



**CLEARVIEW LOCAL SCHOOLS
LITERACY PLAN**

Outline

Committee Members:

| | | | |
|--------------|------------------|-----------------|----------------|
| Paul Kish | Cassidy Byham | Denise Bevins | Chrissy Foster |
| Jamie Dodson | Johnna Dimacchia | Karrie Stafford | |
| Holly Miller | Hollie Sloboda | Laura Golak | |

Goals of the Committee:

1. Create a working document that identifies, outlines, and promotes literacy instruction in the district.
2. Create a working document that identifies district vision, plan, resources, and goals in regards to literacy instruction
3. Create a working document that promotes common language, instructional best practices, and fidelity of program implementation in regards to literacy instruction.
4. Create a learning community in which literacy serves as a foundation for lifelong learning.
5. Improve the overall 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.

Big Ideas for Early Reading

1. Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate individual spoken sounds or phonemes within words. It includes the understanding that the phonemes of spoken language work together to make words and can be taken apart to spell words. To benefit from phonics instruction, students must be able to hear phonemes within words in order to identify the letters that correspond with the individual phonemes. The two most critical skills of phonemic awareness are blending and segmenting.

2. Alphabetic Principle

Alphabetic principle involves an understanding that written letters represent spoken sounds and that letter sounds can be blended together to read words and segmented to spell words. Students learn and apply the alphabetic principle through beginning phonics instruction. Students must develop the skills and habits for automatic and accurate reading, relying on the letters in the word rather than the context or pictures so that all of their cognitive energy can go into comprehending what the text means.

3. Fluency With Connected Text

Fluency represents the ability to effortlessly read words accurately, at an appropriate rate, and with expression. All three components of reading fluency are needed.

4. Vocabulary

Vocabulary refers to the words we must know to communicate effectively through listening, speaking, reading, and writing.

5. Comprehension

Comprehension is the result of a student's interaction with text to construct meaning and learn from text. Strong reading comprehension is related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension.

Big Ideas for Adolescent Reading

1. Advanced Word Study/Phonics

Advanced word study/phonics involves continued instruction in the application of more advanced phonics to reading, such as teaching students how to:

- Identify and break words into syllable types.
- Read multisyllabic words by blending the parts together.
- Recognize irregular words that do not follow predictable patterns.
- Apply the meaning of common prefixes, suffixes, inflectional endings, and roots when reading.

2. Fluency With Connected Text

Fluency represents the ability to effortlessly read words accurately, at an appropriate rate, and with expression. All three components of reading fluency are needed.

3. Vocabulary

Vocabulary refers to the words we must know to communicate effectively through listening, speaking, reading, and writing.

4. Comprehension

Comprehension is the result of a student's interaction with text to construct meaning and learn from text. Strong reading comprehension is related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension.

5. Motivation

Motivation is related to a student's perceived probability of success. We know that adolescent readers often lack the motivation to read, which can negatively impact their academic performance. This is especially true for struggling readers.

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-3; grade 3 uses for intervention
- McGraw Hill Open Court K-2
- Guided Reading K-4
- STAR, K-4 / Accelerated Reader
- Wilson Just Words Tier 2 Intervention Grade 4
- Wilson Reading System (TBD)
- Title Services Intervention
- Progress Monitoring - Data collection and support per RIMP/RTI plan
- EASY CBM

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 (TBD)
- Wonders McGraw Hill Grades 5 and 6
- Title Services Intervention
- CommonLit, ReadWorks, Newsela

Clearview High School Literacy Programs

- Savvas My Perspectives
- English Language Arts Level 1-4 ODE Standards
- Wilson Just Words Tier 2 Intervention
- Wilson Reading System (TBD)
- CommonLit/ReadWorks/Newsela
- 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 lessons could be used in a small group and serve as a “second dose” of phonemic awareness instruction.

Primary Curriculum- 1st grade

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 Kindergarten and 1st 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 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 is for 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 (Kinder and 1st gr groups no larger than 4 students at a time per Scholastic coach).
- 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.

Scholastic EDGE (Kindergarten only)

Scholastic EDGE is an in-class small-group approach that scaffolds instruction in a way that keeps students connected to the learning goals of the classroom and helps to close the achievement gap.

Keeping students in class helps them stay connected to other parts of the whole class literacy block. It creates a “through line” of transferable strategies and skills that does not isolate or separate them, but allows them to remain a part of the classroom community.

Scholastic EDGE is designed to:

- Motivate readers by providing successful reading experiences
- Offer increasingly challenging age-appropriate leveled texts and related tasks to assure students grow as readers

- Allow for students to make strong gains and have the opportunity to reach proficiency
- Strengthen the connection between [guided reading](#) and the goals of independent reading, with the ultimate goal of independence and transfer.

Wilson Reading Systems

Tiers 1 & 2 for Grades K-3

Foundations® 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.

Reading A-Z/Raz Plus

Reading A-Z is a digital reading resource used in Clearview grades K-2. Because it is delivered over the Internet, Reading A-Z is a constantly changing program. Each month, Reading A-Z adds new books, lesson plans, and other resources, thus continually expanding its wealth of materials. The website has more than 2,500 downloadable books (including English, Spanish, and French versions) and thousands of teaching and learning materials. Reading A-Z materials have found widespread use at a range of grade levels in special education and special needs, remedial reading, ESL, and ELL.

Open Court Reading

Open Court Reading from McGraw Hill is a research-based comprehensive reading, writing, and language arts curriculum that aligns with what we know about how students learn to read that will be used for Clearview classes in kindergarten through grade 2. Using systematic, explicit instruction, Open Court Reading helps all students master the foundational skills needed not only to move to proficiency, but also to achieve greater goals of reading independently with confidence inside and outside the classroom.

Wonders from McGraw Hill

Reading Wonders from McGraw Hill is utilized in Clearview Schools grades 3 through 6. The resource includes both textbooks and online digital text access for students and teachers. Wonders is a reading program designed specifically for the Common Core State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's

challenges, every component and every lesson is designed for effective and efficient CCSS instruction.

Using a rich range of diverse print and digital media, *Reading Wonders* provides the instructional support and materials that was created to teach the rigor, intent, and depth of the new Common Core State Standards.

The program provides unmatched support for:

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Quill

[Quill.org](https://www.quill.org/) is a learning management system integrated with a suite of online apps that teach writing, grammar, and vocabulary skills to students. Students using Quill learn English grammar and vocabulary by fixing sentences, proofreading passages, and collaboratively writing passages.

Quill provides 10-15 minute exercises that help students build sentence construction skills. Quill automatically grades the writing and provides feedback and hints to help students improve it.

The immediate feedback enables students to quickly build their skills, and it saves teachers dozens of hours spent on grading.

Savvas *myPerspectives* ELA Program for Grades 9–12:

[myPerspectives](https://www.savvas.com/myPerspectives/) is a brand new English language arts curriculum for Clearview High School Grades 9–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

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.
- Kindergarten 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 the 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 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
 - c. Jennifer Seravallo Writing Strategies Text
 - d. From Striving to Thriving Writers Text
 - e. Quill.org
- 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 Writing Strategies
 - b. Jennifer Serravallo Writing Strategies Text
 - c. Literacy Plan Committee
 - d. From Striving to Thriving Writers Text
 - e. Quill.org
- 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 (I do, We do, You do)
 - g. Conferencing

High School Writing Plan

- A. Resources and Programs
 - a. Dr. Lori Wilfong
 - b. CommonLit, ReadWorks
 - c. Literacy Plan Committee

- d. From Striving to Thriving Writers Text
- e. Quill.org
- B. Instructional Best Practices
 - a. Dr. Lori Wilfong's Writers Workshop
 - b. Point, Evidence, Explanation organizer
 - c. Mentor and model texts
 - d. 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. These building level ideas listed below identify the various initiatives in support of 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
- 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.
- 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- including current magazines focused on student interest
- Increased classroom libraries for kids
- Teachers introducing new texts each week to students from their classroom inventory
- Increased text availability in classrooms and media center (subscriptions)

- Reading nook space/corner- in media center
- 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.
- Texts available in English and Spanish to support ELL students.

Goals

Goal 1: Leadership

- By the 2021-22 school year, the district literacy team 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 2022-23 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 2024, 75% of all Clearview Local School students in grades 3-12 will make a year's growth as identified by Renaissance STAR Reading data.

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) |

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| 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 |
|---|---|------------------------------|-------------------|

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 |
|---|------------------------------------|---------------------------|----------------|

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.