups to address foundational gaps and support core instruction. Students will begin by reading decodable texts until they demonstrate the necessary knowledge and skills to transition into authentic texts.
- e. Teachers will provide explicit daily instruction in **language, grammar, and writing** emphasizing the district essential standards utilizing *Wit and Wisdom* curriculum. This instruction will follow a gradual release model.
- f. Teachers will create a **literate environment** in their classrooms by including, but not limited to, a sound wall, co-constructed anchor charts, and multi-sensory stations/centers. Talk and inquiry will be scaffolded and developed in a collaborative environment.

- g. All K-2 teachers will receive professional development in the science of reading through K-2 RISE Academy. Teachers will learn and implement scientific-based practices for teaching phonological/ phonemic awareness, phonics, vocabulary, fluency, and comprehension outlined in a-f above. After completing RISE Academy teachers will complete a 2 day training on Small Group Reading. New hires will attend Launch and Module & Lesson Study professional development sessions from Wit & Wisdom. Also, summer 2022 teachers will continue the work of essential standards. Teachers will be provided with all materials and resources.

## 2. Grades 3-5

- a. Teachers in grades 3-5 will deliver **advanced phonics/morphology** instruction that follows an aligned scope and sequence applying consistent instructional practices and routines including fluency practice to review previous learning, phoneme-grapheme mapping for regular and irregular words, explicit teaching of the six syllable types, syllable division rules, explicit teaching of rules for decoding and encoding, and application to decodable text. Teachers will use established Science of Reading protocols, *Multisyllable Routine Cards*, and *Vocabulary Surge* by 95 Percent Group. (20 minutes)
- b. Teachers will provide explicit daily instruction in **language, grammar, and writing** utilizing *Wit & Wisdom* curriculum. This instruction will follow a gradual release model.
- c. Students will participate in **whole group** (90 minutes) and **small group reading** (30 minutes) instruction. Teachers will emphasize aligned focus standards to develop standards relating to the comprehension of literary or informational texts, language, vocabulary, and other skills and strategies proficient readers apply. Teachers will use the *Wit & Wisdom* curriculum to support instruction. Teachers will also provide targeted differentiated small group reading instruction for students to apply foundational reading skills. Teachers will meet with skill-based groups to address foundational gaps and support core instruction. Students will read decodable texts until they demonstrate the necessary knowledge and skills to transition into authentic texts.
- d. Teachers will create a **literate environment** that fosters curiosity and learning through collaborative communication.
- e. All Grade 3-5 literacy teachers will receive professional development in the science of reading through 3-6 RISE Academy. Content teachers in grades 5 will receive professional development in the science of reading through Phase I - ArkansasIDEAS Learning Path: Science of Reading (18 hrs) plus 3 additional days from the following list: ADE Science of Reading Overview, ADE SoR Phonological Awareness, ADE SoR Phonics-Decoding, ADE SoR Phonics-Encoding, ADE SoR Content-Based Morphology, ADE SoR Content-Area Reading Strategies. Teachers will learn and implement scientific-based practices for teaching phonological/ phonemic awareness, phonics, vocabulary, fluency, and comprehension outlined in a-d above. Summer 2022, teachers new to the district will attend Launch and



Module & Lesson Study professional development sessions from Wit & Wisdom. Teachers will also continue the work with essential standards. Teachers will be provided with all materials and resources as well.

### 3. Grades 6-8

- a. All ELA teachers of grades 6-8 will provide explicit teaching of reading strategies for fiction and nonfiction. Strategies for close reading and annotation will be utilized as outlined using grade-appropriate text from *MyPerspectives* curriculum.
- b. All ELA teachers of grades 6-8 will implement explicit teaching of vocabulary through a morphological approach.
- c. Teachers will provide explicit instruction in **language, grammar, and writing** emphasizing the essential focus standards using *MyPerspectives* curriculum. This instruction will follow a gradual release model.
- d. All ELA teachers of grades 6-8 will implement unit plans with a common structure and pacing for all grade levels which includes morphology, grammar, writing, feedback and revision, and close reading strategies for standards. This will be provided using *MyPerspectives* curriculum.
- e. Teachers will create a **literate environment** that fosters curiosity and learning through collaborative communication.
- f. All 7-8 grade content teachers will obtain an awareness of knowledge and practices in scientific reading instruction by completing ArkansasIDEAS Science of Reading Learning Path. All 6-8 intervention and special education teachers will receive professional development in the science of reading through 3-6 RISE Academy. Content teachers in grades 6 will receive professional development in the science of reading through Phase I - ArkansasIDEAS Learning Path: Science of Reading (18 hrs) plus 3 additional days from the following list: ADE Science of Reading Overview, ADE SoR Phonological Awareness, ADE SoR Phonics-Decoding, ADE SoR Phonics-Encoding, ADE SoR Content-Based Morphology, ADE SoR Content-Area Reading Strategies. Teachers will learn and implement scientific-based practices for teaching phonological/ phonemic awareness, phonics, vocabulary, fluency, and comprehension outlined in a-e above. Summer 2022, ELA teachers will attend *MyPerspectives* professional development and continue the work with essential standards. Teachers will be provided with all materials and resources as well.

### 4. Grades 9-12

- a. All ELA teachers of grades 9-12 will provide explicit teaching of reading strategies for fiction and nonfiction. Strategies for close reading and annotation will be utilized as outlined using grade-appropriate text from *MyPerspectives* curriculum.
- b. All ELA teachers of grades 9-12 will implement explicit teaching of vocabulary through a morphological approach.
- c. Teachers will provide explicit instruction in **language, grammar, and writing** emphasizing the essential focus standards using *MyPerspectives* curriculum. This instruction will follow a gradual release model.

- d. All ELA teachers of grades 9-12 will implement unit plans with a common structure and pacing for all grade levels which includes morphology, grammar, writing, feedback and revision, and close reading strategies for standards. This will be provided using *MyPerspectives* curriculum.
- e. Teachers will create a **literate environment** that fosters curiosity and learning through collaborative communication.
- f. All ELA teachers will use interim data to target students' improvement areas. Data will be reviewed to identify students by name for students that score close or in need of support. Identified Rtl times will be used to provide interventions.
- g. Critical Reading will be offered to selected students (INS) in order to improve basic reading skill.
- h. Academic Reading will be offered for students receiving dyslexia interventions.
- i. All 9-12 grade content teachers will obtain an awareness of knowledge and practices in scientific reading instruction by completing ArkansasIDEAS Science of Reading Learning Path. All 9-12 intervention and special education teachers will receive professional development in the science of reading through 3-6 RISE Academy. Teachers will learn and implement scientific-based practices for teaching phonological/ phonemic awareness, phonics, vocabulary, fluency, and comprehension outlined in a-e above. Summer 2022, ELA teachers will attend *MyPerspectives* professional development and continue the work with essential standards. Teachers will be provided with all materials and resources as well.

# Evaluation

Beginning in July each year, administrators and teams will collaboratively analyze data from the preceding year. Using this data, administrators at each school will draft proposed modifications to their school improvement plans based on the needs identified by the data. This draft plan will be presented to staff during August pre-service training for staff input, suggestions, and adaptation. As additional formative testing is administered, principals will meet with teacher teams to make curricular and instructional adjustments. The School Improvement Plan will continually be revised to address the trends and patterns revealed through continual data analysis. All School Improvement Plans will be posted on the district website.

# Administration Look Fors

[K-2 SMART Card](#)

[3-6 SMART Card](#)

[SoR fidelity checklist for language comprehension grades 3 and above](#)