

SCOTT COUNTY R-IV ELEMENTARY LITERACY PLAN

The Missouri Department of Elementary and Secondary Education (Department) has made the science of reading a priority for all literacy initiatives from birth through grade 12. This action provides Missouri educators with the support and resources necessary to enhance student learning and strengthen their understanding of reading development.

Literacy—learning to communicate, read, and write as a means of expression, to gain knowledge by accessing stories, information, and voices across time and across the world—is at the heart of education (Center for Applied Linguistics, 2022). Improving literacy skills for Missouri students is not just the responsibility of our schools or classroom teachers; it takes a statewide collaborative effort. All stakeholders involved in supporting students need to understand their responsibilities and how they are able to contribute to the larger picture. Working together through common goals, collaboration, and communication, we can maximize the implementation of evidence-based strategies and provide all Missouri students with the opportunity to acquire the literacy skills they need to exceed

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SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Literacy Leadership Team Membership

Name	Title/Role	Email
CHRISTINA DODD	CURRICULUM DIRECTOR/ INSTRUCTIONAL COACH	CHRISTINA.DODD@KELLYHAWKS.ORG
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Name	Title/Role	Email
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Section 1, Part B: Developing, Monitoring and Communicating the Local Literacy plan

The leadership team collaboratively developed this plan for the betterment of our students' education. This plan will be monitored at least twice every school year; once per semester. The plan will be shared with the community through the district website and it will also be reviewed annually with the board of education.

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

The local literacy plan aligns with the districts community school improvement plan in multiple areas. This allows the districts focus to be streamlined and have the most impact on student learning.

Aligned areas include:

- To improve teaching and learning, we will implement highly effective teaching strategies.
- To grow and develop we will provide professional development with support and accountability.
- To facilitate student success, we will invest in our campus, academic resources, and the recruitment/retention of qualified applicants.

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

The language and literacy performance data of our district has shown student performance below that of the state average over the last 8 years on state assessments (grades 3-12). The gap is wider with the younger grades and it gradually decreases as you increase the grade level of the student. In addition, our kindergarten students' results from the KEA have shown an increase in the number of students who might not be ready for kindergarten.

Our local assessments show stagnant growth in closing the gap. The students who are struggling readers in elementary continue to be struggling readers into middle and high school.

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

In addition to the performance data it should be noted that many families in our community lack the necessary resources to help their children succeed at school.

Secondary non literacy teachers lack the knowledge of reading strategies to support the growth of literacy with their struggling students.

Elementary teachers lack knowledge of how students learn to read and how to respond when they can't read.

Lack of vertical teaming in order to analyze data and make data based decisions.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

MISSION

All students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher supported by leaders and families.

VISION

At Scott County R-IV we want our students to see themselves as successful readers who persevere at reaching their full potential.

SECTION 5: GOAL, ACTION PLAN, MONITORING PROGRESS

Goal Statement: 95% of our students will be reading on grade level by the 2027-2028 school year.

Evidence-Based Practice: Science of Reading

Action Steps	Start Date	Person Responsible	Resources	Funding	Monitoring/ Completion Date
Create a district approved literacy plan	March 2023	Literacy Team	State literacy guidance document	NA	November 2023
Provide professional development opportunities for teachers focused around “the science of reading” (LETRS)	August 2021	Administration	RPDC	Grants Local State Federal	Ongoing
Consult with RPDC to support literacy efforts	July 2023	Administration Literacy Team	RPDC District Professional Development	Local PDC	May 2027 Ongoing

Use state approved assessments to measure reading levels	August 2021	Title Teachers Testing Coordinator Administration	DESE - approved assessments RPDC Data Teams	Local State Federal	May 2027 Ongoing
Implement research based/highly effective interventions for struggling readers	August 2023	Title Teachers Curriculum Director Administration	DESE LETRS - Science of Reading RPDC Professional Development 95 Percent Resource	Local State Federal	May 2027 Ongoing
Develop student reading success plans that hone in on student deficiency areas	August 2023	Title Teachers Instructional Coach Administration Teachers	DESE Assessments RPDC Data Teams	Local State Federal	By the end of October yearly
Communicate student reading success plans and progress	October 2023	Teachers Administration	RPDC DESE	Local State	Initial - Parent teacher conference, yearly

monitoring
with parents

Federal

Quarterly Updates

Ongoing

Develop a family resource for students and parents that integrates evidence based strategies for use at home	October 2023	Teachers	DESE	Local	By parents teacher conferences - yearly
		Title Teachers	RPDC	State	
		Instructional Coach	EPIC!	Federal	
		Administration	AR/STAR		
Host a literacy night to inform parents of literacy updates, to distribute family resources and allow the parents to learn with their student	October 2023	Teachers	DESE	Local	Yearly in October
		Title Teachers	RPDC	State	
		Instructional Coach	95 Percent	Federal	
		Administration			
Discuss retention at the end of each year with parents of students with substantial reading deficiencies	May 2024	Teachers	RSP's	State	Yearly in April
		Title Teachers	Assessments	Local	
		Administration	DESE	Federal	

Use state and local assessments to determine the instructional needs of students as they transition to middle school

April 2023

Teachers
Assessment
Coordinator

Language Live

Local

Yearly in April

HS Needs assessment

December 2023

Literacy Team

Survey

NA

Ongoing

SECTION 6: EXPECTATIONS AND SUPPORTS FOR LEARNERS

SECTION 6, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

The elementary will utilize the 95 percent group resource to provide tiered interventions. 95 percent is an evidence based resource that centers around the science of reading.

Middle school will utilize Language!Live to provide tiered tiered interventions. This resource is aligned with the science of reading.

SECTION 6, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

The literacy team will meet one time per semester to evaluate the effectiveness of the strategies and to make adjustments.