

Fouke High School Literacy Support Plan 2020-21

Fouke High School has developed a literacy plan that utilizes evidence-based strategies for instructional delivery impacting student achievement. The literacy plan will include the necessary components to ensure that all students are able to read and comprehend at or above their current grade level.

Goals: To improve reading achievement for all students

Fouke High School will:

- Ensure that all students in grades 9-12 have access to a guaranteed, viable curriculum horizontally and vertically aligned to the science of reading components.
- Provide teachers the opportunities for professional growth in evidence-based strategies to meet the needs of their students.
- Screen and assess students and develop appropriate plans of instruction.
- Ensure adequate time for literacy instruction.
- Procure the resources necessary for teachers and students to support the curriculum.
- Monitor, assess, and evaluate the effectiveness of the literacy curriculum through curriculum review and student performance data.

Action Plan Grades 9-12:

1. All teachers have completed RISE scientific-based practices for teaching phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension.
2. Teachers will identify essential reading skills for their grade levels.
3. Teachers will plan daily opportunities for students to increase their oral language and vocabulary through explicit and implicit techniques using read aloud and other planned lessons.
4. Teachers will also provide targeted differentiated small group reading instruction so students can apply decoding skills to read texts, have morphological study of Greek and Latin roots and affixes, develop vocabulary, and practice fluency building strategies.
5. Teachers will create a literacy rich classroom environment by displaying student work, anchor charts, root walls, library corners and other resources.
6. All 9-12 students will be screened for reading difficulties according to dyslexia requirements.
7. Renaissance Star will be administered three times per year to students in Reading Recovery/Structures to measure individual student growth over time. Results will drive instructional and intervention plans.
8. Teachers will participate in PLC meetings to discuss student data, best practices and intervention plans.
9. Teachers will receive training in reading instruction based on individual teacher needs.
10. Central office staff in conjunction with building principals will work collaboratively to maximize all available funding sources to support the high school literacy plan.
11. Fouke High School will consult the DESE approved list of materials, resources and curriculum programs before purchasing any new resources.

12. Evaluation of the Literacy Plan will be ongoing as new data is disaggregated. Using this data, the principals and lead teachers may propose modifications to the action plan. Fouke High School Literacy Plan will be part of the School Improvement Plan with approval from the Board of Education.

Incentive Program

All 9-11th grade students that make the A/A/B honor roll and have fewer than 4 absences each semester will be awarded a gold card. Junior students must receive a score of 19 or better on the ACT test to be eligible for the gold card. The gold card allows a variety of incentives for the students each 9 weeks.

RTI Level 1 Remediation Program:

Reading Recovery/Structures Class

Our level 1 intervention classes is based on the Structures Orton-Gillingham methods and objectives. This program employs an “interactive, multisensory approach to reading and spelling.

Teacher Professional Development:

1. Science of Reading
2. Structures Level 1

Student Placement:

The high school will use teacher recommendation, and STAR scores data to determine student placement into the reading classes. This data will allow teachers to modify instruction immediately. This information will alert administration to the percentage of students who need early intervention as that we may redirect resources as needed.

Special Education Department:

The Special Education Department uses the Structures Level 1 Orton-Gillingham program as a resource to serve students with reading comprehension deficits, including any dyslexic students. We also use the Souday System to serve dyslexic students. The Souday System is a multisensory instructional reading/spelling program that provides the key and reveals the code of immediate language structure for the learners. Each level builds on the previous and provides a complete review of concepts taught at those levels.

Dyslexia Program:

Regular education dyslexic students are served through the Critical Reading class using the Structures Level 1 Orton-Gillingham program.