

# Mena Public Schools District Literacy Plan

(ACT 83 of 2019 additional requirements in Act 930)

The Mena Public Schools District Office will support all buildings in their efforts to grow student reading achievement through coordinating curriculum and instructional materials and supplies, providing professional development to staff, and supporting building level literacy plans.

To align the curriculum to meet the needs of our students in grades K-5 the Mena School District uses Structured Language Basics, Empowering Writers, HMH Journeys Reading and Literacy Program. Emphasis supports students' transfer of word recognition skills to making meaning, and becoming increasingly strategic readers. Students' progress is monitored using STAR, DIBELS, Sonday System, and common formative reading and writing project assessments. Assessment focuses on student growth in the areas of word analysis skills, fluency, and comprehension. RTI teams are then able to plan explicit, focused interventions for students who need to accelerate their progress. Professional learning communities analyze student work, look at the data and make plans based on the needs of their students. Science of Reading informs our curriculum, our interventions, our professional learning communities, and our professional development.

In primary grades, Structured Language Basics is the systematic and explicit program used to support our teaching of Phonology and Phonics. Understanding that our students may need more practice in phonemic awareness skills the Heggerty curriculum supplements this program.

In upper elementary grades, the study of morphology supports the continued learning with advanced phonics and word study.

The Mena School District uses a variety of tools for screening students who may need intervention in phonology and/or phonics: The Quick Phonics Assessment (QPA) provided with the Phonetic Connections program, Phonological Awareness Screening test (PAST), the Heggerty Phonemic Awareness Skills Assessment, DIBELS, Sonday System Assessments, and the Ekwall Shanker Reading Inventory. These screeners help guide leveled interventions so that they are laser focused on the appropriate learning students need to accelerate their progress.

Professional development is focused on research and evidence based practices. During the 2018-2019 school year our administrators and teachers across the district participated in professional development about the Science of Reading. These required professional development hours included in-depth training on brain research, phonology, phonics, fluency, vocabulary, and comprehension.

During the 2019-2020 school year all K-12 teachers who have not completed the Science of Reading will participate in the required professional development. The knowledge the teachers gain during this training will help them refine their practice and better meet the needs of our students. We have purposefully chosen to have all our K-12 teachers participate in all aspects of the Science of Reading training. It is our belief that even our upper elementary teachers need to know the awareness of the principles and procedures of systematic and explicit phonology and phonics instruction. This will meet the needs of students who are missing this knowledge who come to us in upper elementary and new arrivals from other countries who are learning English as their second language. The Mena School District will continue to support this professional development through aligning resources to allow for professional learning opportunities for all K-12 teachers.

# Mena School District Plan for (Science of Reading) Training in Accordance with the Right to Read Act

|  | 2017-2018  | 2018-2019   | 2019-2020   | 2020-2021   | 2021-2022  |
|--|--|---|---|---|--|
| <b>Admin</b>                                   | K-2 Admin attended <i>K-2 RISE Academy</i> (6 days with coaching 36 hrs) with their staff.<br><br>3-6 Admin attended <i>3-6 RISE Academy</i> (6 days with coaching 36 hrs) with their staff.   | K-2 Admin attended and was trained as <i>SoR Assessor</i><br><br>3-6 Admin attended <i>3-6 RISE Academy</i> (6 days with coaching 36 hrs) with their staff.<br><br>7-12 Admin began the prescribed <i>Pathway for Awareness Credentials</i> .                       | K-2 Admin will observe teachers as a certified <i>SoR Assessor</i><br><br>3-6 Admin will observe teachers<br><br>7-12 Admin will <b>complete</b> the 18 hrs required <i>Pathway for Awareness Credentials</i> .<br><br><i>*Send additional admin to SoR Assessor Training</i> | K-2 Admin will observe teachers as a certified <i>SoR Assessor</i><br><br>3-6 Admin will observe teachers<br><br>7-12 Admin will observe teachers<br><br><i>*Send additional admin to SoR Assessor Training</i> | K-2 Admin will observe teachers as a certified <i>SoR Assessor</i><br><br>3-6 Admin will observe teachers<br><br>7-12 Admin will observe teachers            |
|  | 2017-2018  | 2018-2019   | 2019-2020   | 2020-2021   | 2021-2022  |
| <b>K-3 Core teachers<br/>K-6 SPED teachers</b> | Attended <i>K-2 RISE Academy</i> (6 days with coaching 36 hrs) or attended <i>3-6 RISE Academy</i> (6 days with coaching 36 hrs). Attended LETRS Foundations Training (4 days) plus SoR Phonics & Word Study (2 days) plus Phonemic Awareness (1 day- begins 2019) | Completed <i>K-2 RISE Academy</i> (6 days with coaching 36 hrs) or attended <i>3-6 RISE Academy</i> (6 days with coaching 36 hrs). Attended LETRS Foundations Training (4 days) plus SoR Phonics & Word Study (2 days) plus Phonemic Awareness (1 day- begins 2019) | Observation will be completed as part of TESS evaluation on all teachers that have completed the full 36hrs of training. This observation will be done by building Admin  | Observation will be completed as part of TESS evaluation on all teachers that have completed the full 36hrs of training. This observation will be done by building Admin  | <b>ALL teachers will have completed the full 36hrs of training.</b><br><br><b>Observation will be completed as part of TESS evaluation by building Admin</b> |
| <b>3-6 Core teachers 7-12 SPED teachers</b>    | Attended <i>3-6 RISE Academy</i> (6 days with coaching 36 hrs).  | Attended <i>3-6 RISE Academy</i> (6 days with coaching 36 hrs).   | Observation will be completed as part of TESS evaluation on all teachers that have completed the full 36hrs of training. This observation will be done by building Admin  | Observation will be completed as part of TESS evaluation on all teachers that have completed the full 36hrs of training. This observation will be done by building Admin  | <b>ALL teachers will have completed the full 36hrs of training.</b><br><br><b>Observation will be completed as part of TESS evaluation by building Admin</b> |
|  | 2017-2018  | 2018-2019   | 2019-2020   | 2020-2021   | 2021-2022  |

|  |                  |  |  |  |  |
|--|------------------|--|--|--|--|
| <b>K-7<br/>Specialty<br/>(PE, Art,<br/>Music, etc)</b>         |                  | Complete required PD of IDEAS online videos on awareness in knowledge and practices of scientific reading instruction. | Complete required PD of IDEAS online videos on awareness in knowledge and practices of scientific reading instruction. | <b>Must have all 18hrs of required PD of IDEAS online videos on awareness in knowledge and practices of scientific reading instruction completed by May.</b> | ALL teachers will have completed the full 18 hrs of required awareness training.<br><br>Observation will be completed as part of TESS evaluation by building Admin |
| <b>7-12<br/>Awareness<br/>Path<br/>(Core or<br/>Specialty)</b> |                  | Complete required PD of IDEAS online videos on awareness in knowledge and practices of scientific reading instruction. | Complete required PD of IDEAS online videos on awareness in knowledge and practices of scientific reading instruction. | <b>Must have all 18hrs of required PD of IDEAS online videos on awareness in knowledge and practices of scientific reading instruction completed by May.</b> | ALL teachers will have completed the full 18 hrs of required awareness training.<br><br>Observation will be completed as part of TESS evaluation by building Admin |
|  | <b>2017-2018</b> | <b>2018-2019</b>   | <b>2019-2020</b>   | <b>2020-2021</b>   | <b>2021-2022</b>   |
| <b>New Hires</b>   |                  |  | *Applicable pathways will be provided for completion.  | *Applicable pathways will be provided for completion.  | <b>1st year teachers and out of state teachers</b> are required to demonstrate awareness or proficiency in order to get an AR teaching license starting this year. |

### **2019-2020 District Goal per campus**

We will move 3% of students from In Need of Support to Close.

We will move 5% of students from Close to Ready.