

Mena Public Schools District Literacy Plan

District Literacy Plan			
It is the goal of Mena Public Schools to develop graduates who have the ability to read, write, listen, speak, and think critically in a way that is meaningful and who can then apply these skills to the world around them.			
	Plan	Do	Check
Tier 1 Core Instruction	<p>All courses and subjects teach reading, writing, listening, speaking and critical thinking to all students in a way that is applicable to the world around them.</p> <p>All teachers will be appropriately trained in RISE and the Science of Reading according to grade level and content.</p> <ul style="list-style-type: none"> ● Core Curriculum aligned to Science of Reading ● Standards based instruction ● Collaborative learning environment ● Disciplinary Literacy <ul style="list-style-type: none"> ○ Authentic Content ○ Connections across content ● Professional Learning Opportunities 	<p>Instructional Model: Teachers will follow the MPS Instructional Model and will be evaluated through the Bullseye platform on the strategies included in the model.</p> <ul style="list-style-type: none"> ● Whole group targeted instruction ● Data Informed Instruction ● Team collaboration (PLC) <ul style="list-style-type: none"> ○ Consistent ● Vertical and Horizontal Alignment ● Research based strategies ● Bullseye 	<p>Smart Data will support teachers and buildings through data gathering and reporting.</p> <ul style="list-style-type: none"> ● Progress Monitoring <ul style="list-style-type: none"> ○ Universal Screeners ● Common Formative Assessment ● Summative Assessment ● Career Inventory
Tier 2 Targeted Support	<p>Targeted student support based on data collection (10-15% of population)</p> <ul style="list-style-type: none"> ● Strategically planned ● Differentiated small groups ● Supplement not supplant ● Within the classroom 	<p>Intervention groups will be formed and addressed through designated times and with appropriate materials.</p> <ul style="list-style-type: none"> ● Interventions matched to targeted areas of need <ul style="list-style-type: none"> ○ Shared intervention 	<p>Consistent monitoring of growth and gains/losses.</p> <ul style="list-style-type: none"> ● Increased frequency of assessment and monitoring <ul style="list-style-type: none"> ○ 20-30 min ○ 2-5 days per week

	<ul style="list-style-type: none"> Targeted PD 	<p>needs</p> <ul style="list-style-type: none"> Continued progress monitoring 	
Tier 3 Intensive Support	<p>Targeted students receive intensive, explicit instruction focused on the specific areas of need based on student data for 10-30 minutes of instruction with a maximum of 3 students; 2-5 days each week. (1-5% of population)</p> <ul style="list-style-type: none"> Intensive Intervention Special Education Dyslexia Alternative Education <ul style="list-style-type: none"> Program Descriptions 	<p>Intensive support plans will be developed for each student requiring Tier 3 Support.</p> <ul style="list-style-type: none"> Student Identification Process BI interventions for SEL Functional behavior assessment <p>ALE Positive Behavior Intervention System</p>	<p>Support plans evaluated and adjusted for student needs.</p> <ul style="list-style-type: none"> Student contracts meeting expectations Assessment scores Committee meetings Consistent progress monitoring

K-2

	Plan	Do	Check
Tier 1 Core Instruction	<p>Core instruction:</p> <p>LD will have Curriculum Maps that fully align to Arkansas K-2 standards. Tier 1 instructional programs include Benchmark Workshop, SLB, Heggerty, and RISE Strategies used with additional resources.</p> <p>All power standards will have a Proficiency Scale created by teachers for a more complete understanding of the skills involved in each standard for teachers and students in Kindergarten, Grade 1, and Grade 2.</p>	<p>Instructional Model: Teachers will follow the MPS Instructional Model and will be evaluated through the Bullseye platform on the strategies included in the model</p> <p>The use of strategies during instruction will be monitored and shared with the teachers.</p> <p>Teachers will use the proficiency scales and teach with the goal of having every student reach level 3 competency on each power standard.</p>	<p>Common Formative Assessments PAST NWEA RAN MAP Fluency Student Data Notebook</p> <p>PLC and Leadership meetings will continually monitor all assessments and quarterly review student data notebooks.</p>
Tier 2	Response to Intervention:	Interventions:	Progress monitoring will be done

<p>Targeted Support</p>	<p>LD uses PLCs to identify and monitor individual student learning and interventions. Students meet in small groups during HERO Team time for 30 minutes 4 days a week.</p> <p>Teachers will identify exact gaps using the Proficiency scales and the RTI coordinator will provide Research based strategies to address the gaps for Tier 2. Students will be progress monitored every 2 weeks and instruction and intervention adjusted as needed.</p>	<p>HERO Team time for 30 minutes 4 days a week. Students will receive intervention on individual skills identified through the proficiency scales. Students will be in small groups with other students needing the same intervention skills.</p> <p>Students will be progress monitored every 2 weeks and instruction and intervention adjusted as needed.</p> <p>Student movement to and from intervention groups will be discussed in PLC meetings and during Leadership meetings.</p>	<p>every 2 weeks with the assessments in the program and recorded on the RTI Google form that monitors Intervention progress</p> <p>PLC and Leadership meetings will continually monitor all assessments and quarterly review student data notebooks.</p> <p>Student movement to and from intervention groups will be discussed in PLC meetings and during Leadership meetings.</p>
<p>Tier 3 Intensive Support</p>	<p>LD students will meet in Tier 3 for 60 minutes per day, 5 days a week. Tier 3 students will work on the Sondag System program with fidelity during Tier 3 time.</p> <p>Students will be progress monitored every 2 weeks and instruction and intervention adjusted as needed. Student movement to and from intervention groups will be discussed in PLC meetings and during Leadership meetings.</p> <p>Students that have been identified with the markers of dyslexia will have intervention for 30 minutes daily. Intervention will be in small groups or one to one, based on the individual needs of students. Students will receive the Sondag system for interventions.</p>	<p>HERO Team time for 30 minutes 4 days a week. The Sondag system will be used with fidelity during HERO Team time.</p> <p>Students will be progress monitored every 2 weeks and instruction and intervention adjusted as needed.</p> <p>Student movement to and from intervention groups will be discussed in PLC meetings and during Leadership meetings.</p>	<p>Progress monitoring will be done every 2 weeks with the assessments in the program and recorded on the RTI google form that monitors Intervention progress</p> <p>PLC and Leadership meetings will continually monitor all assessments and quarterly review student data notebooks.</p>

3-5			
	Plan	Do	Check
Tier 1 Core Instruction	<p>HHE will use Curriculum maps that fully align with Arkansas 3-5 standards to plan all lessons.</p> <p>Teachers have identified main power standards to be taught at each grade level. These skills will be repeatedly reviewed to ensure student mastery.</p> <p>Tier 1 instructional programs include Benchmark Curriculum, which is an approved Science of Reading curriculum. This cross curricular program will assist teachers in progressing student reading and writing skills with a focus on phonics, fluency, vocabulary, and comprehension.</p> <p>Professional Development: A Benchmark curriculum representative will conduct targeted workshops to meet current student needs in all Benchmark Workshop areas.</p>	<p>Teachers will follow the MPS Instructional model and will be evaluated through the Bullseye platform on the strategies included in the model.</p> <p>Vertical alignment planning and cross curricular activities will help promote student engagement and learning.</p> <p>Teachers will create CFA's that align to grade level power standards. CFA's will be administered quarterly and student modifications (504/Sped) will be followed.</p>	<p>Common Formative Assessments: Quarterly STAR: Quarterly DSA: BOY Fluency Checks: Quarterly Student Data Notebook: Weekly ACT Aspire: Annually</p> <p>Teachers will analyze student strengths and weaknesses from the quarterly CFA's, and share this data in PLC's.</p> <p>Students will track personal growth weekly using a Student Data Notebook.</p>
Tier 2 Targeted Support	<p>Response to Intervention</p> <p>HHE will use ACT Aspire, STAR, DSA and Fluency Check data to identify struggling students who will be placed into small intervention groups (CLUBS).</p> <p>The Sondag System/Heggerty will be used with fidelity for 45 minutes daily at 4 times per week. Progress</p>	<p>Interventions</p> <p>CLUB small intervention groups will meet 4 days a week for 45 minutes each day, and use the Sondag System/Heggerty to provide remedial phonics instruction.</p> <p>Teachers will meet once per week to plan lessons and monitor student progress and mobility within CLUB</p>	<p>STAR: BiWeekly Fluency Checks: BiWeekly Mastery Checks: Upon Lesson Completion</p> <p>Sondag System Mastery Checks will be used as lessons are completed to monitor student progress.</p> <p>Fluency checks will be done</p>

	<p>monitoring will occur biweekly to ensure student progress. These small groups are fluid as students indicate progress.</p> <p>Professional Development: A Sondag representative will train all teachers in Sondag System intervention.</p>	groups.	<p>biweekly to also monitor student progress.</p> <p>RTI Interventionists will enter and update all student data into designated RTI forms.</p>
Tier 3 Intensive Support	<p>Students identified in need of Tier 3 support will receive extra small group/one to one instruction (up to 240 minutes per week) with a highly qualified instructor.</p> <p>The Sondag System/Heggerty will be used with fidelity to meet instructional student needs. This includes both SPED students and those identified with dyslexia markers.</p> <p>Professional Development: Building level RTI interventionist will work with teachers individually to ensure all supports are in place for Tier III students.</p>	<p>CLUB small intervention groups will meet 4 days a week for 45 minutes each day, and use the Sondag System/Heggerty to provide remedial phonemic awareness and phonics instruction.</p> <p>Teachers will meet once per week to plan lessons and discuss student progress and mobility within CLUB groups.</p>	<p>Sondag System Mastery Checks will be used as lessons are completed to monitor student progress.</p> <p>The PAST assessment may be used to indicate student student gains.</p> <p>Fluency checks will be done biweekly to also monitor student progress.</p> <p>RTI Interventionists will enter and update all student data into designated RTI forms.</p>
6-8			
	Plan	Do	Check
Tier 1 Core Instruction	<p>MMS will use Curriculum maps that fully align with Arkansas 6-8 standards to plan all lessons.</p> <p>Teachers identify main power standards to be taught at each grade level. These skills will be repeatedly reviewed to ensure student mastery.</p>	<p>Teachers will follow the MPS Instructional model and will be evaluated through the Bullseye platform on the strategies included in the model.</p> <p>Vertical alignment planning and cross curricular activities will help promote student engagement and learning.</p>	<p>Common Formative Assessments STAR DSA Fluency Checks ACT Aspire</p> <p>Teachers will analyze student strengths and weaknesses from the quarterly assessments and</p>

	<p>Tier 1 instructional programs use resources that assist teachers in developing student reading and writing skills with a focus on fluency, vocabulary, and comprehension as well as reading strategies.</p>	<p>Teachers will use both created assessments that align to grade level power standards as well as data driven assessments focused on core standards and needs. Assessments will be administered quarterly and student modifications (504/Sped) will be followed.</p>	<p>share this data in PLC's.</p>
<p>Tier 2 Targeted Support</p>	<p>Response to Intervention</p> <p>MMS will use ACT Aspire, STAR, DSA and Fluency Check data to identify struggling students who will be placed into small intervention groups.</p> <p>Groups will be reassessed and adjusted as needed to promote student growth and achievement while also addressing continuing needs.</p>	<p>Interventions</p> <p>After/Before school tutoring</p>	<p>STAR</p> <p>ACT ASPIRE</p> <p>Rapid Assessment Screener</p> <p>IXL Diagnostics Analysis</p>
<p>Tier 3 Intensive Support</p>	<p>Students identified in need of Tier 3 support will receive additional intervention (up to 240 minutes per week) with a highly qualified instructor.</p> <p>The Sonday System/Heggerty will be used with fidelity to meet instructional student needs. This includes both SPED students and those identified with dyslexia markers. Also used will be READ 180.</p> <p>Professional Development: Building level RTI interventionist will work with teachers individually to ensure all supports are in place for</p>	<p>Intervention groups will meet 30 minutes each day, and use the Sonday System/Heggerty to provide remedial phonemic awareness and phonics instruction.</p> <p>Teachers will meet once per week to plan lessons and discuss student progress and mobility within CLUB groups.</p>	<p>Sonday System Mastery Checks will be used as lessons are completed to monitor student progress.</p> <p>Common formative assessment may be used to indicate student student gains.</p> <p>Fluency checks will be done intermittently to also monitor student progress.</p> <p>RTI Interventionists will enter and update all student data into designated RTI forms.</p>

	Tier III students.		
9-12			
	Plan	Do	Check
Tier 1 Core Instruction	<p>MHS will use Curriculum maps that fully align with Arkansas 9-12 standards to plan all lessons.</p> <p>Teachers identify main power standards to be taught at each grade level. These skills will be repeatedly reviewed to ensure student mastery.</p> <p>Tier 1 instructional programs use resources that assist teachers in developing student reading and writing skills with a focus on fluency, vocabulary, and comprehension as well as reading strategies.</p>	<p>Teachers will follow the MPS Instructional model and will be evaluated through the Bullseye platform on the strategies included in the model.</p> <p>Vertical alignment planning and cross curricular activities will help promote student engagement and learning.</p> <p>Teachers will use both created assessments that align to grade level power standards as well as data driven assessments focused on core standards and needs. Assessments will be administered quarterly and student modifications (504/Sped) will be followed.</p>	<p>Common Formative Assessments ExactPath DSA Fluency Checks ACT Aspire ACT</p> <p>Teachers will analyze student strengths and weaknesses from the quarterly assessments and share this data in PLC's.</p>
Tier 2 Targeted Support	<p>Response to Intervention</p> <p>MHS will use ACT Aspire, ExactPath, DSA and Fluency Check data to identify struggling students who will be placed into small intervention groups.</p> <p>Groups will be reassessed and adjusted as needed to promote student growth and achievement while also addressing continuing needs.</p>	<p>Small intervention groups of no more than 10 students will be formed using data which identifies specific academic strands in which the student is in need.</p> <p>These groups will meet once weekly for a minimum of 5 weeks to receive specific, targeted support.</p> <p>These rotations will continue throughout the school year until each tested strand has been addressed.</p>	<p>The interventionist will monitor progress through Exact Path and record data as it is available on each student.</p> <p>Students will be monitored for proper progress determining the length of intervention time needed.</p>
Tier 3 Intensive	<p>Students identified in need of Tier 3 support will receive additional</p>	<p>Intervention groups will meet 30 minutes each day, and use the</p>	<p>Sonday System Mastery Checks will be used as lessons are</p>

<p>Support</p>	<p>intervention (up to 240 minutes per week) with a highly qualified instructor.</p> <p>The Sondag System/Heggerty will be used with fidelity to meet instructional student needs. This includes both SPED students and those identified with dyslexia markers. Also used will be READ 180.</p> <p>Professional Development: Building level RTI interventionist will work with teachers individually to ensure all supports are in place for Tier III students.</p>	<p>Sondag System/Heggerty to provide remedial phonemic awareness and phonics instruction.</p> <p>Teachers will meet once per week to plan lessons and discuss student progress and mobility within CLUB groups.</p>	<p>completed to monitor student progress.</p> <p>Common formative assessment may be used to indicate student student gains.</p> <p>Fluency checks will be done intermittently to also monitor student progress.</p> <p>RTI Interventionists will enter and update all student data into designated RTI forms.</p>
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