



**CLEARVIEW LOCAL SCHOOLS
LITERACY PLAN
2018-2019**

Outline

Committee Members:

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Goals of the Committee:

1. Create a working document that identifies and outlines literacy instruction in the district.
2. Create a working document that promotes common language, instructional best practices, and fidelity of program implementation.
3. Create a learning community in which reading, writing, speaking, and listening serve as a foundation for lifelong learning.
4. Improve the academic achievement for our students.

Plan Components:

1. Outline
2. Mission
3. Resources / Programs
4. Promotion and Family Engagement
5. Goals
6. Action Plans
7. Evaluation

Timeline:

The Clearview Literacy Plan will set a goal for implementation by the start of the 2019-2020 school year. A continual evaluation and review will occur thereafter.

Budget:

Budget aspects of the plan will work within the district's general budget and state and federal program budget with a commitment to spending as it pertains to literacy resources, professional development, and promotional events.

Plan Evaluation:

1. An annual district survey will be given to staff, students, and community to assess plan progress regarding literacy instruction within the district.
2. Academic data will be reviewed and analyzed: EOC, AIR, STAR, AR

Mission

The mission of the Clearview Local Schools Literacy Plan Committee is to create a learning community in which reading, writing, speaking, and listening serve as the foundation for lifelong learning. The mission of the Clearview Literacy Plan is built upon the following beliefs:

- All children should view themselves as readers and writers.
- Children need to be engaged in authentic daily reading and writing activities.
- Literacy means not only to read, write, speak, and listen, but also to use language to learn, think, and communicate effectively.
- Classrooms need to be print-rich and to contain a wide variety of reading materials, resources, and technology to support a child's literacy development.
- Literacy as the foundation of learning is an instructional priority K-12.
- All learners, no matter the complexity of their disability, have the potential to grow their skills and knowledge in language and literacy.
- Children need to enjoy reading and writing and develop lifelong literacy habits.
- Curiosity should be fostered in and outside of the classroom to further literacy habits.
- Students should be engaged through meaningful choices in the material that they read.

The Clearview Literacy Plan is an extension of the overall Mission of the school district:

Through the involvement of staff, parents, and the community, the Clearview Schools will provide a positive environment which enables students with various abilities, interests and cultures to learn life skills and acquire the knowledge necessary to reach their potential as citizens and to meet the challenges of an ever-changing global society.

Resources and Programs

The Clearview Local School Literacy Plan is grounded on the concept of Five Big Ideas of Literacy Instruction and student literacy development. With fidelity, the teaching staff will utilize several programs in support of literacy instruction in the district.

Five Big Ideas

1. Phonemic Awareness
2. Alphabetic Principles
3. Accuracy and Fluency within Text
4. Vocabulary
5. Comprehension

Simple View of Reading

- Decoding x Language Comprehension = Reading Comprehension
- Decoding is the ability to transform print into spoken language (print concepts, fluency (accuracy, rate, expression), word knowledge, phonics and word recognition, phonological awareness,
- Language comprehension is the ability to understand spoken language (Background knowledge, Academic Vocabulary, Narrative language skills, Inferential Language skills,)

Vincent Elementary Literacy Programs

- Whole group instruction – Vocabulary and Comprehension
 - Teaching skill/standard
- Heggerty Phonemic Awareness Grade K-1
- Foundations K-2; grade 3 uses for intervention
- Guided Reading K-4
- STAR, K-4 / Accelerated Reader
- Wilson Just Words Tier 2 Intervention Grade 4
- Wilson Reading System
- Title Services Intervention
- Progress Monitoring - Data collection and support per RIMP/RTI plan
- EASY CBM- grade 3 title and one intervention specialist currently have access

Durling Middle School Literacy Programs

- Reading Class grades 5 & 6 in addition to English Language Arts class
- 90 minute block ELA for 7 & 8 grade
- Grades 5 and 6 Guided Reading (

- STAR / Accelerated Reader
- Wilson Just Words Tier 2 Intervention
- Wilson Reading System
- Title Services Intervention
- CommonLit, ReadWork, Newsela

Clearview High School Literacy Programs

- English Language Arts Level 1-4 ODE Standards
- Wilson Just Words Tier 2 Intervention
- Wilson Reading System
- CommonLit/ReadWorks
- Sadlier Oxford Vocabulary

Heggerty Phonemic Awareness

Heggerty Phonemic Awareness is a well-organized 35-week curriculum of daily phonemic awareness lesson plans. Developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness Skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes. For students in need of extra support, portions of lesson could be used in a small group and serve as a “second dose” of phonemic awareness instruction.

Primary Curriculum

The Primary version of these lessons (yellow book) includes 10 components that are taught within each lesson, eight phonemic awareness skills and 2 additional activities to develop letter name and letter sound recognition and language awareness activities. The lessons should be taught daily in 1st and 2nd grade classrooms and can be used for intervention support for students in 2nd grade and above who struggle to decode.

Through the daily lessons, students engage in activities teaching early skills such as rhyming and onset fluency, basic skills of blending and segmenting sounds, and working with the complex and advanced skills of substituting, adding, and deleting phonemes.

Through teacher modeling and daily practice, students receive scaffolded support to meet the needs of all learners in a classroom. The skills taught are supplemental to the literacy curriculum that is currently in place. When the lessons are taught consistently each day, teachers see improvement in students reading, spelling, and writing, as the students learn to hear the sounds in words.

The Primary curriculum can also be used with older learners who demonstrate a difficulty in struggling to decode words. Teachers, interventionists, Reading Specialists, and Special education teachers can use the lessons to provide explicit phonemic awareness instruction in addition to explicit phonics instruction, as both skills are essential in helping all students learn to read. The phonemic awareness screener assessment can be used as a tool to determine the skills that should be taught to meet the individual needs of students.

Kindergarten Curriculum

The Kindergarten version of these lessons (blue book) includes 10 components that are taught within each lesson, eight phonemic awareness skills and 2 additional activities to develop letter name and letter sound recognition and language awareness activities. During the language awareness activities, the students learn nursery rhymes. The lessons can be used for instruction within a half-day or full-day Kindergarten program.

Through the daily lessons, students engage in activities teaching early skills such as rhyming and onset fluency, basic skills of blending and segmenting sounds, and working with the complex and advanced skills of substituting, adding, and deleting phonemes. Through teacher modeling and daily practice, students receive scaffolded support to meet the needs of all learners in a classroom. The skills taught are supplemental to the literacy curriculum that is currently in place. When the lessons are taught consistently each day, teachers see improvement in students reading, spelling, and writing, as the students learn to hear the sounds in words.

Scholastic Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. The text is easy enough for students to read with your skillful support; it offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. You choose selections that help students expand their strategies.

The purpose of Scholastic Guided Reading You select books that students can read with about 90 to 94 percent accuracy. Students can understand and enjoy the story because it's accessible to them through their own strategies, supported by your introduction.

They focus on meaning but also use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

Procedure for Guided Reading

- You work with a small group of students with similar needs.

- You provide introductions to the text that support students' later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.
- You prompt, encourage, and confirm students' attempts at problem solving.
- You and your students engage in meaningful conversations about what they are reading.
- You and your student revisit the text to demonstrate and use a range of comprehension strategies.

Wilson Reading Systems

Tiers 1 & 2 for Grades K-3

Fundations® is the program appropriate for Tier 1 & 2 instruction in grades K-3. Each COMPASS Plan for Foundations implementation includes the [Level-specific workshops](#) to be delivered; staff members to be selected for [Facilitator Certification](#) and teacher-leader roles; the coaching that would be provided and the schools in which the coaching would take place; all materials required for training purposes, and for teachers and students to use in class; the schedule of events and activities; and an orientation workshop for administrators.

Tier 2 for Grades 4-12

Just Words® is the program appropriate for Tier 2 instruction in grades 4-12. Each COMPASS Plan for Just Words implementation includes the [workshops](#) to be delivered; staff members to be selected for [Facilitator Certification](#) and teacher-leader roles; the coaching that would be provided and the schools in which the coaching would take place; all materials required for training purposes, and for teachers and students to use in class; the schedule of events and activities; and an orientation workshop for administrators.

Tier 3 for Grades 2-12

The Wilson Reading System® (WRS) provides intensive Tier 3 instruction in grades 2-12. Each COMPASS Plan for WRS implementation includes a [WRS Introductory Course](#) as well as the [WRS Level I Certification Program](#). The WRS plan requires the selection of a cohort of teachers to enroll in the WRS Intensive Instruction: Online Course (Steps 1-6) and the WRS Level I Steps 1-6 Practicum. This plan could also include the [WRS Advanced Strategies for Multisensory Structured Language \(MSL\) Group Instruction Workshop](#), which prepares teachers for group instruction, [WRS Level II Certification](#), or the [development of a WRS Trainer](#) .

Renaissance STAR Reading

[Star Reading](#) and [Early Star Literacy](#) is an online assessment program developed by [Renaissance Learning](#) for students in grades K-12. The program uses a combination of the [cloze method](#) and traditional reading comprehension passages to assess forty-six reading skills across eleven domains. The program is used to determine a student's overall reading level as well as identify a student's individual strengths and weaknesses. The program is designed to provide teachers with

individual student data, quickly and accurately. It typically takes a student minimum 20 minutes to complete an assessment, and reports are available immediately upon completion.

The [assessment](#) consists of approximately thirty questions. Students are tested on foundational reading skills, literature components, reading informational text, and language. Students have one minute to answer each question before the program automatically moves them to the next question. The program is adaptive, so the difficulty will increase or decrease based on how a student performs.

EasyCBM

Easy CBM is an online system which provides reading and math benchmark and progress monitoring assessments and reports for district, school, and teacher use. It was designed by researchers at the University of Oregon as an integral part of an RTI (Response to Intervention) model. It was developed in close collaboration with school district partners across the United States. It is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. System reports provide information that supports evidence-based decision making, and the Interventions interface streamlines the process of keeping track of students' instructional program, a feature that is particularly helpful for student study team meetings and parent conferences.

K-3 Program Structure

- The K-3 program is based on the philosophy that students Kindergarten through Grade 2 are learning to read and students Grade 3 to Grade 12 are reading to learn.
- Students entering Vincent Elementary will have literacy skills identified through an initial Kindergarten screener administered by staff.
- Students in the fall of their Kindergarten school year will be administered the Kindergarten Readiness Assessment.
- Jump Start to Kindergarten to screen incoming Kindergarteners
- Students in Kindergarten through Grade 3 identified below grade level in reading through Renaissance STAR benchmarking standards will receive additional Title I services.
- Students identified below reading level subject to fall below benchmark for the Third Grade Reading Guarantee will be placed on a Reading Improvement Plan (RIMP) and receive additional progress monitoring and intervention. Time built into school day to do Tier II (RIMP students) intervention to be explored.
- Students in grade 3 that did not pass the AIR test from the previous year will receive tutoring intervention from an outside Educational Service Center tutor.
- Students in Grade 3 identified through Renaissance STAR benchmarking standards will be strategically placed in reading intervention groups by the 3rd grade team.

- Students in Grades K through 4 will participate in the Renaissance Accelerated Reader Program.
- Students in Kindergarten through Grade 3 identified to be below Renaissance STAR benchmarking standard will be invited to participate in a Summer Reading Program to continue Accelerated Reader progress and support.
- When students are identified as Tier III students, Wilson Reading System intervention and support will be explored.

Grade 4-12 Program Structure

- The K-3 program is based on the philosophy that students Kindergarten through Grade 3 are learning to read and students Grade 4 to Grade 12 are reading to learn.
- Students in Grade 4 identified through Renaissance STAR benchmarking standards will be strategically placed in reading intervention groups by the 4th grade team.
- Students in Grades 4 through 6 identified through Renaissance STAR benchmarking standards will receive additional Title I services using Wilson Just Words.
- Students in Grades 5-8 identified to be below Renaissance STAR benchmarking standards will be strategically placed in middle school FLEX groups (dependant on grade level and what the teachers decide for that particular group/quarter) for additional monitoring, intervention, and support.
- Students in Grades 4-8 will participate in the Renaissance Accelerated Reader Program.
- Elective/Special class for one quarter per year for each grade level in enrichment reading taught by Title 1 teachers.
- Students in Grades 4-8 identified to be below Renaissance STAR benchmarking standard will be invited to participate in a Summer Reading Program Accelerated Reader progress and support.
- Wilson Reading System Tier 3 intervention will be explored for grades 4-12.
- Wilson Just Words Tier 2 intervention will be explored for Clearview High School.
- Students in Grades 9-12 identified to be below benchmark standard for English Language Arts will be strategically placed in Clearview High School Connections class for additional monitoring, intervention, and support.
- Students in Grades 9-12 identified as needing support to pass the English Language Arts End-of-Course State Exams will receive tutoring services provided after school for additional monitoring, intervention, and support.

Elementary School Writing Plan:

- A. Resources
 - a. Mary Mariotti (IdeaStream)
 - b. Literacy Plan Committee
- B. Instructional Best Practices

- a. I do, We do, You do
- b. Modeling
- c. Anchor Charts
- d. Writers Workshop/ Conferences

Middle School Writing Plan:

- A. Resources
 - a. Dr. Lori Wilfong's
 - b. Literacy Plan Committee
- B. Instructional Best Practices
 - a. R.A.C.E (Restate, Answer, Cite, Explain)
 - b. Unlocking Complex Text: Summarizing
 - c. Graphic Organizers/Outline
 - d. Anchor Charts
 - e. Dr. Lori Wilfong's Writing Workshop
 - f. Modeling
 - g. Conferencing

High School Writing Plan

- A. Resources and Programs
 - a. Dr. Lori Wilfong
 - b. CommonLit, ReadWorks
 - c. Literacy Plan Committee
- B. Instructional Best Practices
 - a. Dr. Lori Wilfong's Writers Workshop
 - b. P.E.E - Point, Evidence, Explanation organizer
 - c. Cross curricular rubric to be explored

Speaking Plan K-12

Speaking and presentation instruction will vary by grade level, curricular area, content, and purpose. However, Clearview classrooms will establish seven criterion skills and expectations as a consistent, repeated standard for students K-12. These expectations will be posted in all classrooms in the district at each of the three buildings. The seven criterion skills and expectations will also be part of speaking and presentation assessment K-12.

1. Posture
2. Eye Contact
3. Facial Expression
4. Volume
5. Inflection
6. Hand Gestures

7. Confidence

Posture: the way in which the body is positioned when sitting or standing. When speaking and/or presenting students will stand/sit up straight and face their audience.

Eye Contact: visual contact with another person's eyes. When speaking and presenting students will make eye contact with all members of the audience reaching each area of the room.

Facial Expression: a gesture executed with the facial muscles. Feeling expressed in one's face. When speaking and presenting students will exude facial expression to match purpose, including smiling when appropriate.

Volume: the degree of loudness or the intensity of a sound. When speaking and presenting students will speak at a volume that meets the needs of the audience and setting.

Inflection: change in pitch or loudness of the voice. When speaking and presenting students will use voice inflection in an effort to exude meaning and emotion.

Hand Gestures: a movement usually of the hands that expresses or emphasizes an idea, sentiment, or attitude. When speaking and presenting students will use hand gestures for added non-verbal expression.

Confidence: having or showing assurance and self-reliance. When speaking and presenting students will exude certainty and assertion through their verbal and nonverbal expressions.

Listening Plan K-12

Clearview classrooms K-12 will promote the concept of Active Listening: fully concentrating on what is being said rather than just passively hearing the message of the speaker. Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the active listener is also seen to be listening.

Clearview classrooms will establish five criterion skills and expectations as a consistent, repeated standard for Active Listening for students K-12.

1. Eye Contact
2. Posture
3. Don't Interrupt
4. Question
5. Repeat

Eye Contact: visual contact with another person's eyes. When listening to others students will make eye contact with the speaker.

Posture: the way in which the body is positioned when sitting or standing. When listening to others students will stand/sit up straight and face the speaker and presenter.

Don't Interrupt: without stopping or hindering by breaking in. When listening to others students will allow the speaker to complete communication without purposely stopping their progress.

Question: an act or instance of asking; a request for information. When listening to others students will pay attention to the speaker to the extent of being able to ask questions related to the content presented.

Repeat: to say or state again. When listening to others students will pay attention to the speaker to the extent of being able to repeat content presented.

Promotion and Family Engagement

Part of the Clearview Local School Literacy Plan is to encourage, promote, and instill a love of reading in our students. In addition, family engagement and support of literacy is an important element to create a learning community in which reading, writing, speaking, and listening serve as a foundation for lifelong learning. This building level ideas listed below identify the various initiatives in support literacy promotion and family engagement. Each Building Leadership Team will conduct activities accordingly in this regard as part of the overall Clearview Literacy Plan.

Vincent Elementary School

- Reading Buddies (grade levels mix with another grade level and read to each other and with each other, possibly monthly or weekly?)
- Scholastic Book Fair
- Book in a bag - when a child finishes a book, they write a review or give a synopsis of a character and share it in the classroom or in the hall, other children could read it and if interested in the book, check out the book.
- Teachers share what they are reading too to model the love of reading, teachers make a book in a bag too!
- Encourage students to do interest survey and using it to choose books
- Literacy nights, perhaps quarterly. Have the last literacy night be an invitation for students to tour the next grade level and do activities that they would start the next school year with.
- Connecting real life experiences with books. Invite community members that relate to topics in books being read to make those connections (ex. Invite a dentist if reading about dental health)
- Write letters to businesses that relate to books being read
- Summer school reading program. AR and reading promotion; DMS and VES

Durling Middle School

- One School, One Book
- Scholastic Book Fair
- Bookmobile with Young Adult books for 7th & 8th graders
- High Interest section in library
- Build classroom libraries
- GoodReads
- Teacher modeling during silent reading
- Summer school reading program. AR and reading promotion; DMS and VES

Clearview High School

- Book Club
- Teachers introducing new texts each week to students from a list that can be found on Google Drive with links
- Increased text availability in classrooms and media center (subscriptions)
- Reading nook space/corner
- Bookmobile
- Scholastic Book Fair
- “What are you reading?” promotion. Promotion for all students and staff to have an answer to the question, “What are you reading?” District-wide campaign with potential rewards/incentives.
- Social media sharing with reading promotion.

Goals

Goal 1: Leadership

- By the 2019-20 school year, the Principal and Literacy Team at each school building will encourage the implementation of the Clearview Local Schools Literacy Plan.

Goal 2: Assessment

- By the 2020-21 school year, instructional staff will be knowledgeable in using assessment data to identify student literacy strengths/weaknesses, identify interventions and supports, and improve instructional practice in teaching literacy standards. (Content Specific)

Goal 3: Instruction

- By the 2020-21 school year, instructional staff will implement with fidelity, consistent, appropriate, identified research based literacy strategies in reading and writing.

Goal 4: Professional Development

- By the 2020-21 school year, Clearview Local Schools will identify and provide a suggested schedule of professional development for instructional staff as it pertains to literacy based programs and research based instructional strategies across the curriculum or content areas.

Goal 5: Student Support and Intervention

- By the 2020-21 school year the instructional staff will identify and implement a Multi-Tiered System of Support for literacy intervention for all students.

Goal 6: Assessment Data

- By June 2022, 75% of all Clearview Local School students in grades 3-12 will read at or above grade level as measured by approved district and state assessments.

Action Plans

Goal 1: Leadership

- By the 2019-20 school year, the Principal and Literacy Team at each school building will lead the implementation of the Clearview Local Schools Literacy Plan.

<u>Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Evaluation</u>
Making this plan readily available and accessible for all staff.	Committee Members Administration BLT/DLT	Introduction before end of year; new school year (Aug-Sept) to design specific implementations	Reflection at end of each quarter
TBT, BLT, DLT ensure that staff is feeling supported and is implementing literacy plan.	Administration and TBT/BLT/DLT.	A minimum of two meetings per calendar school year.	TBT, BLT, DLT reflection and evaluation of progress of plan goals

Goal 2: Assessment

- By the 2020-21 school year, instructional staff will be proficient in using assessment data to identify
- Student literacy strengths/weaknesses, identify interventions and supports, and improve instructional practice in teaching literacy standards.

<u>Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Evaluation</u>
Dedicate TBT meetings to identifying overall literacy strengths, weaknesses, and appropriate interventions and supports.	TBTs	At least during every interim period of each quarter	Administration observation of TBTs and assessment. (Teacher checksheet)

In addition to low grade reports, staff share their own reading level reports and discuss patterns, trends, instructional best practices.	Individual staff members bring data to TBT meetings	Logged with quarterly grades	District wide TBD
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Goal 3: Instruction

- By the 2020-21 school year, instructional staff will implement with fidelity, consistent, appropriate, identified research based literacy strategies in reading and writing.

<u>Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Evaluation</u>
Each building will establish a reading plan that works across all content areas.	All core teachers	Established June 2020. Ongoing	Plan documented and posted throughout the building
Each building will establish a writing plan that works across all content areas.	All core teachers	Established June 2020. Ongoing	Plan documented and posted throughout the building

Goal 4: Professional Development

- By the 2020-21 school year, Clearview Local Schools will identify and provide a consistent schedule of professional development for instructional staff as it pertains to literacy based programs and research based instructional strategies.

<u>Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Evaluation</u>
Content area reading/writing full staff PD - Guest speakers	Administration TBTs	August 2019-ongoing	OST test/EOC testing

Survey to staff to establish PD needs of the district	Curriculum Director Administration	On or before August, 2019	Survey results
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Goal 5: Student Support and Intervention

- By the 2020-21 school year the instructional staff will identify and implement a Multi-Tiered System of Support for literacy intervention for all students.

<u>Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Evaluation</u>
Establish MTSS committee and plan	TBD- MTSS committee	Establish by end of 19/20 school year	Plan documented and posted
Protocol for identifying Tier III students	TBD	Establish by end of 20/21 school year	Have students identified and serviced with Tier III intervention

Goal 6: Assessment Data

- By June 2022, 75% of all Clearview Local School students in grades K-12 will read at or above grade level as measured by approved district and state assessments.

<u>Strategies</u>	<u>Staff Responsible</u>	<u>Timeline</u>	<u>Evaluation</u>
(K-8) Establish a schedule to review benchmark scores and create Title intervention groups	Curriculum Director Administration Title teachers	3 times a year, following the Fall, Winter, Spring benchmark testing	Flexible groups are established and serviced within 2 weeks of the ending of each benchmark period
(9-12) Establish a schedule to review quarterly grades to create Connections groups	Administrator, BLT members, and Guidance Counselor	4 times a year following each quarter of school	Connections groups are establish and serviced within 2 weeks of quarter's end.

Evaluation

- The evaluation of the Clearview Local Schools Literacy Plan will involve periodic review of the above listed action plan steps as identified in the timeline and a review of the identified assessment data. The Literacy Plan Committee will meet during the 2019-2020 school year to identify, review, discuss, analyze, and modify aspects of the plan as needed in order to implement the plan and attain goals.
- An annual district survey will be given to staff, students, and community to assess plan progress regarding literacy instruction within the district.
- The Clearview Local Schools District Leadership Team will meet four times throughout the school year to identify, review, discuss, analyze, and modify aspects of the Ohio Improvement Process and the goals associated with the OIP document. The Literacy Plan will also be evaluated as part of the overall OIP process by the District Leadership Team.