

# DISTRICT SUPPORT PLAN FOR LITERACY

Each campus studied various data sources including, but not limited to, Phonics Awareness Skills Screener, Rapid Automatized Naming assessment, i-Ready, ACT Aspire summative assessments, CFA's, SFA's, anecdotal data resulting from classroom observations, etc. The data revealed weaknesses in reading proficiency, which were in turn used to inform instructional practices and curriculum selection. i-Ready, and IXL assessments will be conducted three times a year for progress monitoring. The district has purchased HQIM for all literacy classrooms.

## Literacy Curriculum List

K-2 Foundations, Geodes, Amplify-Core Knowledge, Heggarty, Big Bob decodable text, LETRS Foundation Module

3-5 Amplify-Core Knowledge, 95% group

All 6-12 My Perspectives

5-6 95% group is completed in small groups, Literacy classes are double blocked

7-8 Literacy classes are double blocked. Strategic reading classes are available for students needing additional literacy support.

9-10 Struggling readers have a class using Language Live/Rewards

K-8 i-Ready diagnostic

RISE link - <https://docs.google.com/spreadsheets/d/1fe3JgkCny3YsISV3prAknz4RRXjri7sVO0IRJ9YY5nY/edit#gid=0>  
highlighted in blue and green have completed the Pathway

<p><b>District Literacy Plan</b></p>	
<p>(1) Goals for improving reading achievement throughout the district</p>	<p>Stuttgart School District literacy goals: Increase the number of students in each grade K-2 who are reading on grade level based on the state approved assessment (currently i-Ready) by 10% yearly. Increase the number of students in grades 3-8 who meet the ATLAS readiness benchmark by 30% within 3 years (2026) Increase the number of graduates meeting the ACT reading readiness benchmark by 30% within five years. (2028)</p> <p><b>Park Avenue Elementary:</b> K-2 By the end of the 2023-2024 academic year, 10% more students in each of K-2 grades will demonstrate reading on grade level. Increase the percentage of students in grades 3 and 4 scoring ready or exceeding on the ATLAS. Gr. 3 -50%, Gr. 4 - 50%</p> <p><b>Meekins Middle School:</b> Increase the percentage of fifth and sixth grade students meeting the reading readiness benchmarks as measured by the ATLAS summative assessments by 30%.</p> <p><b>Stuttgart Junior High:</b> Increase the percentage of students meeting the projected growth in reading on the ATLAS by 15%</p>

	<p><b>Stuttgart High School:</b> Increase the percentage of students meeting the College and Career Readiness Standards for reading as measured by the ATLAS and ACT assessments by 10%.</p> <p>Non-traditional hires will participate in the 6 days of RISE professional development offered by ARES</p> <p>Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p> <p>The Stuttgart School District believes in the PLC process. Park Avenue Elementary (K-4) is a Model PLC school, Meekins Middle School is in Cohort 5 of the state grant for PLC's, Stuttgart Junior High and Stuttgart High School are working with a consultant from Solution Tree to put into practice the professional learning communities.</p>
<p>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p>	<p>ESA state categorical funds will be used first to provide support and resources to improve reading instruction. *A portion of three Prek teachers' salaries and benefits * Support the summer book mobile program *Employ Dyslexia Coordinator *Employ Dyslexia CALT *Employ Dyslexia paraprofessional *Employ Two literacy facilitators *Purchase instructional materials and supplies for literacy classes Title I funds will be used to supplement any additional curriculum and materials to enhance learning. Title I funds will be used to hire a K-2 literacy coach. Title I funds will be used to provide additional time through before and after school tutoring and summer school. Title IIa funds will be used to partner with Solution Tree to hire a coach to support the principals and staff. Title IIa funds will be used to pay mentors to support the new hires. ELL state categorical funds are used to hire a paraprofessional to give support to our ELL students.</p>

Name of School(s)	Support Requested	District Support	Strategy Code
Park Avenue Elementary	Phonics materials, writing materials. Updated HQIM listening and learning	Academics: Purchased Foundations, Amplify Beginning Readers; Purchased decodable books Phonics for Reading - second and third level, Voyager Sopris; Heggarty materials for Prek; Ready Writing, Curriculum Associates	1: safe/collaborative 2: effective instruction 3: viable curriculum  3

Park Avenue Elementary	Professional Development and materials to support the RISE training	<p>K-3 teachers attended two days of small group instruction taught by ARESC literacy specialist.</p> <p>Purchased books for RISE Training that exceeded the number provided by ADE: LETRS Foundation Module, Equipped for Success, Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, Uncovering the Logic of English: A Common Sense Approach to Reading, Spelling and Literacy</p> <p>All K-4 staff, with the exception of the new hires for this school year, have completed all six days of RISE. The new hires have either completed the RISE pd at their previous district., are in the ArPEP program or the MAT program. Any staff who have not attend RISE training will attend the training at ARESC.</p> <p>Teachers will participate in The Writing Revolution</p>	2
Park Avenue Elementary	Additional literacy interventionists/supports	<p>Hired a K-2 literacy coach</p> <p>Hired an additional literacy interventionist for grades K-2.</p> <p>Hired an additional literacy interventionist for 3-4</p>	2
Park Avenue Elementary	Reading and family engagement	<p>Stakeholder Communication/Family and Community Engagement:</p> <p>Purchased a book for each student attending Park Avenue to participate in One School, One Book.</p>	1

Park Avenue Elementary	RTI-Responding to intervention	Each student in grades K-4 will participate in WIN time daily..	2
Meekins Middle School	School Reading and family engagement	Stakeholder Communication/Family and Community Engagement: Purchased a book for each student to participate in One School, One Book.	1
Meekins Middle School	Reading materials	Academics: Purchased Ready Reading materials for grades 5-6  Purchased the HQIM Amplify curriculum for fifth grade  Purchased the HQIM My Perspectives curriculum for sixth grade	3
Meekins Middle School	Professional Development	5-6 teachers have completed days 1-6 of RISE  Staff will continue to work with literacy specialist provided by Solution Tree  Sixth grade literacy teachers will attend two days of My Perspectives, the recently purchased HQIM. The teachers will also participate in a high quality professional learning cohort partnering with TNTP.  Teachers will participate in the Writing Revolution.	2
Meekins Middle School	Additional literacy/dyslexia support	Hired another literacy paraprofessional to give additional phonics and phonemic awareness support to students.	2

Meekins Middle School	RTI- Responding to Intervention	All 5-6 grade students will participate in RTI 4 days a week.	
Stuttgart Junior High Stuttgart High School	RISE Awareness	All 7-12 teachers have completed training in Arkansas Ideas RISE modules 1-14, minus the new hires. They will provide proof of awareness or will complete the Arkansas Ideas SOR  All 7-12 grade literacy teachers attended two days of professional development on the new HQIM literacy curriculum, My Perspectives, The teachers will also participate in a high quality professional learning cohort partnering with TNTP.	2

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s). [DO]

All principals will conduct weekly classroom observations to observe the implementation of literacy curriculum and supplemental materials/programs, and attend PLC meetings in which they will talk with teachers about pacing, and any successes and/or challenges of implementing curriculum and supplemental materials/programs, as well as best instructional practices. Principals will provide reports and feedback regarding fidelity and implementation to their direct supervisor during the monthly team leader meeting.

District will work with ARESC support staff and Solution Tree to provide additional support to staff.

Using the school improvement plan timelines, the district will monitor the implementation of the tasks monthly: Sept. 6, Oct. 4, Nov. 1, Dec. 6, Jan. 8, Feb.7, Mar. 6, Apr. 3, and May 1. District staff will monitor the fidelity of implementation on each campus by conducting classroom site visits monthly. The district staff, principals and the literacy specialists will review the evidence of each priority. All K-6 content teachers, K-12 special education teachers, 7-12 literacy teachers (with the exception of the new staff) and building administrators have completed RISE training.

Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations. [check]

Principals will attend leadership team meetings on the second and fourth Thursdays of each month, in which each principal will bring pertinent data to analyze among peers in order to determine the success, ineffectiveness, or need for modification of curriculum, supplemental programs/materials, and instructional strategies.

The district staff will examine the reading diagnostic (i-Ready) exam results for all kids in grades K-8 given in late August-early Sept., Dec. and May to check for growth.

Park Avenue Elementary is a model PLC school. Meekins Middle School has received the PLC grant and has completed year 2.

Staff will reflect on the data from the CFA's and CSA's. Tier II intervention is provided at least twice a week.

Grades 7-9 have classes for struggling readers with growth monitoring embedding into the curriculum. The district will evaluate the success of the curriculum programs by checking student reading improvement.