



North Harrison R-III School District  
Comprehensive Literacy Plan  
Pre-School to Grade 12

# Introduction

The North Harrison R-III School District Comprehensive Literacy Plan is a resource for parents, caregivers, teachers, and administrators. The Plan addresses the role that early education plays in a child's literacy development. The plan includes support for teachers and administrators with information and resources to guide instruction, coordinate staff support, and align goals to best meet the needs of the students of North Harrison R-III School District.

## **North Harrison R-III Comprehensive School Improvement Plan**

### **Mission**

Prepare. Perform. Prevail.

### **North Harrison's Core Beliefs**

We believe in...

- High quality, engaging instruction which inspires life-long learning that meets the needs of all learners.
- Share responsibility between parents, school staff, students, and community members.
- A wide variety of academic and extracurricular learning experiences.
- An open, welcoming safe space for all students, staff and community members for learning.

### **North Harrison's Vision**

North Harrison graduates will be productive, successful citizens who are able to thrive in an ever-changing society.

North Harrison will provide all students with the highest quality education and opportunities, allowing them to be successful individuals.

North Harrison will be part of a greater team, including students, staff, administration, parents and community members, that not only fosters academic excellence but also support students' emotional needs and provides a culture of inclusion and positivity.

## Goals and Strategies

- **Goal 1: Raise or maintain district percentage of students proficient or advanced on each MAP (Missouri Assessment Program) and EOC (End of Course) assessment by 3% each year to a level of 80%.**
  - Develop and implement multi-tiered systems of support districtwide.
  - Continue progress monitoring and benchmark assessing to drive instruction in the elementary. Expand this process into junior high as well.
  - Develop a gifted program in elementary school. (Hattie)
  - Update curriculum through partnership with Show Me Curriculum Administration Association.
  - Utilize researched based strategies (LETRS, Foundations) to focus on foundational skills grades PreK-8.
- **Goal 2: Increase student support contacts to meet social and emotional student needs (social worker, psychologist, therapist, counselor, trained staff etc...) by 5% annually.**
  - Increase student support services personnel by 1 FTE.
  - Provide training for staff to identify students who need additional social and emotional services.
- **Goal 3: Reduce certified and noncertified staff turnover to a max of 15% annually.**
  - Increase the yearly base salary to \$38,000 while increasing the spread on the certified salary schedule to provide a larger incentive for staff members to pursue advanced degrees.
  - Allocate professional development funding that supports individualized learning for teachers and is aligned to research based best practices (Marzano, Hattie, Rutherford) to increase student learning capacity.
  - Explore options for leave accrual and payouts by Spring 2024 with a focus on increasing staff attendance.
  - Develop and conduct an annual survey for all staff regarding pay, benefits and the culture/climate of each respective building and the district.

## **Plan Organization**

The North Harrison R-III Comprehensive Literacy Plan is based on an approach where literacy achievement for all students is expected.

Standards-North Harrison has clear expectations for what all students will know and be able to do. Grades PreK through Third incorporate a standards-based grade card.

Assessment- Comprehensive identification of literacy needs are identified through screening, progress monitoring, and diagnostic assessments.

Instruction and Intervention- An evidence-based approach to instruction is utilized that meets individual student needs.

Leadership-Leaders at the district, building, and classroom levels collaborate to build shared ownership and direction toward literacy success.

System-Wide Commitment- North Harrison has a shared vision and a belief that literacy achievement is a key, achievable mission of the district. Commitment is required at every level to reach the goal of literacy for all students.

### **Standards**

The North Harrison literacy curriculum is aligned to the Missouri Learning Standards. Clear standards help improve teaching, inform planning, and maintain accountability. By aligning strategies, materials, and assessments to standards, students will reap the benefits of consistent and engaging education.

### **Missouri Early Learning Standards**

The Missouri Early Learning Standards (MELS) are a framework of expectations for what children can do from infancy to kindergarten entry. North Harrison R-III School District Early Childhood Center serves students from birth to kindergarten entry. The director of the Early Childhood Center is also the director of the Parents as Teachers Program. These programs ensure families in our community are met and educated on the importance of early learning. The Early Childhood Center implements instructional practices that meet the MELS educational expectations for a child's development and learning.

### **K-12 English Language Arts Standards**

The Missouri Learning Standards help ensure students learn basic and higher-order skills, including problem solving and critical thinking. The 5 Essential Elements of Effective Reading Instruction are included in the Missouri Learning Standards for English Language Arts in grades K-12.



## Parent Involvement

- Early Childhood
  - Family activities aligned to Early Learning Standards occur a minimum of four times a year.
- Elementary
  - Family activities aligned to Missouri Learning Standards including but not limited to; Back to School Night, Fall Title Parent Meeting, Spring Family Fun Night and Title Parent Meeting, and individual grade level activity events hosted by Teachers.
- Secondary
  - Family activities aligned to building priorities.

## Assessments

North Harrison R-III implements effective assessments to improve literacy outcomes. These assessments provide educators with information to determine a child's progress toward standards. They aid in identifying needs and assisting with plans. Assessments enable collaboration between all stakeholders and help determine priorities at all levels-classroom, school, and district.

North Harrison R-III uses the following assessments to gain baseline data, progress monitor, and to make data-based decisions for instructional practices.

<b>Grade Level</b>	<b>Assessment</b>	<b>Purpose</b>
<b>Ages 6 months to 4 years</b>	Ages and Stages Questionnaire (ASQ)	*Provide awareness of skills a child can and cannot do. *Provide parents with resources and strategies to aid their child in achieving expectations.
<b>PreK-K</b>	DIAL-4	*Portfolio style assessment (Development in Language and Literacy)
<b>Kindergarten</b>	KOF- Kindergarten Observation Form	*Provides information on the preparedness of students entering kindergarten.
<b>K-3</b>	STAR-Early Literacy, STAR-Reading, STAR-CBM	*Determines mastery of various reading skills. *Determines risk of dyslexia. *Gives teachers and administrators data to monitor progress.
<b>K-11</b>	STAR-Reading	*Determines student reading grade level correspondence. *Reading skills screener
<b>3-8</b>	MAP Grade Level	*Provides data related to proficiency of Missouri Learning Standards *Provides data for instructional program evaluation
<b>9-12</b>	End of Course Assessments	*Provides data related to proficiency of Missouri Learning Standards *Provides data for instructional program evaluation
<b>K-12</b>	IXL Math Diagnostic	*Math skills screener. *Provides data related to proficiency of Missouri Learning Standards.

## Using Assessment Data

North Harrison uses an effective system to interpret and drive instruction using student's assessment data and classroom work. The North Harrison School District utilizes Multi-Tiered Systems of Support.

While assessments provide necessary data, an effective system is required to interpret and use assessment data to drive instruction and improvement. The North Harrison School District utilizes data cycles in teacher collaboration meetings. Teachers analyze standards, students' performance on Missouri Learning Standards and district priority standards to determine the next steps in whole group and small group instruction. Teachers meet in MTSS meetings to review student data to determine which students need additional support and which instructional resources should be utilized.

## Instruction and Intervention

North Harrison Comprehensive Literacy Plan supports instruction, prevention, and intervention decisions to improve literacy outcomes. The plan is organized around three facts:

- Literacy begins at birth
- Literacy requires many skills across all content areas
- Literacy improves through responsive and differentiated instruction

The Plan emphasizes access to the core curriculum for *all* students and includes resources to meet additional data-indicated student needs.

### **Literacy begins at Birth: PreK and Early Literacy**

At North Harrison Early Childhood Center, we provide instruction and care beginning at 6 weeks of age. Interaction with parents, caregivers, childcare professionals, and teachers plays a key role in the first year of a child's early development. A child achieves competency in essential school readiness skills once he or she has experienced and mastered development skills.

We know that infants and toddlers learn differently than older children:

- **Parents As Teachers:** Parent educator meets with parents once a month to provide resources and support for child development. We educate parents on the importance of early literacy and age-appropriate milestones for their child. Intervention strategies are provided to parents of students that are not meeting developmental milestones so they can better prepare their child for school. Parent educator hosts group connections for families to network with other families with children of the same age.

## North Harrison Multi-Tiered System of Supports (MTSS)

All students will receive a minimum of 90 minutes of reading instruction in grades K-3 from a scientifically based reading-researched core program. The five components of reading will be addressed during the 90-minute reading block which includes: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Multi-Tiered System of Supports (MTSS) will be in place for all students in grades K-6. All students will receive Tier 1 instruction, which is 90 minutes of reading instruction. Based on student progress, some students will receive Tier 2 and Tier 3 instruction. These students will receive an additional 20-30 minutes of reading instruction. All students will be assessed three times per year. The data received will drive instruction. We believe that if students are successful readers, they will have a better success rate in other academic areas also. We will utilize MTSS as an opportunity to show students additional strategies or techniques that may be beneficial. Sometimes a different teacher or method can make a difference in the success of a student. Teachers will receive explicit training in LETRS, which includes the five components of reading and training in MTSS processes.

### **Phonological Awareness**

- \* Awareness of the phonological structure or sound structure of spoken words.

### **Phonemic Awareness**

- \* Understanding that words are made up of separate units of sound. For example, the spoken word “cat” can be broken down into the three distinct sounds or phonemes of /k/, /æ/ and /t/.

### **Phonics and Word Recognition**

- \* Understanding the relationship between letters and the sounds they represent. Phonics enables learners to decode new words by sounding them out.

### **Fluency**

- \* Ability to read a text accurately at a reasonable rate and with enough expression that it sounds like language.

### **Comprehension**

- \*Ability to construct meaning by connecting what is read or spoken to what the child already knows. \*Background knowledge
- \*Oral language proficiency
- \*Verbal reasoning
- \*Literacy knowledge
- \*Knowing the meanings and pronunciation of words to listen, read and communicate effectively.

### **Spelling**

- \*Ability to write words with letters
- \*Pre alphabetic
- \*Partial alphabetic
- \*Full alphabetic

### **Fluency**

- \*Ability to write clearly and effectively

### **Oral Language**

#### **Birth-Infant**

- \*Tier 1 words most important
- \*Usually start with a noun
- \*Receptive/expressive key features
- \*Exposed to 3-4 words a day
- \*Multiple experiences- need 24 exposures to a word
- \*Linking words to “knowledge networks” or bigger concepts



**Critical Thinking**

\*A process of thinking that questions assumptions

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**Responsive and Differentiated Instruction**

The North Harrison School District uses data to guide instruction and interventions for all students. This multi-level approach integrates standards, assessment and intervention within a school-wide prevention model to maximize student learning.

In the early learning settings, the approach entails responsive caregiving and individual child support. In the classroom setting, teachers identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on the student's responsiveness. This process is designed to optimize language and literacy instruction to address and prevent any gaps immediately. Differentiated assessments and instruction are used so that each individual learner receives the intensity of instruction he or she needs.

**Multi-level Instructional Framework**

Effective teachers practice differentiated instruction with flexible grouping in small groups. Teachers have small groups for students who need additional support on specific concepts and skills.

- Core Program (Tier I) - All students receive quality core instruction covering all areas of literacy development.
- Strategic Instruction (Tier II) - Supplemental instruction in small groups in addition to the Tier I instruction.
- Intensive Intervention (Tier III) - Targeted intervention to help make progress towards content standards in addition to Tier I and Tier II instruction.

This differentiated approach does not end in the classroom. It provides a common language so that educators can collaborate on progress monitoring results and instructional planning in the classroom, the building, and in the district.

## Key Elements of Literacy Instruction

Age	Birth-Age 3	Age 4-K	Grades K-3	Grades 4-6	Grades 7-12
Purpose	Introduction to language, communication, and literacy	Students develop language and literacy skills	Students develop literacy skills	Students apply literacy skills with some assistance	Students independently apply literacy skills
Components	Specifics in language and communication	Specifics in language, literacy, and communication:  *Phonemic Awareness  *Phonics  *Fluency  *Vocabulary  *Comprehension	*Phonemic Awareness  *Phonics (K-2)  *Fluency  *Vocabulary  *Comprehension  *Writing  *Communication	*Fluency  *Vocabulary  *Structural Analysis  *Comprehension  *Phonics, if needed  *Writing  *Communication	*Fluency Maintenance  *Vocabulary: roots  *Academic Language  *Content Specific Terms  *Structural Analysis  *Comprehension  *Writing  *Communication
Time	*Varies	*Varies	*Allotted instruction time per day; more for struggling students	*Allotted instruction time per day; more for struggling students	*Allotted instruction time per day; additional class period for struggling students
Tiers of Instruction	*Individual	*Whole class  *Small groups  *Individual	*Core: Classroom instruction for all students plus strategic instruction for faltering students and/or intensive intervention for severely struggling students.		

Group Sizes	*Individual	*Whole class *Small groups *Individual	*Tier I: Whole class *Tier II: Groups of 6 or fewer *Tier III: (grades K-6) groups of 1-3
Assessments	*Screening and assessment tools	*Screening and assessment tools	*Screening *Formative Assessments *Diagnostics *Progress Monitoring *Summative Assessments
Teaching Methods	*Speaking and listening *Experience based learning *Reading to and with the child *Modeling words and whole sentences	*Experience based learning, think-aloud, explicit direct and sequential instruction	*Explicit, direct, and sequential instruction, modeling, think-aloud, check for understanding, active engagement, guided practice
Genres	*A balance of narrative and expository	*A balance of narrative and expository	*A balance of narrative, expository text, and persuasive/ argumentative texts; writing text types (narrative, expository/informative, and opinion/argumentative)

### **Components of Reading**

North Harrison School District has incorporated the five components of reading instruction in literacy instruction. By analyzing the district data, the data revealed that teachers and administrators felt confident in the area of Comprehension and Vocabulary. In the areas of Phonological Awareness, Phonics and Fluency, the district has the opportunity for improvement in these areas.

<b>Phonological Awareness</b>	<b>Phonics</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>Comprehension</b>
<p>Strong <b>phonological awareness</b> provides the foundation for success in reading. <b>Phonological awareness</b> is the ability to notice the sound structure of spoken words, such as syllables, rhyming parts and individual phonemes. <b>Phonological awareness</b> is the ability to identify, isolate and manipulate individual phonemes in spoken words.</p>	<p>Phonics is essential in building foundational reading skills. Phonics is the study of the <b>relationships between sounds and written language</b>. Students need to develop strong <b>phonics and word study</b> skills in order to read and write unfamiliar words independently.</p>	<p>Fluent reading is an important characteristic of effective reading, both for word identification and comprehension. Fluency is the ability to read text accurately, <b>smoothly</b> at an <b>appropriate rate and with expression</b>. Students should read daily using a variety of texts across genres and mediums, including decodable texts, and for sustained lengths of time.</p>	<p>Direct instruction in vocabulary is vital to the development of reading comprehension. Vocabulary refers to <b>understanding words in the context of reading</b>. Students should engage in Marzano’s 6-step model of vocabulary development using Tier 2 words.</p>	<p>Comprehension of different genres of texts is the ultimate reading goal for students in NHSD. Students should use metacognition to <b>use schema, visualize, infer, determine importance, ask questions and synthesize</b>. These strategies are necessary to understand and interpret what is being read.</p>

**Birth to 5 Years Emergent Literacy Instruction**

The NHSD Comprehensive Literacy Plan stresses the importance of early education in developing language skills necessary for literacy. The plan builds on:

- **Research on brain development.** Research demonstrates the importance of nurturing relationships, environment and experience as children move from infancy to school.

- **Early Learning Development Guidelines.** The [Missouri Early Education Standards](#) cover all aspects of a child's development.

## **K-12 Students Instruction and Intervention**

Effective evidence-based teaching practice is critical to improving literacy outcomes.

### **Tools**

- **Scientific research.** Provides the latest information and findings on brain development and learning and can help inform instructional practices.
- **High quality materials that can be modified.** NHSD selects instructional materials that align to the district curriculum and supports the Missouri Learning Standards.
- **Appropriate media.** NHSD selects media that complements the teaching of reading, writing, listening, and speaking to develop students' skills in media literacy.
- **Technology.** NHSD uses technology to teach technology skills that integrate technology into instruction and assessment and includes access to a variety of technology tools.
- **Monitor progress and respond appropriately.** NHSD utilizes assessment data to monitor and improve instruction through modeling, scaffolding, guided practice, and small group work.

### **Approach**

- **Standards-based instruction.** NHSD aligns the curriculum to the Missouri Learning Standards
- **Make learning meaningful.** NHSD is committed to providing positive and meaningful feedback to students.
- **Student-focused learning environments.** Appropriate classroom management principles, processes, and practices foster a safe, positive, student-focused learning environment.
- **Curriculum** is evidence-based and focuses on the diverse needs and literacy abilities of each student.
- **Inform, involve, and collaborate with families and community members** as partners in each child's educational journey and use information about student achievement and performance.
- **Use instructional methods** that foster critical thinking, questioning, inquiry, student decision-making, and independent learning tied to standards.
- **Be creative and collaborative,** develop a solid knowledge about and commitment to the Science of Reading, literacy instruction and participate in ongoing professional development.

## **Grades 9-12 Developing Active Literacy**

All students will have access to the core curriculum. Where the data shows that more targeted instruction is necessary, the core can be supplemented with additional support.

Secondary teachers will have evidence-based tools and skills to teach reading, writing, listening, and speaking, and to differentiate and provide instruction for students with varying skills. Practices that engage struggling readers are

- **Set goals**
  - Set classroom goals and communicate them to students
  - Set short term goals and assign tasks to increase self-efficacy for struggling learners
    - Establish a culture of high expectations to foster a sense of control and accomplishment.
- **Use student-focused instruction**
  - Show students that you know them and know what they need to learn
  - Support learner autonomy and control to influence student motivation
- Make connections to students' lives to increase engagement and meaning.

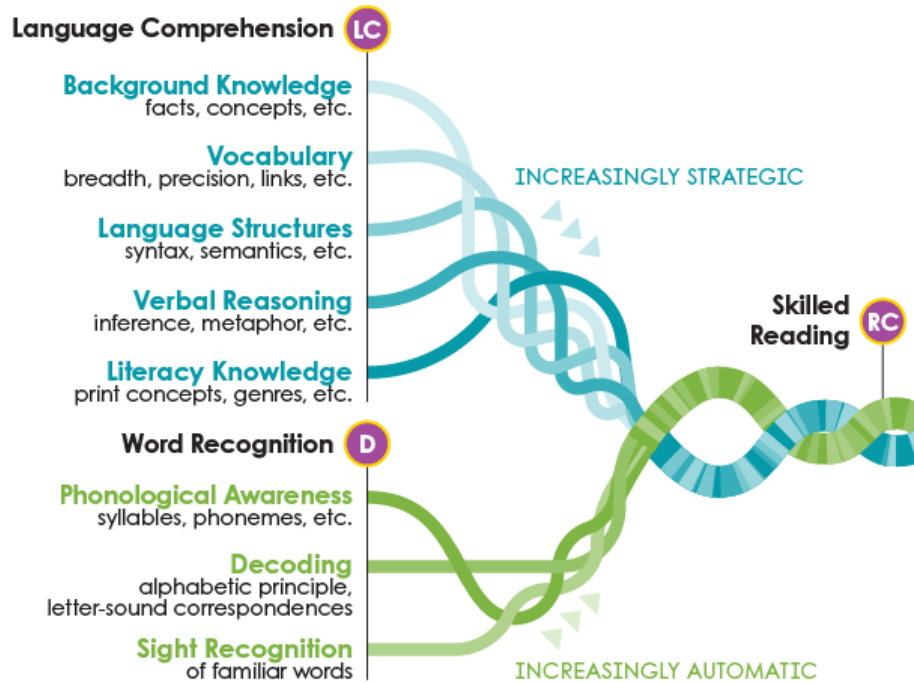
### **What are the literacy expectations for K-12?**

When students enter school, they start by developing foundational skills that will soon become essential literacy skills. The skills begin with the five components of literacy which form the building blocks for accessing and comprehending expository and informational texts.

### **Elementary Progression**

#### **Reading:**

# Scarborough's Reading Rope



$$\text{LC} \times \text{D} = \text{RC} \quad \text{Fluent word recognition and comprehension.}$$

*This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.*

## Writing:

- Starts with conveying meaning through pictures and print
- Expands to organizing writing around a central idea, elaborating using complete sentences, and synthesizing information from a number of sources
- Competence becomes evident through paragraphing, summarizing, and synthesizing in exposition, argumentation, and content-area writing
- Fiction writing reflects an awareness of its role to entertain, explore human relationships, and persuade

## Communication:

- Students learn how to listen attentively and by orally sharing their own ideas
- As they progress through the elementary grades, they continue to develop listening and presentation skills while adjusting language based on audience, setting and purpose

## Secondary Progression:

## Reading:

- Independent reading is purposeful, automatic, and results in comprehension
- Students continue to increase their skills in unpacking content and academic vocabulary
- Ability to analyze and synthesize information from multiple sources

**Writing:**

- Ability to write narrative, explanatory/informative, and argumentative texts independently with confidence, proficiency, and accuracy
- Students employ writing process and revision process techniques with efficacy
- Students choose the most appropriate mode and style of writing to achieve the desired result for the intended audience and purpose

**Communication:**

- Students synthesize interpersonal and personal intercultural communication norms to guide, monitor, and adjust their own communication

**Prevention, Intervention, and Disabilities**

It is important to include students with disabilities in core literacy classes. All students learn from the same stories, poems, and other resources with appropriate modifications, such as reading aloud, partner reading, digital text display, and books on tape. Access to the general education instructional program lays the foundation for literacy.

**English Language Instruction**

English learners face special challenges in developing literacy skills in English. In addition to learning new subject-area content, they are working to master new language skills. They may not be able to hear or distinguish between all of the sounds in the English phonological system and may not yet understand the English language structure and grammar.

Effective Teaching for EL Students includes:

<b>Standards</b>	<b>Assessment</b>	<b>Instruction &amp; Intervention</b>	<b>Leadership</b>	<b>Systemwide Commitment</b>
*Use the English Language	*Assess English Language Development	*Use visual representations, modeling,	*Know that effective EL strategies are	*See second language students as



<p>Development Standards as well as the learning standards to plan instruction.</p>	<p>proficiency early and intervene early</p> <p>*Use multiple measures to monitor progress</p> <p>*Regularly monitor the progress of each student</p>	<p>pantomime, etc. to access multiple modalities</p> <p>*Model expected outcomes during instruction</p> <p>*Always use positive reinforcement</p> <p>*Regularly assess current research in teaching second language students, such as modifying language of test questions to ensure sentences are not overly complex</p>	<p>effective for all students</p> <p>*See the ELD Standards as an entry to proficiency in reading and writing</p>	<p>having an added gift of a second language and not deficient because of their lack of English skills</p>
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**LEADERSHIP**

All the people in a child’s life play a role in their development and learning. The North Harrison R-III School District Comprehensive Literacy Plan aims to support a community-wide approach to supporting and improving literacy outcomes.

**A Role for Everyone**

**District Leaders**

- Understand the importance of early learning and the role of child development in reading and writing development
- Commit guidance, support and resources to improve alignment, partnerships and pathways from birth to college and career

## **School Principals**

- Understand the importance of school readiness and the processes, plans, and support necessary for successful transitions for students
- Champion a Culture of Literacy

## **Teachers across topic areas**

- Commit to system-wide literacy goals
- Employ diverse instruction methods, including strategies for phonics, phonemic awareness, and fluency as these are the areas of improvement for our district. Teachers will continue to address vocabulary and comprehension in literacy instruction.

## **Parents, families, and caregivers**

- Have the knowledge and skills needed to promote optimal child health, development and early learning
- Take an active role in their child's education and educational goals
- Become active partners in governance and provide input to help shape policies and systems
- Communicate the value and importance of reading, writing, speaking and listening skills with their children

## **Building and District Leaders**

Building and district leaders are instrumental to developing a successful literacy system. The approach requires a common vision and coordination at all levels of the educational system.

Areas of focus for building and district leaders include:

- **Goals and Vision.** A common understanding and shared commitment to the desired future state (Vision) and the milestones towards the Vision (Goals).
- **Policies & Procedures.** Published documents that account for federal and state mandates and provide guidance for new and existing players within the system.
- **Funding & Resources.** Support the entire system and are critical to sustainability. Increasingly, both must be leveraged or shared to maximize scarce funding and human resources.
- **District & School Systems.** Key sites in the delivery of education and improving literacy.

- **Assessment and Data** Provide critical feedback on teacher effectiveness and students' strengths and weaknesses
- **Professional Development & Instructional Practices.** Learning opportunities that result in improved teacher, instructional leader, and district leadership knowledge and practice and most importantly, in improvements in student learning outcomes.
- **Core Curriculum & Supplemental Materials.** Content used for literacy instruction for all students and for intervention for those exceeding or not meeting benchmarks. The core curriculum is accessible to all students. Supplemental materials are used to help students meet the benchmarks.

### **Classroom Teachers and Educational Specialists**

In achieving better literacy for all, the importance of teachers cannot be overstated. The North Harrison R-III School District Comprehensive Literacy Plan is designed to support teachers at all levels as they systematically work to support students' learning. As literacy is emphasized in the content areas, literacy becomes a shared expectation.

NHSD's approach includes:

- Effective data-based decision making
- Assessment and feedback at all levels of the system
- Increased coordination and communication of teachers, caregivers, specialists, principals, and the district
- Data-informed planning and resource allocation
- Adaptive, differentiated instruction

### **Building Community/Family Support and Commitment**

Parents and families are a child's first teacher and need to have the necessary support to help children "learn to learn" in their first years of life. Improved coordination between systems will improve literacy outcomes for children by providing resources and support for parents, families and caregivers.

NHSD's comprehensive system includes:

- **Family Engagement** - Multi-strategy communication with families to convey key literacy messages, such as nightly reading, screen-time minimization, adequate sleep, and a nutritious breakfast
  - Understandable and engaging to all parents (including expectant parents), families and caregivers.
    - Examples include but are not limited to; Communication platforms (SeeSaw, ClassDojo, TeacherEase, Social Media), Family Engagement Nights, Parents As Teachers home visits and

informational events, Digital Family Awareness event, and nightly reading responsibilities including decodable texts (Just Right Readers) and leveled texts (Reading AtoZ).

- Incorporates home language and culture
  - Programs and activities to involve parents in the classroom
  - Strategies to improve parent skills and leadership so they can be active partners in, and advocate for their child's education
- **Community Engagement** - Build community engagement in and support for literacy plan, including families, libraries and tutoring/enrichment providers
    - Culturally and language appropriate information and referral system that addresses all aspects of child health and development

## **Parents and Caregivers**

What can parents and caregivers do to support literacy at home?

### **Birth to School Entry Parents**

- Read to your child and provide various types of books, such as stories, alphabet books, books with numbers, how-to books, books about different cultures or parts of the world, books written in family members' native language
- When reading, ask the following questions:
  - What do you think this book is about?
  - What do you think will happen next?
  - Tell me about this story.
- Ask "open-ended" questions versus "yes/no" questions. For example, "Tell me what you liked best about this book" rather than "Did you like this book?"
  - Provide writing and drawing tools that can be used indoors or outdoors
  - Write out child's name calling out each letter
  - Display pictures and posters with word labels (maps, animals, community)
  - Provide opportunities for your child to write, acknowledging what is done
  - Encourage children to develop fine motor skills by drawing pictures using shapes and colors
  - Interact with your child to match letters and numbers

### **Elementary School Parents**

- Read with your child and encourage and support reading outside of school
- Practice identifying letter names and sounds
- Read books to your child that build vocabulary and have more complex sentences than what they can read alone
  - Talk with your child about the books you read together. Ask open-ended questions, talk about unfamiliar words, and help make connections to their world around them
  - Limit screen time and prioritize reading and writing time
  - Provide opportunities for your child to write, acknowledging what is done
  - Talk about local, state, national, and world events. Encourage your child to listen and speak

### **Middle and High School Parents**

- Expect and encourage reading at home for at least twenty minutes a day, five days a week
- Set an example for reading at home by reading yourself. Engage in book discussions with friends and family
- Provide access to appropriate books and reading materials at your child's level of difficulty and of high interest
  - Talk to your child's teacher
  - Encourage your child to participate in book clubs and discussions. Encourage your child to exchange books with friends and share ideas about what they have read
  - Talk about and use vocabulary your child notices from reading
- Encourage your child to write about what they read and to write creative stories, poetry, notes to friends and family, or in a journal
  - Limit screen time and prioritize reading and writing time
- Set aside a quiet study hour where parents/family members are reading or writing while children do homework
  - Take an active interest in homework (e.g., look over their work and respond positively, check that the homework is finished, ask questions about what they have learned)
  - Talk about local, state, national and world events. Encourage your child to listen and speak. Encourage older children to critique and analyze what they have read or heard

### **Classroom Self-Assessment**

<b>PHASE 1: Exploration &amp; Installation</b>	<b>PHASE 2: Implementation</b>	<b>PHASE 3: Innovation &amp; Sustainability</b>
<ul style="list-style-type: none"> <li>● Assessment plan devised for screening, diagnostic, and progress monitoring assessments</li> <li>● Teachers trained in how to use the assessment plan; this includes administering screening, skills diagnostics, progress monitoring and outcome-based assessments and using the data to plan purposeful instruction and intervention</li> <li>● Literacy and learning needs identified based on assessment data analysis</li> <li>● Daily protected, uninterrupted literacy/core schedules created for all teachers K-6 and those teachers in grades 7-12 providing intervention for students not reaching benchmark</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers fully trained to use instructional materials with fidelity</li> <li>● Screening assessments are used at the beginning of the school year</li> <li>● Progress monitoring assessments are used Universal access components of the core instructional materials in use</li> <li>● Diagnostic assessments are used when needed throughout the year</li> <li>● Content area teachers have learned and applied strategies for accessing the vocabulary and text</li> <li>● Protected and uninterrupted schedules are in place for instruction at all three levels of teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers have administered screening assessments at the beginning of the school year (based on need and grade level)</li> <li>● Teachers have administered progress monitoring assessments at least three times per year (based on need and grade level)</li> <li>● Diagnostic assessments have been administered when needed throughout the year</li> <li>● Strategic instruction: students received progress monitoring assessments every two weeks</li> <li>● Intensive instruction: students receive progress monitoring assessments every week</li> <li>● Core/literacy teachers have used the universal access components of the comprehensive instructional materials <ul style="list-style-type: none"> <li>● Content area teachers have learned and applied literacy strategies</li> </ul> </li> </ul>

## Building Self-Assessment

<b>PHASE 1: Exploration &amp; Installation</b>	<b>PHASE 2: Implementation</b>	<b>PHASE 3: Innovation &amp; Sustainability</b>
<ul style="list-style-type: none"> <li>• Literacy support established for every building</li> <li>• Literacy Focus Teams formed</li> <li>• Collaborative Grade Level Teams and schedule established</li> <li>• Plan for analyzing and utilizing school-wide assessment results. Plan should include collaboration among teachers and literacy support people.</li> <li>• Building level support and buy-in for literacy improvement plan</li> <li>• Teachers trained in scientifically based literacy research</li> <li>• Teachers trained in how to effectively use the core instructional materials and content area literacy material in alignment with effective instructional practices and the content learning standards</li> <li>• Heterogeneous classes formed through a collaborative process in all regular core literacy classrooms K-5</li> <li>• Homogeneous classrooms based on</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative analysis of all assessment data and to plan effective instruction</li> <li>• Support for literacy plan implementation in place</li> <li>• Parents have supported the literacy endeavors at home and attended events and celebrations at school\</li> <li>• Collaborative assessment analysis sessions are scheduled for building level literacy focus</li> <li>• Teams (e.g., Collaborative Academic Support Team) meet at least three times per year</li> <li>• Collaborative Grade Level Teams are established and schedule for the year to come</li> <li>• Heterogeneous classes are formed through a collaborative process</li> <li>• Most qualified teachers and/or specialists are placed with students with the greatest needs</li> <li>• Suitable locations have been prepared to provide intensive intervention instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have collaboratively analyzed all assessment data and used the data to plan effective instruction (each marking period)</li> <li>• Students needing extra support beyond the core curriculum have received strategic instruction or intensive intervention</li> <li>• Instructional coaches have updated and assisted all literacy teachers with effective literacy instruction</li> <li>• Parents have supported the literacy endeavors and celebrations at school and home</li> <li>• All teachers have collaboratively used assessment results to decide which strategic or intensive students have no further need of interventions</li> <li>• A plan has been devised to closely monitor the progress of students who have been moved out of strategic or intensive intervention, to ensure that they continue to succeed in the more challenging atmosphere</li> </ul>

<p>assessment data for those students in grades 6-12 requiring intensive intervention</p> <ul style="list-style-type: none"><li>• Most qualified teachers placed with students with the greatest needs</li><li>• Identify areas of growth with literacy integration across content areas</li></ul>		
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## District Self-Assessment

<b>PHASE 1: Exploration &amp; Installation</b>	<b>PHASE 2: Implementation</b>	<b>PHASE 3: Innovation &amp; Sustainability</b>
<ul style="list-style-type: none"> <li>• District Literacy Committee formed and trained</li> <li>• Detailed job descriptions in place for building and literacy coaches (550s/Paras) and District Literacy Coordinator</li> <li>• District Literacy Plan aligned to Missouri Learning Standards</li> <li>• Core and content area instructional literacy materials aligned with state standards and effective instructional strategies adopted or adapted</li> <li>• Plan for assessment data collection and management</li> <li>• Professional development sessions scheduled for the year</li> <li>• Participate in the Literacy System</li> </ul>	<ul style="list-style-type: none"> <li>• Mission Statement drafted</li> <li>• All professional development sessions are scheduled for the year to come for teachers</li> <li>• Professional development on applying explicit, systematic instruction with active engagement and embedded checking for understanding in place</li> <li>• Professional development on analyzing and using assessment results to plan instruction in place</li> <li>• Professional development on using differentiated instruction and flexible grouping techniques in place</li> <li>• The district has identified gaps in</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development has been provided to help new or continuing teachers fully utilize the core instructional materials with fidelity, including all components for universal access.</li> <li>• Professional development has been provided to help intervention teachers utilize supplemental or intervention program materials</li> <li>• Professional development has been provided to help new or struggling teachers analyze and use assessment data effectively</li> <li>• District leaders have analyzed the student achievement data and have used the information to monitor the</li> </ul>

<p>Analysis to identify opportunities to improve student achievement</p> <ul style="list-style-type: none"> <li>Professional development should support results of Literacy Systems Analysis</li> </ul>	<p>core instructional materials and has adopted new or supplementary materials for struggling readers or adapted/augmented materials as needed</p> <ul style="list-style-type: none"> <li>District leaders have analyzed the assessment results and have used the information to monitor the effectiveness of the implementation and to determine needs for professional development, additional human, and material resources, etc.</li> <li>All available certificated personnel are mobilized to help with strategic or intensive intervention</li> </ul>	<p>effectiveness of the implementation and to determine needs for the next year: professional development, additional human and material resources, etc.</p>
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## Action Plans

### **CLASSROOM LEVEL**

#### **Phase 1: EXPLORATION & INSTALLATION | Planning, Preparation and Professional Development**

- 1. Participate in Literacy Systems Analysis to identify opportunities to improve student outcomes.**
- 2. Purposefully place students.** Work with the principal in analyzing all information available (assessments, teacher input, parent preferences) to best place students according to their needs.
- 3. Make room in the day.** Dedicate core literacy instructional time every day through grade 6 and in classrooms that provide core literacy instruction in grades 7-12.
- 4. Seek professional development opportunities.**
- 5. Align core instructional materials to learning standards.**  
Identify skills not yet mastered and options to remedy gaps in instruction.

## Phase 2: IMPLEMENTATION | Improving Instruction

### 1. Use assessments for all students.

**a. Progress Monitoring Assessments (formative).** Ideally to all literacy/core students in grades K-6 and any others with a history of poor literacy achievement

**b. Diagnostic Assessments (formative).** Identify students who are not responding to instruction and/or performed poorly on progress monitoring assessments

**c. Outcome Assessments (summative).** Missouri Assessment Program Grade Level English Languages Arts and English II End of Course Assessments

**2. Analyze assessment results.** Work collaboratively with other teachers to analyze results and use the results to plan instruction. If necessary, solicit support on implementing differentiated instruction.

**3. Plan and implement instructions.** Use findings from assessments to modify classroom instruction plans for those who are struggling. This may include flexible grouping for differentiated instruction or other techniques. Look for support and ideas from literacy coaches, specialists, para-educators, parents, tutors and other teachers.

### 4. Use differentiated instruction.

**a.** Teach the adopted/adapted instruction literacy program

**b.** Use flexible grouping strategies

### 5. Embed checking for understanding.

**6. Identify needed supplemental teaching materials.** Use assessment results to identify skills not yet mastered in the core instructional program and identify needs for supplemental materials for strategic and intensive instruction. Plan for adoption and adaptation of supplemental resources.

**7. Equip families with knowledge to support literacy.** Provide information to parents on how to support literacy at home.

## Phase 3: INNOVATION & SUSTAINABILITY | Full Implementation

**1. Schedule and protect literacy instructional time.** Create schedules that allow for sufficient protected, uninterrupted literacy core instructional time through grade 12. Allow for additional time for strategic instruction and even more time for intervention, depending on need.

### 2. Core teachers collaborate to plan instruction.

- Administer diagnostic assessments when more information is needed.
- Use flexible grouping strategies to reinforce core lessons and address instructional needs
- Teachers administer and graph progress monitoring assessments every two weeks and adjust instruction accordingly.

- Core teachers modify instruction for all students to assist those who are not responding to instruction.
- Share data received; discuss instructional plan and time and resources needed to address literacy

**3. Move students receiving core instruction to intensive intervention as assessments indicate it is warranted.**

- a. Teachers administer progress monitoring assessment and adjust instruction immediately based on data.
- b. Support staff administer progress monitoring assessments every two weeks and adjust instruction based on results, charting the growth to monitor progress Grades K-5: Provide instruction in small groups of three or less  
Grades 6-12: Provide instruction in groups of fifteen or less

**4. Evaluate progress made to determine if any students can be moved back to core instruction.**

- a. Continue bimonthly progress monitoring for at least one quarter to ensure continued success
- b. The goal of supplemental instruction is to move students back into core instruction.

**5. Administer literacy achievements at the end of the year with parents and families.**

**BUILDING LEVEL | PRINCIPAL & BUILDING LEADERS**

A principal may consider establishing a new position or creating committees to drive implementation. For example:

**Title Teacher Team**

- Explore ways to support teachers and each grade level team
- Support collaboration

**Literacy Grade Level Teams**

- Support teachers in addressing the diverse needs of students
- Focus on using core instructional materials with fidelity to meet the needs of all learners
  - Work with the district-level leadership to discuss implementation and share strategies

When implementing a comprehensive literacy system, build on what is working and base all decisions on data, reviewing trends and targeting opportunities for improvement. Emphasize the expectation that all students can be successful.

## **EXPLORATION & INSTALLATION | Planning, Preparation & Professional**

- 1. Participate in a Literacy Systems Analysis to identify opportunities to improve student outcomes.**
- 2. Purposefully place students.** Analyze all information available (assessments, teacher input, case worker input) to best place students according to their needs.
- 3. Ensure instructional time dedicated to literacy.** Work with teachers to ensure literacy instructional time every day through Grade 6 and in classrooms that provide core literacy instruction in Grades 7-12.
  - a. Schedule literacy time during mornings sessions to optimize learning
  - b. Consult with teachers and specialists to set up optimal class schedule
  - c. Use literacy data results to inform differentiated instruction
  - d. Review multiple data points to identify patterns
  - e. Choose a focus
    - i. Form critical questions
    - ii. Build a culture of teaching efficacy
- 4. Provide Summer Professional Development**
- 5. Build staff skills on use of assessments.**
  - a. Identify and provide training opportunities
  - b. Encourage leadership training for mentor teachers and peer-to-peer training
  - c. Support collaboration by scheduling common planning time

## **Phase 2: IMPLEMENTATION | Improving Instruction**

- 1. Equip families with knowledge to support literacy.** Provide information to parents on how to support literacy at home. Involve parents in classroom and system-wide literacy celebrations.
- 2. Ensure consistent baseline training for all new teachers.**
  - a. How to use assessments
  - b. How to use core instructional materials
- 3. Develop strategies for content area teachers.** Work with content area teachers to develop strategies for incorporating purposeful literacy instruction (such as for test taking strategies).

4. **Convene school-wide assessment meetings.** Discuss results and next steps as a group every 8-12 weeks.
5. **Leverage parent support.** Involve parents in classroom and school-wide literacy endeavors.

### **Phase 3: INNOVATION & SUSTAINABILITY | Full Implementation**

1. **Purposefully place students.** Use all available assessment data and teacher recommendations to place students in the classrooms most likely to ensure their success.
2. **Strategically deploy teaching talent.** When possible, place the most effective teachers with students demonstrating the greatest need.
  - a. Place teachers where they are most needed.
3. **Encourage collaboration amongst the teaching staff.**
  - a. Identify opportunities for staff to support core/content area literacy teachers to address diverse literacy needs
  - b. Teachers analyze assessment results together to plan instruction
4. **Schedule and protect literacy instructional time.** Create schedules that allow for sufficient, protected, uninterrupted literacy core instructional time through grade 12. Allow additional time for invention time, as needed.
5. **Prepare for supplemental instruction.** Set up a location to have intervention and small group lessons/classes.
6. **Engage parents in literacy efforts.**
  - a. Provide literacy seminars for parents; focus on ways to support literacy at home
  - b. Consider training parents to be literacy tutors
  - c. Celebrate literacy achievements at the end of the year with parents and families.
7. **Plan ahead. Meet to discuss literacy needs for next year.**

### **DISTRICT LEVEL | LEADERS & ADMINISTRATORS**

The district should consider establishing new positions or creating committees to drive implementation.

#### **District Title Teacher Team**

- Analyze assessment data
- Monitor and evaluate Literacy Plan implementation
- Explore opportunities to increase support and capacity

## **: EXPLORATION & INSTALLATION | Planning, Preparation, & Professional Development**

- 1. Participate in a Literacy Systems Analysis to identify opportunities to improve student outcomes.**
- 2. Purposefully place students.** Analyze all information available (assessments, teacher input, counselor input) to best place students according to their needs.
- 3. Cultivate support at the building level.** Visible commitment at the district level is critical for developing a system.
  - a. Provide training at the building level.
  - b. Establish district-wide goals.
- 4. Make Title Teacher Coaching or Instructional Support Available.**
- 5. Analyze assessment data.** Identify greatest needs in reading and writing by grade level for schools and system.
- 6. Analyze and review core instructional materials.**
- 7. Provide or facilitate training on five essential components of reading.** This could include training by district personnel or supporting peer-to-peer training amongst building-level staff.
- 8. Analyze core instructional materials for alignment with literacy objectives.** Identify options for adapting or augmenting core literacy materials to better meet literacy objectives.
- 9. Create an assessment plan.** The system-wide literacy assessment plan should integrate assessments for screening, progress/monitoring and diagnostic purposes.
- 10. Create a data collection plan.** The plan should provide enough detail to allow progress tracking, identifying trends and instructional needs, and informing strategies to improve student achievement.
- 11. Strategically deploy talent.** Use instructional and leadership talent at your discretion. When possible, link high performing teachers and principals to the classroom or buildings most in need.
- 12. Develop a Professional Development schedule.** Create a sequence of recommended training. For example:
  - Effectively using assessment data
  - Incorporating literacy into content areas
- 13. Set goals.** Include long-term and yearly sub-goals for the system and individual schools.

### **Professional Development**

Effective professional development is essential to accomplishing one of our most pressing challenges: graduating students prepared with literacy skills and knowledge essential for college and career readiness.

Research shows that relying solely on stand-alone professional development will not yield the gains needed to close persistent achievement/opportunity gaps. A key to effective professional development is having a comprehensive plan that incrementally builds teacher and leadership knowledge and skills.

## **Timeline and Goals**

### **Year 1 Goals: 2023-2024**

- Revision and standardization of the Literacy Block PreK to 5
- Develop a comprehensive understanding of the SoR and how the brain learns to read
- Continue to develop the training model for understanding how the SoR and the NHSD Literacy Plan are implemented
- Intensive training and focus on the phonological awareness and phonics practices within Tier I instruction and implementation
  - SoR
  - LETRS
- Understand the role of small group instruction
- Building walkthroughs focusing on recent PD: phonological awareness, phonics and small group instruction
- Ongoing communication with middle and high school administrators about implementation

### **Year 2 Goals: 2024-2025**

- Continued training and focus on phonological awareness and phonics practices within Tier 1 instruction and the role of small group instruction (LETRS)
- Emphasis on comprehension and fluency understanding and instruction and understanding how it all works together
- Instruction occurring with fidelity
- Building walkthroughs focusing on the recent PD: phonological awareness, phonics, small group instruction, comprehension, and fluency
- Continue the discussion on implementation at middle and high school