Overall District Weakness Identified in ESSA School Reports: (Circle all that apply)
Achievement:  ELA  Math  Science  Reading
Growth:  Content-Math and ELA  English Language Proficiency
Graduation Rate:  Four Year  Five Year
SQSS:  Chronic Absence  Reading Achievement  Science Achievement  On-Time Credits  ACT Composite  High School Final GPA  AP/Concurrent Credits  Computer Science Credits  Community Learning Services Credits

Identified Sub Groups Needing Attention:  All Students  White  Black or African American  Hispanic/Latino  English Learners  Economically Disadvantaged  Students with Disabilities

District Priorities:
1. Increase achievement in the areas of ELA and Math
2. Identify students with specific weaknesses
3. Provide targeted interventions and utilize the RTI process
4. Develop curriculum and assessment aligned to Arkansas Standards

District Expectations: School level plans will emphasize the priorities listed above identifying the evidence based instructional strategies and interventions being used at each grade level.

School Improvement District Goal #1
Curriculum, Assessment, and Instructional Planning - Engage teachers in aligning instruction with standards and benchmarks

- IIA01  Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
- IIA02  Units of instruction include standards-based objectives and criteria for mastery. (89)
- IIA03  Objectives are leveled to target learning to each student’s demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)
### School Improvement District Goal #2

**Classroom Instruction - Provide a tiered system of instructional and behavioral supports and interventions**

- **IID01** The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. (5193)

- **IID02** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5194)

- **IID03** The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (5195)

- **IID04** The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. (5196)

### Rationale:

### School Improvement School Goal #3

- **IID09** Instructional Teams use student learning data to plan instruction.
- **IID10** Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

**VSHS Literacy Plan 2019-20**
1. Professional Development:
   a. Teachers at the VSHS completed the Science of Reading Segments 1-5 on the Arkansas Ideas Portal during the 2018-19 school year.
   b. During the 2019-20 school year, teachers will complete segments 6-11 of the Science of Reading.
   c. The High School Media Specialist, Mrs Scott will serve as our interventionist and will perform level 1 screenings. As more students are identified, literacy teachers and other available staff will be trained in the appropriate interventions. Mrs Scott will collaborate with the high school staff to begin a 3 year literacy plan.
   d. We have purchased a book “Unlocking Literacy: Effective decoding and spelling instruction” as a resource for our teachers.
   e. Mrs. Scott will be trained in using the GORT-5 to assess students, the Barton system for interventions (same program used at MS and Elem, which will be continuity for our students), and other resources as they become available at the secondary level. Struggling students will be referred for a fluency check using the GORT-5 assessment tool. When their weaknesses are identified, they will be shared with the RTI/Critical Reading instructors. If the deficiencies are signs of dyslexia, the student will be referred to the district Dyslexia Specialist, Mrs Horn for level 2 screenings. If a classroom teacher notices signs of dyslexia, the student may skip level 1 and go straight to level 2 screenings with Mrs. Horn.
   f. Summer PD was presented for all high school teachers over the literacy plan and classroom implementation of Science of Reading.
   g. Professional Development Session on Struggling Readers with Merica Howie, Literacy Specialist at OUR Co-op will be held on Sept 4, 2019.

2. Educators:
   a. Teachers will be expected to implement their learning from the Science of Reading by including more lessons on greek/latin root words, focusing on vocabulary, using Newsela.com to provide more reading opportunities in the content areas, and identifying struggling readers.

9 Week Implementation Plan:
   1st 9 wks - All teachers will Read Aloud with students
   2nd 9 wks - All teachers will teach a Close Reading Lesson or a lesson on Newsela.com.
   3rd 9wks - All teachers will teach a Vocabulary lesson focusing on Greek/Latin Root Words. We will have a staff meeting in which teachers will pick a specific set of words relevant to their subject area.
   4th 9 wks - All teachers will do a Read with a Partner lesson.
b. Teachers will meet in PLCs to analyze test scores, identify struggling readers, and discuss appropriate intervention strategies. Teachers may also use 1 minute fluency check, writing samples, test scores, or classroom observations to identify struggling readers and then refer them to Mrs Scott for further screening.

c. Teachers will model lessons for one another to incorporate with their RTI groups and critical reading classes during PLC and collaborative observations.

d. ALL teachers will provide daily/weekly reading opportunities to their students - teachers model reading, students read orally, quiet reading time.

3. Students:

a. Struggling readers will be identified through ACT aspire scores, fluency checks, writing samples and classroom observation.

b. Identified students will be screened by the high school interventionist to determine their areas of need and may then be referred to the district dyslexia specialist for further screening.

c. Identified students will be placed in the appropriate RTI program during his/her advisory period or may be placed in a Critical Reading Class for reading interventions.

d. ALL students will be required to have reading material with them at all times.

4. Parents and Community Partners:

a. Parent Engagement committee will brainstorm strategies for involving parents and community members in reading with students and the overall RISE Initiative.

b. One Idea we are currently working on is a Social Media Campaign: “We are Valley, Read with Us”. Students in the Social Media class are videoing high school teachers reading out loud and posting it each week to our FB and Instagram pages.

Rationale:
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources Needed</th>
<th>Evidence</th>
<th>Evaluation</th>
<th>Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Superintendent Signature ______________________ Date_____________________

School Plans Approved by Board of Education       Date_____________________
