

Literacy Plan
Virginia Public Schools ISD #706
2019-2020

2019-2020 School year will be using the STAR Early Literacy and STAR Reading tests to measure literacy understanding of the students in the Virginia Public Schools.

Kindergarten Goal: We, the teachers at Parkview Learning Center will teach scientifically research based reading strategies to all kindergartners, so that 75% of all kindergartners will achieve a meets standards proficiency in the Spring of 2020; as measured by a Letter Sound district developed test.

First Grade Goal: We the teachers at Parkview Learning Center will teach scientifically research based reading strategies to all first graders, so that 75% of all first graders will achieve a scaled score of 675 in the Winter of 2019; as measured by the STAR Early Literacy Test.

Second Grade Goal: We the teachers at Parkview Learning Center will teach scientifically research based reading strategies to all second graders, so that 75% of all second graders will achieve a scaled score of 230 in the Winter of 2019; as measured by the STAR Reading Test.

Third Grade Goal: We the teachers at Roosevelt Elementary will teach scientifically research based reading strategies to all third graders, so that 75% of all third graders will achieve a scaled score of 365 in the Winter of 2019: as measured by the STAR Reading Test. This correlates to meeting or exceeding proficiency on the MCA III Reading Test.

School Goal: We the teachers at Parkview Learning Center and Roosevelt Elementary will teach scientifically research based reading strategies to all students, so that 70% of all students will be reading at or above grade level by the end of third grade as measured by the 2020 Reading MCA III. Note: This goal is not able to be tracked due to no state testing in 2020 because of the COVID-19 pandemic.

Instructional Leadership: The team was established by the Principal of Parkview School. The team consists of the Parkview Principal (Mr. Krebsbach), Lead Title One Teacher (Mrs. Keute), Kindergarten Teacher (Mrs. Spelts), First Grade Teacher (Mr. Davidson), Second Grade Teacher (Mr. Warren), Third Grade Teacher (Mrs. Andrews), and Special Education Teacher (Mrs. Scuffy). The team met three times to work on the completion of the literacy plan. The instructional leadership team will continue to meet during the 2019-2020 school year to evaluate the literacy plan.

Alignment of Curriculum, Instruction and Assessment (Core Component):

1. Alignment of Curriculum:

- Each grade level team K-3 will research and compare the 2010 Literacy Standards with the previous Literacy Standards.
- Enrichment Activities K-3 such as leveled readers, accelerated reader, IXL, and Raz-Kids.
- Through PLCs (Professional Learning Communities) grade levels K-3 will meet to go over current scientifically research based reading strategies.

2. Instruction-Classroom

- Reading Block (90 minutes)
- Teaching Essential Components of Effective Reading Instruction(phonemic awareness, phonics, comprehension, fluency, and vocabulary)
- Writing strategies (6 traits-conventions, voice, organization, ideas, word choice, and fluency)

3. Assessment

- All teachers K-3 will set individual reading goals with students utilizing data from STAR Reading (at least three times per year) and classroom fluency checks. Progress toward reading goals will be shared with parents on a trimester basis via report cards, conferences, phone calls, or email.
- Summative assessment (STAR Reading ,and MCA-III (3rd grade).

Multi Tiered System of Support (Core Component):

- Tier 1 and 2 will occur during the 90 minute core reading block in the general education classroom for grades K-3. Tier 2 instruction will take place as a small group within the classroom or resource room using the current district remedial reading program. The remedial reading program is designed to focus on the specific reading needs of students such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Tier 3 interventions will occur for at least 25 minutes a day in a small group setting with the Special Education staff, in addition to the core reading block.
- SMART goals for each grade level (K-3) have been set according to STAR Reading and MCA III data.

Job Embedded Professional Development

- Each grade level team K-3 will research and compare the 2010 Literacy Standards with our current reading curriculum.
- Inservices will be used to go over current scientifically research based reading strategies. Inservice will be used to review the Essential Components of Effective Reading Instruction (phonemic awareness, phonics, comprehension, fluency, and vocabulary). Information will be provided defining the essential components and effective strategies to teach and implement the essential components in the classroom.
- Utilize PLCs to review summative assessment data from STAR to analyze and adjust reading instruction.

Family Community/Partnerships

- Community members come to read in K-3 classrooms to support the importance of literacy.
- Family literacy support events will occur at our schools. They will include: Reading/Movie nights and Breakfast of Champions. Reading pamphlets and books for students to keep are shared.
- February I Love to Read activities, Reading Campout, AR Recognition, Principal Reading Awards, IXL Certificates, Raz-Kids Awards, Reading Buddies from another grade level. There will be parent/guardian meeting/support opportunities in the school. In addition, reading is encouraged through our school/community partnerships: Summer Reading program in conjunction with the Virginia Public Library, Book-It (Pizza Hut), Subway Food Certificates for meeting a reading goal, Papa Murphy's cookie certificates, Decorating Grocery Bags for a local Grocer to use.

Diagnosis of Visual Disorders by our District

General Vision Screening: All students are visually screened before starting school. In addition students are re-screened in first and third grades. Anytime a teacher thinks there is a vision difficulty, the student can be screened by our school nurse.

If the nurse feels a referral to a doctor is necessary, that is done and she follows through with any necessary assistance--examinations, glasses, etc. Also, if the doctor makes a recommendation for additional support at school; such as optometric vision therapy, we will follow the recommendation as best we can. We have been asked to help students with pencil push-ups to help with convergence insufficiency. If a student needs extra reading support, that will be provided for them.

All teachers will be trained to look for vision issues including: focussing, tracking, and reversals. Also, teachers can look for problems with catching a ball, balance issues, and tendencies to be accident prone. Other associated visual factors to be aware of include spatial perception, timing, and rhythm.

Note: This plan was updated to reflect different cut scores and dates due to the COVID-19 pandemic.