



Jasper High School Literacy Plan

I. Curriculum Program

A. SMART Goals

- c. By May 2021, Jasper High School will show a 5% increase in 7th-10th grade students who are on grade level as measured by Read Theory and Aspire Interim assessment.
- d. By May 2021, Jasper High School will show a 5% increase in 7th-10th grade students who show expected growth as measured by Read Theory and Aspire Interim assessment.

B. Cycle of Inquiry

- c. A literacy team is in place to oversee the high school literacy program. This team is comprised of the principal, counselor, lead teacher, high school literacy teachers, and other content area teachers who help plan literacy interventions.
- d. Literacy PLCs meet twice per month to review student literacy data and plan for interventions.
- e. The team reviews student work samples, ACT ASPIRE data, STAR data, and DSA data to determine intervention and enrichment groups.

C. Curriculum

- a. Literacy essential standards have been identified for every grade level. These standards are taught for mastery in the core curriculum. Students who do not demonstrate proficiency on essential standards receive targeted interventions. Students who have already mastered the essential standards receive enrichment.
- b. Core instruction:
 - i. Students receive a personalized, blended learning approach.
 - ii. English teachers use rich text to create and promote a literacy-infused environment.
 - iii. Teachers use the gradual release of responsibility instructional model.
 - 1. Direct Instruction "I Do"
 - 2. Collaborative Work "We Do"
 - 3. Independent Practice "You Do"
 - iv. Teachers employ mentor texts each quarter to support daily instruction. Writing prompts and hands-on activities are created



based on these texts to deepen student understanding and critical thinking.

- c. Supplemental instruction:
 - i. Newsela
 - 1. All students are required to complete a minimum of 4 Newsela articles each 9 weeks.
 - 2. Students must read the articles and respond to multiple choice and open response questions.
 - 3. This is done through advisory periods, so teachers of every subject are supporting literacy.
 - ii. Embedded Literacy
 - 1. The staff analyzed data to determine areas of greatest need that could be incorporated across the curriculum.
 - 2. Teachers created and agreed upon 4 literacy strategies that they would use across the curriculum, in every subject area and grade level.
 - a. Speaking
 - b. Following Directions
 - c. Editing
 - d. Notetaking
 - d. Intervention programs:
 - i. The literacy team met to analyze data from the Aspire Interim Assessments and Read Theory to determine areas of need for all students in grades 7-10.
 - ii. Students were placed into targeted groups to receive explicit instruction in areas where they lacked proficiency.
 - iii. Students receive targeted interventions using the Give Me Five and FACE strategies, as developed by the English teachers.
- D. Professional Learning Program
- c. SoR training
 - i. All 7-12 teachers are in the process of watching the IDEAS modules on the SoR to fulfill their obligation of demonstrating awareness.
 - ii. Both Special Education Teachers have attended RISE training and are on track to demonstrate proficiency in the SoR.
 - d. Assessment training



- i. Principals and lead teachers are scheduled to attend Solution Tree's Common Formative Assessment training this summer.
- e. Additional training
 - i. All principals and lead teachers attended Solution Tree's Professional Learning Communities (PLC) Conference last summer.
 - ii. Teachers met this summer to identify essential standards in each grade level and content area.
 - iii. Casey Blakeman and Brenna Journagan trained the Literacy Team on how to use the intervention system they developed.
- f. Coaching, feedback
 - i. Video observations are used for teachers and principals to provide instructional coaching.
 - ii. Peer observations are conducted and teachers provide feedback based off of classroom observations.

E. Culture for Reading

- c. Designated time each day devoted to reading
- d. Purchased new books to enhance classroom libraries
- e. Newsela articles
- f. Embedded Literacy Program

II. Professional Development Program

A. PD

- a. Local
 - i. Teachers from across the district have protected time in the summer to work on curriculum/instructional strategies.
 - ii. After school professional development is scheduled throughout the year to discuss and work on curriculum/instruction.
 - iii. Literacy specialists from the local educational cooperative visit the campus to provide professional learning and support.
 - iv. Teachers travel to the local educational cooperative to receive professional development in literacy, curriculum, and instruction.
- b. State
 - i. Teachers are receiving professional development in the Science of Reading provided by the Arkansas Department of Elementary and Secondary Education (DESE).



- ii. Teachers were trained in Literacy Lab strategies.
 - iii. Teachers receive training through Arkansas IDEAS.
 - c. National
 - i. Solution Tree PLC Conference
 - ii. Model Schools Conference
- B. SoR training
 - a. https://docs.google.com/spreadsheets/d/1nzogoC98_Oh7faPwY28oghUNYUFG4TYCqMUjd17eI-k/edit#gid=0