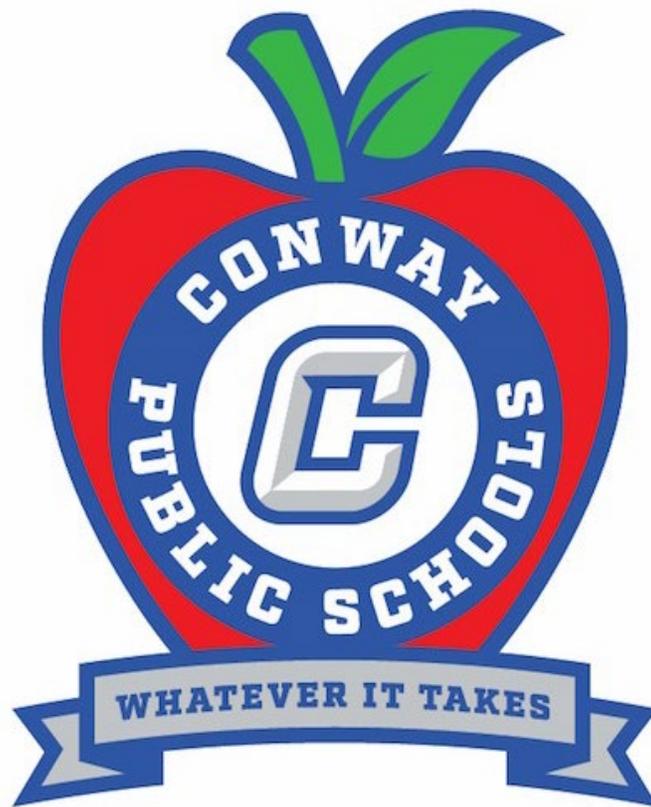


Conway Public Schools



District Literacy Plan
2019

Conway Public Schools Core Values

Conway Public Schools is grounded by six fundamental core values that serve as guiding principles through which all decisions are made. When endeavoring to design our district literacy plan, the core values provided the foundation. The first core value is *Students First*. This core value forms the basis of all the following core values. We recognize that a student's ability to read proficiently is one of the most important predictors of success in school and in life. Thus, we are committed to students' reading instruction being grounded in evidence-based strategies accompanied with support if students struggle. The second core value, *Staff Committed to Excellence*, is embodied by our staff's participation in and acceptance of our new approaches to teaching literacy. While learning something new is hard and requires teachers tackling new information and pedagogy, Conway teachers meet this challenge proudly, as they always want to do the best for students. *Value and Respect Diversity* is our third core value. As we embark on this district literacy initiative, we recognize that all students learn differently and will engage differently. We are committed to providing students a diverse menu of reading resources and strategies to optimize each student's level of engagement. Our fourth core value is to *Provide Innovative Educational Opportunities*. We are committed to ensuring that our teachers have the flexibility to be creative and utilize their artistic talent to meet the needs of their specific students. Whether it be through genre or methodology, our teachers have professional license to follow the district curriculum while simultaneously using their innovative techniques to maximize their students' achievement. A literate populace is crucial for any community, and our district's fifth core value *Cultivate Community Relationships* is one way we can partner with patrons to enhance our literacy plan. By using community resources, we can not only have our students see the importance of literacy, but we can also show our community our commitment to producing students who are proficient readers. The final core value is *Maintain a Safe and Caring Environment*. Without question, we always make students' physical safety paramount in all we do. Likewise, when thinking of literacy acquisition, we must create a safe and caring climate in our classrooms where students feel comfortable trying and perhaps failing, always knowing the value of productive struggle with a teacher's support. Conway Public Schools' core values define who we are and who we strive to be, and our district literacy plan embodies these values as its very foundation.

Literacy Vision Statement

In Conway Public Schools, we believe that it is imperative for all students to emerge as literate members of our community taking into account their individual learning through active engagement of meaningful tasks and experiences. Literate learners are able to listen, speak, read, write, and reason effectively, think critically, access and evaluate information, and transfer learning to new situations to be college or career ready.

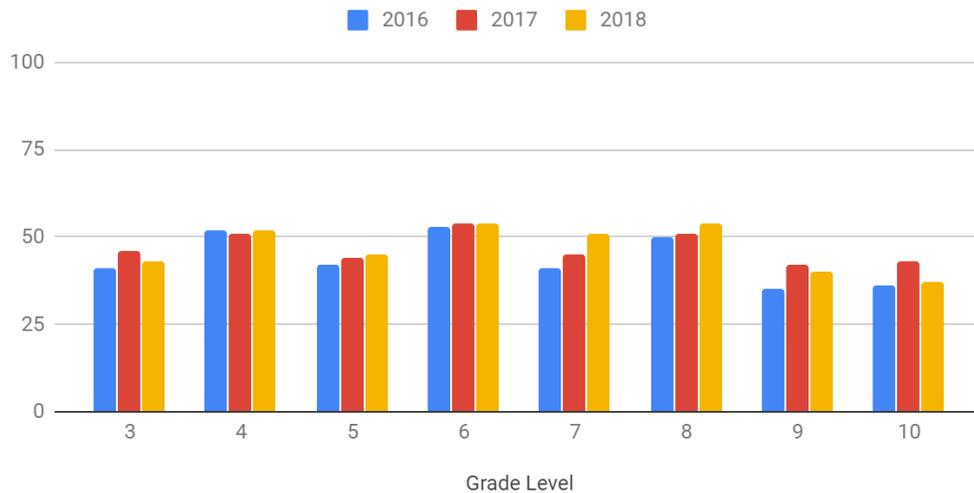
State of Reading in Conway Schools

In grades K-2, Conway Schools administers the NWEA MAP (Measurements of Academic Progress) Growth Assessment. This assessment is a measurement of individual student growth across time. The NWEA MAP assessment is given to all K-2 students three times annually-fall, winter, and spring. Because this assessment is adaptive to each student's individual performance and growth, aggregation of data is difficult. Each student receives a RIT (Rasch Unit) score, which is a measurable scale used to simplify the interpretation of test scores. Nationally normed group averages for each grade are adjusted every three years. We have given this assessment for two years and continually monitor the students' individual RIT scores as compared to the national group average. We also compare holistically how Conway K-2 students are performing across the district, state, and nation.

In grades 3-10, students in Conway Schools take the ACT Aspire assessment. The graph below reflects the percentage of students scoring ready or exceeding on ACT English and Reading Assessments. This assessment is the benchmark for all Arkansas schools. Unfortunately, the graphs below indicate a decline in reading scores over the past three years. This would lead us to believe that our students are struggling with basic reading skills in the formative years that inhibit their ability to read more complex content specific text.

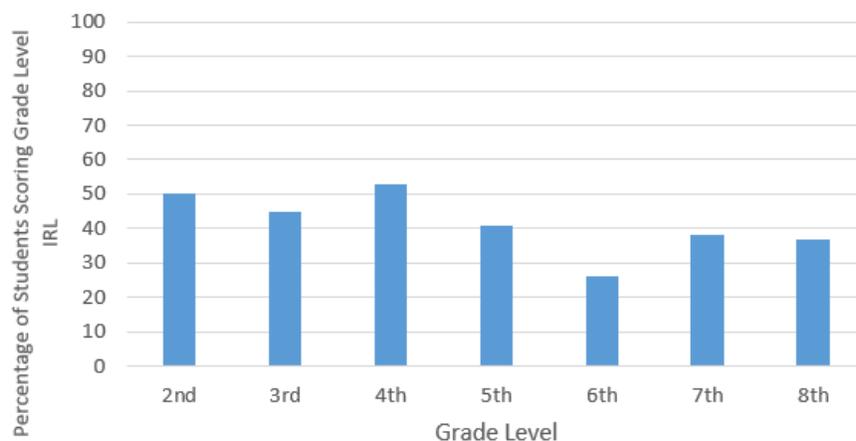
CPSD District Literacy Plan

Percentage of Students Scoring Ready or Exceeding on ACT Aspire Reading Assessment by Grade Level



Beginning in May 2019, all students in CPSD grades K-8 were given the Renaissance Star Reading Assessment. This assessment will be given twice a year. The Star reading assessment provides an Instructional Reading Level (IRL) score, which is a criterion-referenced score which provides an estimate of the grade level of written material with which the student can most effectively be taught. A given student's IRL is the highest-grade level of items at which the student can correctly answer at least 80% of the items. The graph below shows the percentage of students whose IRL was “on grade level.”

CPSD Star Reading Assessment Results May 2019

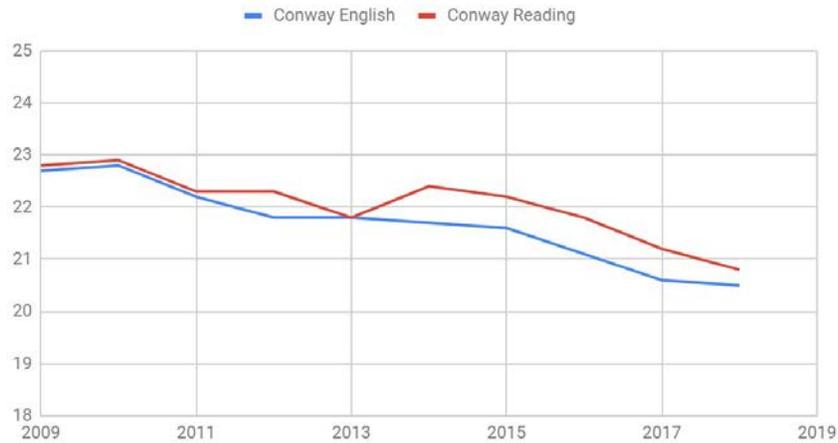


Students in grade 11 take the ACT. This assessment is based on standards for College and Career Readiness. Unfortunately, the graph below shows the decline in our students' ACT

CPSD District Literacy Plan

English and ACT Reading scores over the last several years, demonstrating lower levels for college and career readiness. Historically Conway students have scored well above state and national ACT averages.

Conway ACT Scores: English and Reading



Literacy Plan Goals

1. Conway 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. Conway Public Schools will commit that teachers will be afforded the opportunities for professional growth in evidence-based strategies to equip them to meet the diverse needs of their students.
3. Conway Public Schools will procure the resources necessary for teachers and students to support the curriculum.
4. Conway 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. Conway Public Schools will screen and assess students appropriately and provide support when needed.

Assessments and Screenings

1. Assessments and Screenings Grades K-4

- a. Purpose is to identify or predict students who may be at risk for poor learning outcomes.
- b. Initial screening is conducted for ALL students in grades K-2.
- c. Screening should be conducted in grades 3-4 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 are collected for certain students in K-4 based on district RTI protocol

	Grade K	Grade 1	Grade 2	Grades 3-4
Phonological and Phonemic Awareness	DIBELS - FSF (B,M) DIBELS - PSF (M,E)	DIBELS - PSF (B)	DIBELS - PSF (B)	DIBELS - PSF (B)
Sounds Symbol Recognition	DIBELS - NWF (M,E)	DIBELS - NWF (B,M,E)	DIBELS - NWF (B)	DIBELS - NWF (B)
Alphabet Knowledge	DIBELS - LNF (B,M,E)	DIBELS - LNF (B)	DIBELS - LNF (B)	DIBELS - LNF (B)
Decoding Skills	DIBELS - NWF (M,E)	DIBELS - NWF (B,M,E) DIBELS - ORF (E)	DIBELS -ORF (B,M,E)	DIBELS -ORF (B,M,E)
Rapid Naming Skills	AR-RAN (M)	AR-RAN (B)	AR-RAN (B)	AR-RAN (B)
Encoding Skills	DSA (M)	DSA (B)	DSA (B)	DSA (B)

B = Beginning of year, M = Middle of Year, E = End of Year

2. Assessments and Screening Grades 5-12

- a. Purpose is to identify or predict students who may be at risk for poor learning outcomes.
- b. Screening is conducted in grades 5 and higher for students experiencing difficulty in reading as noted by a classroom teacher.
- c. Screening measures include:
 - i. Developmental Spelling Assessment (encoding)
 - ii. Quick Phonics Screener (sound -symbol recognition, alphabetic knowledge, and decoding)
 - iii. PASS (phonological awareness)
 - iv. Rapid Naming Screener
 - v. Additional Level 1 Screening Data are collected for certain students in grades 5 -12 based on district RTI protocol

3. Formal Assessments

- a. Independent Reading Level Assessment Grades K-8
 - i. STAR Early Literacy (Grades K-1) will be administered twice per year to determine students' independent reading levels. A scale score will be earned which will correlate to a grade equivalent. Results will be shared with all teachers and parents.
 - ii. STAR Reading (Grades 2-8) will be administered twice per year to determine students' independent reading levels (or grade equivalents). Results will be shared with all teachers and parents.
- b. State-required Assessments
 - i. NWEA (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 three times per year (two interims and one summative).
 - iii. ACT (Grade 11) will be administered to students in grade 11.

Literacy Emphasis by Grade Span

1. Grades K-2

- a. Teachers in K-2 will implement daily explicit, systematic, and cumulative instruction in **Phonological Awareness** (identifying and manipulating units of oral language such as words, syllables, onsets, and rimes) and **Phonemic Awareness** (producing, counting, isolating, segmenting, adding, deleting, blending, and manipulating individual phonemes) following *The Phonemic Awareness Curriculum* editions developed by Dr. Michael Heggerty.
- 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 texts. Teachers will use established district protocols as well as Phonetic Connections K and Connections Spelling Levels 1 and 2.

- c. Students will participate in daily opportunities to increase their **oral language and vocabulary** through explicit and implicit techniques through read alouds and other pre-planned lessons.
 - d. Students will participate in whole group and small group **Reading** instruction. Teachers will provide a daily whole group shared reading (K-1) or reading mini-lesson (2) focusing on aligned power standards/unit plans 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 Benchmark Education's Reading Workshop curriculum as well as big books, poems, nursery rhymes, and other mentors texts to support instruction. Teachers will also provide targeted differentiated small group reading instruction so students can apply decoding skills to read texts. Students will begin by reading decodable texts until they demonstrate the necessary knowledge and skills to transition into leveled texts.
 - e. Teachers will provide explicit daily instruction in **Language, Grammar, and Writing** following the district power standards/unit plans and grammar alignment plan for each grade level. This instruction will include a gradual release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application.
 - f. Teachers will create a **literate environment** in their classrooms by including, but not limited to, a sound wall (provided by the district), co-constructed anchor charts, and age-appropriate multi-sensory stations/centers.
 - g. All K-2 teachers will be trained in K-2 RISE which will train them in the scientific-based practices for teaching phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension outlined in a-f above. Teachers will be provided with all materials and resources aforementioned as well.
2. **Grades 3-4**
- a. Teachers in grades 3-4 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, explicit teaching of rules for decoding and encoding. Teachers will use established district protocols, Connections Spelling Levels 3 and 4, and *Words* by Marcia Henry.
 - b. Teachers will provide explicit daily instruction in **Language, Grammar, and Writing** following the district power standards, unit plans, and grammar alignment plan for each grade level. This instruction will include a gradual

release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application.

- c. Students will participate in whole group and small group **Reading** instruction. Teachers will provide a daily whole group reading mini-lesson focusing on aligned power standards/unit plans 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 Reader's Workshop resource from Benchmark Education to support instruction. Teachers will also provide targeted differentiated small group reading instruction for students to apply foundational reading skills.
- d. All 3-4 teachers will be trained in 3-6 RISE which will train them in the scientific-based practices for teaching phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension outlined in a-c above. Teachers will be provided with all materials and resources aforementioned as well.

3. Grades 5-7

- a. Teachers in grades 5-7 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, explicit teaching of rules for decoding and encoding. Teachers will use established district protocols and *Words* by Marcia Henry.
- b. Teachers will provide explicit daily instruction in **Language, Grammar, and Writing** following the district power standards, unit plans, and grammar alignment plan for each grade level. This instruction will include a gradual release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application.
- c. Students in grade 5 will participate in whole group and small group **Reading** instruction. Teachers will provide a daily whole group reading mini-lesson focusing on aligned power standards/unit plans 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 Reader's Workshop resource from Benchmark Education to support instruction. Teachers will also provide targeted differentiated small group reading instruction for students to apply foundational reading skills using a variety of resources.
- d. All ELA teachers of grades 6-7 will provide explicit teaching of **reading** strategies for [fiction](#) and for [nonfiction](#) that utilize the signposts and questioning outlined by Kylee Beers and Robert Probst.

- i. All teachers of social studies and science for grade 7 also will provide explicit teaching of reading strategies for nonfiction.
 - e. All ELA teachers of grades 6-7 will provide explicit teaching of a **three-stage close-read model**: first close reading for key ideas and details, then close reading for craft and structure, followed by close reading of paired passages for integration of knowledge and ideas.
 - f. All ELA teachers of grades 6-7 will instruct students in the use of a CPSD standardized [annotation method](#) to be shared and implemented cross-curricularly district-wide.
 - i. Teachers of other content areas in grades 6-7 will implement use of the annotation method described above.
 - g. All 3-7 content teachers (science, social studies, and math) will be trained in 3-6 RISE which includes scientific-based practices for teaching phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers will be provided with all materials and resources aforementioned as well.
 - h. All sixth and seventh grade science teachers were trained in ADI (Argument Driven Inquiry).
 - i. Training incorporates directed close reading of content material to include annotation using gradual release model.
 - ii. Students experience science through phenomenon using scientific reasoning to justify conclusion.
 - iii. Students must express in writing all conclusions with supporting evidence in a cohesive, coherent way.
- 4. **Grades 8-12**
 - a. All ELA teachers of grades 8 -12 will provide explicit teaching of **reading** strategies for [fiction](#) and for [nonfiction](#) that utilize the signposts and questioning outlined by Kylee Beers and Robert Probst.
 - i. All teachers of math, social studies, and science for grades 8-12 also will provide explicit teaching of reading strategies for nonfiction.
 - b. All ELA teachers of grades 8-12 will provide explicit teaching of a **three-stage close-read model**: first close reading for key ideas and details, then close reading for craft and structure, followed by close reading of paired passages for integration of knowledge and ideas.
 - c. All ELA teachers of grades 8-12 will instruct students in the use of a CPSD standardized [annotation method](#) to be shared and implemented cross-curricularly district-wide.
 - i. Teachers of other content areas in grades 8-12 will implement use of the annotation method described above.

- d. All ELA teachers of grades 8-12 will implement explicit teaching of a cross-curricular, horizontally and vertically aligned curriculum of vocabulary through **Greek and Latin roots**.
 - i. Teachers of math, science, and social studies in grades 7-12 will also implement explicit teaching of vocabulary through a morphological approach.
- e. All ELA teachers of grades 8-12 will implement instruction of **grammar**, beginning with a three-year period to remediate students (2018-2019 through 2020-2021) followed by implementation of a vertically and horizontally aligned grammar curriculum (including the explicit teaching of spelling rules).
- f. All ELA teachers of grades 8-12 will provide students with regular **writing** assignments for developing explicitly taught grammar skills while providing individual and unique feedback to each student for revision purposes. The district will maintain cross-curricular expectations for writing well-developed paragraphs with proper punctuation and grammar.
- g. All ELA teachers of grades 8-12 will implement unit plans with a common **structure and pacing** for all grade levels of ELA which includes morphology; grammar; paragraph writing, one-on-one writers' conferences, feedback and revision; signpost and questioning reading strategies; and close reading strategies for standards. Units will include the following:
 - i. Unit 1: Reading Fiction
 - ii. Unit 2: Reading Nonfiction
 - iii. Unit 3: Extended Application of Reading SkillsThe informational texts from unit 2 as well as those making up all paired passages will be provided through a partnership with NewsELA and will align with the morphology and grammar being taught simultaneously with the close reading strategies.
- h. All 8-12 grade content area teachers will obtain 6 hours of training in RISE via AETN IDEAS. Content area instructional facilitators will provide professional development on the same nonfiction close reading strategies as the ELA teachers receive. The teachers will be provided with the same professional texts and resources as well.
- i. All 8-12 grade science teachers were trained in ADI (Argument Driven Inquiry).
 - i. Training incorporates directed close reading of content material to include annotation using gradual release model.
 - ii. Students experience science through phenomenon using scientific reasoning to justify conclusion.

- iii. Students must express in writing all conclusions with supporting evidence in a cohesive, coherent way.

Prioritization of Funding to Support Reading Achievement

Central office staff in conjunction with building level principals worked collaboratively to maximize all available funding sources to support reading in Conway Public Schools. District funds, ESA (Enhanced Student Achievement/National School Lunch) funds, Title II, and state professional development funds were all used to support reading in the following two areas: professional development and resources.

Professional Development:

1. Professional development funds were used to pay for subs so that teachers could be trained in the following ways:
 - a. ADI-Argument Driven Inquiry
 - b. K-2 RISE Training for all K teachers
 - c. Grade 6-12 English Language Arts teachers trained in *Notice and Note* and *Reading Nonfiction* by Beers and Probst.
 - d. Fifth grade teachers were trained using the Benchmark resource on whole group mini-lessons and differentiated small group instruction.
2. Professional development funds paid for additional RISE K-2 trainers so that all of our first and second grade teachers could be trained this summer in RISE.
3. Professional development funds paid for three instructional facilitators to attend ADI Trainer training.

Resources:

1. Entered into a partnership with Newsela to house curated content for all English Language Arts teachers in grades 6-12
 - a. Embedded close reading strategies
 - b. Morphology
 - c. Grammar
 - d. Writing
2. Purchased the Benchmark resources (with student consumables for annotation) in grades 2-5
3. Purchased decodable texts aligned to RISE initiative

4. Purchased Prestwick resources for teachers in grades 7-12
 - a. Class sets of *Reading Literature*
 - b. Class sets of *Reading Informational Texts*
 - c. Class sets of *Vocabulary through Greek and Latin Roots*
5. Purchased professional texts of *Notice and Note* and *Reading Nonfiction* for all English Language Arts teachers
6. Purchased professional texts of *Reading Nonfiction* for all science and social studies teachers
7. Purchased anchor charts of close reading signposts, strategies, and district annotation methods for all English, Science, and Social Studies classrooms grades 6-12
8. Purchased sound wall cards for all K-4 teachers
9. Purchased multi-sensory manipulatives to accompany literacy instruction in K-2

Evaluation

Beginning in July of each year, central office administrators and building level administrative teams will work collaboratively to analyze data from the preceding year. Using this data, administrators at each school will draft proposed modifications to their school action plans based on the needs identified by the data. This draft plan will be presented to staff during the August pre-service training for staff input, suggestions, and adaptation. As additional formative testing is administered, principals and central office staff will meet with teacher teams to make curricular and instructional adjustments. The School Action Plan will continually be revisited to address the trends and patterns revealed through continual data analysis. In May of each school year, the plans will be presented to Conway Public Schools Board of Education for approval. All School Action Plans will be posted on the district website by August 1.