



2021-2022 District Literacy Support Plan

District	Midland School District
Superintendent	Dr. Bruce Bryant
Superintendent Email	bbryant@midlandschools.org
Superintendent Phone	501-345-8844

Explain the needs assessment process used to identify the focus of the school level improvement plan(s). **[PLAN]**

The District reviewed archived assessment data because limited data existed from 2019-2020 and for 2020-2021 due to the COVID-19 Pandemic. Formative data (MAPS, etc.) were also examined. Historically, students were in the 40% to 49% range of needing support in their reading based on the most current application of the ACT Aspire thereby indicating students who are struggling to read on grade level. After data review, the District chose to revise its current goals related to literacy in response to providing better curricular support in the area of literacy.

District Literacy Plan

The District will emphasize reading readiness through the use of Heggerty, Phonics First, Structures, and Benchmark Reading. Students with characteristics of dyslexia will receive individualized and small group support through Phonics First and Connections. All classroom teachers in kindergarten through grade six and elementary special education teachers have completed R.I.S.E. training and are on track to show proficiency in Science of Reading. All special education teachers at the high school are on track to show proficiency in Science of Reading. All classroom teachers at the high school are on track to show awareness in Science of Reading. Teachers will continue training in the Pathways for Reading Awareness offered through Arkansas IDEAS. Savvas My Perspectives is used in grades 7 and 8 for literacy instruction. State course outlines and college and career ready courses are used in grades 9 to 12. Specialists from the North Central Educational Cooperative will continue to be used as a resource to assist teachers in the proper implementation of reading strategies and implementation of the models. Principals will monitor classroom activities and assist teachers in implementation with fidelity. Continued use of interventions and progress monitoring will be used at both campuses to monitor student growth.

<p>(1) Goals for improving reading achievement throughout the district</p>	<p>GOAL 1: The District will increase readiness rates in literacy at all grade levels by moving 10% of “in need of support” students to a higher level.</p> <p>GOAL 2: The District will appropriately train 100% of the required faculty members in R.I.S.E., Phonics First, Structures, Connections, as well as other literacy training in order to meet expectations in Science of Reading Pathways for Reading Awareness or Proficiency..</p> <p>GOAL 3: The District will ensure that at least 75% (Quarter 1, Quarter 2, and Quarter 3) of curricular resources and standards for essential learning have been entered into the curriculum repository in order to ensure the creation of a revised, viable curriculum in literacy at all levels.</p> <p>GOAL 4: The District will ensure that 100% of faculty and staff are trained in tools (e.g. Edgenuity MyPath).to provide interventions specific to students’ needs.</p> <p>GOAL 5: The District will send faculty or staff to at least 75% of professional development opportunities or initiatives through the North Central Educational Cooperative that assist teachers in implementing appropriate reading strategies and in using best practices related to reading and literacy.</p>
<p>(2) Prioritization of funding, including without limitation enhanced student achievement (ESA) state categorical funds to improve reading achievement throughout the district.</p>	<ol style="list-style-type: none"> 1. The District will provide resources to ensure appropriate training in R.I.S.E, Phonics First, Structures, Connections, and Pathways for Reading Awareness or Proficiency. 2. The District will provide resources to ensure the creation of a revised, viable curriculum in literacy at all levels. 3. The District will provide resources appropriate to the needs of specific students in relation to interventions in reading. 4. The District will provide resources to support efforts through the North Central Educational Cooperative that assist teachers in implementing appropriate reading strategies and in using best practices related to reading and literacy.

Name of School(s)	Support Requested	District Support	Strategy Code
Midland Elementary	Continued PD in R.I.S.E., Phonics First, Structures, Connections.	PD provided either on-site or through the NCESC	2
	Development of a revised literacy curriculum with online/virtual content	The District will contract with a third-party resource to aid in producing the curriculum.	3
Midland High School	Continued PD in Pathways for Reading Awareness	PD provided either on-site or through the NCESC	2
	Development of a revised literacy curriculum with online/virtual content	The District will contract with a third-party resource to aid in producing the curriculum.	3

	Software supporting interventions	The District will provide Edgenuity to support interventions.	2
--	-----------------------------------	---	---

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

The District Leadership Team (DLT) will meet on a regular basis to discuss progress monitoring within the buildings. In concert with a third-party resource, the DLT will meet with a consultant from the group six times during the academic year to build capacity. The DLT will conduct building audits of curriculum implementation and literacy strategies. The DLT will review usage reports of software and monitor student gains using the software.


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

The DLT will complete monthly reports related to curriculum implementation and will identify areas of concern in relation to fidelity.

The DLT will ensure that all teachers are trained in reading per state-mandated requirements by reviewing PD records and compiling a list of teachers who need additional PD.

The DLT will monitor formative assessment data (MAPS, etc.). Data indicating a need for change will be addressed immediately.

Science of Reading Pathways - Employee Progression

 Copy of Midland- Timeline for Science of Reading Pathway

Rubric for district support plan (for information only):

Status	Support Plan [plan]	Monitoring Timeline and written expectations [do]	Evaluation timeline and expectations [check]
Approved	Systems are examined and supports are identified that will ensure full implementation of the evidence based practices at the school level. District literacy plan addresses goals and prioritization of funding.	Monitoring the timeline is explicit and written expectations are clear.	Evaluation timeline is explicit and written expectations are clear.
Needs Improvement	Support plan does not address the identified needs of the schools and district. No support plan submitted.	Monitoring timeline and written expectations are not provided or need clarity.	Evaluation timeline and written expectations are not provided.