



Greenville Public School District

Literacy Plan

June 2021

Department of Instructional Programs

Board Approved
6/22/2021 (KE)

Literacy Background

Literacy is at the core of academic and economic success. Strong literacy skills are critical for Mississippi students to succeed academically as well as to prosper in the current global economy. Students must be able to read, write, and think at increasingly higher levels of complexity, creativity, and sophistication to prepare for college and career pathways (Zhao, 2009).

Greenville Public School District's (GPSD) Literacy Plan provides a clear vision that requires educators to implement effective, evidence-based literacy instruction. As a result, GPSD's literacy instruction for PK-12 will be of uniformly high quality and of sufficient quantity to make a measurable difference in literacy achievement. This focus on measurable results driven by a comprehensive, clear, and well-implemented plan will provide the impetus to propel literacy achievement in GPSD. Specifically, the GPSD's Plan will serve as the cornerstone for literacy reform initiatives.

GPSD Literacy Goals

GOAL #1: All GPSD students will be proficient and showing growth in All assessed areas.

GOAL #2: All GPSD students in grades 6-12 will meet high standards by increasing or exceeding standards as measured by the Mississippi Academic Assessment Program (MAAP), end of course assessments and other academic indicators (Graduation & ADA).

GOAL #3: To improve literacy achievement through the analysis of multiple data points: screeners, diagnostic assessments, program monitoring, formative assessments, and summative assessments.

GOAL #4: The Greenville Public School District will ensure efficient and effective use of resources.

GOAL #5: The Greenville Public School District will improve Community Trust and Transparency with all stakeholders by actively engaging parents and families in a partnership, which supports the academic work of children at home and the shared decision making of schools.



**Increase Student
Achievement.**



**Promote a safe,
disciplined,
healthy and
drug-free school.**



**Ensure effective
and efficient use
of resources.**



**Improve
community trust
and district
transparency
with all
stakeholders.**



Goal #1: All GPSD Students will be Proficient and Showing Growth in All Assessed Areas.

Strategy	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Monitoring
<p>Increase proficiency in the seven early literacy domains:</p> <ul style="list-style-type: none"> • General Readiness • Graph phonemic • Knowledge • Phonemic Awareness • Comprehension • Phonics • Vocabulary 	<p>Ongoing</p>	<p>Ensure the Pre-kindergarten through second grade curriculum is organized through the seven domains or units of study, which intentionally engage students in developing vocabulary acquisition, background knowledge, and listening and reading stamina using MS-CCRS.</p> <p>Ensure connections are made throughout the curriculum in the same grade level as well. Each lesson builds upon the previous ones.</p> <p>Ensure students are exposed to strategic reading comprehension strategies such as prior knowledge in Engage Students in English Language Arts (ELA) literacy.</p> <p>Implement Saxon, Ready, i-Ready Heggerty with fidelity. Incorporate High Quality Instructional Materials (HQIM)</p> <p>Set Accelerated Reader (AR) Goals Pre-K-12</p> <p>Provide monthly best practices professional development with instructional strategies (Focus Literacy of the Month)</p> <p>Provide students with literacy-rich experiences, books, resources and models</p>	<ul style="list-style-type: none"> • Teachers • Literacy Team Members • Principals • Librarians • District Reading Specialists • Student Achievement Partner 	<ul style="list-style-type: none"> • Planning time • Star Reports • Pacing Guides • Saxon • Ready • i-Ready • Lesson Plans • Technology • MyOn/AR • HQIM 	<p>-Pacing Guides</p> <p>-Walk Through Observation</p> <p>-Lesson Plans Aug. 2021 Dec. 2021 April 2022</p> <p>-Pacing Guides</p> <p>-Walk Through</p> <p>-Observation</p> <p>-Lesson Plans</p> <p>Pacing Guides</p> <p>Walk Through</p> <p>Observation</p> <p>Lesson Plans</p> <p>Pacing Guides</p> <p>Walk Through</p> <p>Observation</p> <p>Lesson Plans</p> <p>Renaissance (myOn/AR) report</p> <p>MDE Literacy Focus of the Month</p> <p>STAR Data</p> <p>K-Readiness Assessment</p>

<p>Ensure All teachers incorporate writing instruction, writing process, writing applications, and writing conventions in English Language Arts and across all content areas.</p>		<p>to facilitate reading, writing and communication skill development that meet the diverse needs of students</p> <p>Create an environment that makes learning irresistible (e.g., interactive, on-line communication and collaboration tools, multimedia production tools, use of physical and virtual space)</p> <p>Ensure the Library Media Center reflects literacy as a priority in the school with a focus on a Book of the Month</p> <p>Provide opportunities for students to write in all content areas.</p> <p>Encourage students in authentic writing tasks. Keep a collection of samples</p> <p>Support students in the different stages of the writing process by conferencing individually and in small groups</p> <p>Participate in on-going professional Development</p> <p>Participate in Writing Gallery for the District</p>	<ul style="list-style-type: none"> • Teachers • Literacy Team Members • Principals • Librarians • District Reading Specialist <p>MDE Literacy Coaches</p>	<p>Lesson Plans</p> <p>Technology</p> <p>Planning Time</p>	<p>Instructional Practice Guide Assurance</p> <p>Walk Through Observation</p> <p>MDE Literacy Walk</p> <p>District Gallery Walk</p>
<p>Teach reading across the content</p>	<p>Ongoing</p>	<p>Targeted instruction that focus on Phonemic Awareness, Phonics Instruction, Word Recognition, Vocabulary Acquisition, Comprehension, and Fluency.</p>	<ul style="list-style-type: none"> • Teachers • Librarians 	<ul style="list-style-type: none"> • Star Instructional Planning 	<p>-Mandated district state and federal tests</p>

		Assess and use small group intervention as needed based on assessment data		<ul style="list-style-type: none"> • i-Ready Reports • Lesson Plans • MTSS Listed Interventions Strategies 	<ul style="list-style-type: none"> -Interventions -Lesson Plans -Assessments Growth in MAAP assessment
ALL EL students will score proficiency on Las Links	Ongoing	Las Link Placement	<ul style="list-style-type: none"> • Teachers • Assistant teachers • Student Support Co. • School Psychologist • Principals 	<ul style="list-style-type: none"> • Saxon • Heggerty • i-Ready • Pull out Programs 	-Growth Checks
Each school will create a Literacy Team to focus on the five components of reading and the literacy focus of the month	Monthly Meeting	<p>Each school's Literacy Team will meet monthly to implement the MDE Literacy Focus of the Month to ensure the five components of reading is being implemented.</p> <p>Each school's Literacy Team will schedule time for viewing Mississippi Department of Education (MDE)'s monthly Literacy Focus webinar</p> <p>Facilitate effective Data Talk using recent data</p> <p>Conduct focus driven Professional Learning Community (PLC) focusing on literacy across the curriculum</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Lead Teachers • Teachers • District Reading Specialist 	<ul style="list-style-type: none"> • MDE Website • District Reading Specialists • PLC topics • School Literacy Team 	<ul style="list-style-type: none"> -Growth shown in i-Ready Reading -Growth in MAAP state assessment -PLC agendas / sign-in sheets
Each School conduct a Reading Fair for their site	By the end of October 2021	All Students will participate	<ul style="list-style-type: none"> • All teachers • Principals • Assistant principals 	<ul style="list-style-type: none"> • Books • Posters • Incentives 	<ul style="list-style-type: none"> -Winncrs 1st-3rd - Rubric

			<ul style="list-style-type: none"> • Lead Teachers • Content Specialists • Librarians 		
District's Family Reading Night- each school will participate	By the end of December 2021	District will coordinate a Family Reading Night	<ul style="list-style-type: none"> • Teachers • Principals • Assistant Principals • Lead Teachers • Content Specialists • Librarians 	<ul style="list-style-type: none"> • Books • Posters • Incentives • Materials Resources 	TBA

GOAL #2: All students in GPSD students in Grades 6-12 will meet high standards by increasing or exceeding standards as measured by the Mississippi Academic Assessment Program (MAAP), end of course assessments and other academic indicators (Graduation & ADA).

Strategy	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Disseminate evidence-based literacy instructional practices through Professional Development (PD) and other resources	Ongoing	Increase access to evidence-based instructional practices to support literacy birth through 12 th grade through teacher and leader PD and online resources	<ul style="list-style-type: none"> • Principals • Assistant Principals • Secondary ELA Instructional Strategists • Elementary Lead Teachers • Literacy Teams 	<ul style="list-style-type: none"> • Textbooks • articles reading • journals reading logs • work folders • novels • On-line resources 	<ul style="list-style-type: none"> -Observation -Surveys -Data

			<ul style="list-style-type: none"> • Reading Specialists • Chief Academic Officer • MDE Literacy Coaches 		
Increase reading of literary and informational texts in English/Language Arts (ELA) classrooms.	Ongoing	Students will create summaries, analytical reviews, essays, etc. in response to readings in journal.	<ul style="list-style-type: none"> • ELA teachers • Principals • Assistant Principals • Secondary ELA Instructional Strategist • Literacy Teams • Chief Academic Officer • MDE Literacy Coaches 	<ul style="list-style-type: none"> • Textbooks • articles reading • journals reading logs • work folders • novels 	<p>*Article analysis and summaries reflecting College & Career Readiness (CCR) standards should be assessed with MAAP rubric and placed in portfolios.</p> <p>*Reading journals should contain responses to prompts reflecting CCR standards and should be assessed with MAAP rubric.</p> <p>*Reading logs document proof of students' readings</p> <p>*Growth in MAAP assessment</p> <p>*Writing Gallery</p>
Increase reading of literary and informational texts in all elective classrooms	Ongoing	Students will read, analyze, discuss, summarize, etc. at least one article that is relevant and related to subject under study every two weeks.	<ul style="list-style-type: none"> • Electives teachers (P.E., Foreign Language, Print Journalism, Band, Music, and Driver's Ed, Family Dynamics, 	<ul style="list-style-type: none"> • Textbooks • articles reading • journals reading logs • portfolios • novels • MyOn/AR 	<p>*Article analysis and summaries reflecting CCR standards (in ELA electives) should be assessed with rubrics and placed in classroom folders.</p> <p>*Classroom folders should contain responses to prompts reflecting CCR standards and</p>

			<p>STEM courses, ICT courses, and all other electives)</p> <ul style="list-style-type: none"> • Principals • Assistant Principals • Secondary Content Specialist • Librarians • Literacy Team • Assistant Teachers 		<p>should be assessed with rubrics.</p> <p>*Reading logs document proof of students' readings</p>
<p>Increase reading of literary and informational texts in math classrooms</p>	<p>Ongoing</p>	<p>Students will read appropriate text providing explanations for mathematical concepts, reasoning or procedures.</p> <p>Students will learn to read mathematical text.</p> <p>Students will justify orally and in writing mathematical reasoning.</p> <p>Students will communicate using correct mathematical terminology.</p>	<ul style="list-style-type: none"> • Math teachers • Principal • Assistant Principal • Content Specialists • Literacy Team • Chief Academic Officer • MDE Literacy Coaches 	<ul style="list-style-type: none"> • mathematical texts • math journals • MyOn/AR 	<p>* Growth in MAAP scores, i-Ready, District's exams</p>

<p>Increase reading levels and significantly improve performance on content area standardized testing</p>	<p>Ongoing</p>	<p>Students will read literature from a scientific publication based on the content standard being taught or a current event. Students will read a content related AR book and demonstrate 80% mastery on AR Test Teachers will incorporate in their science instruction reading, writing and speaking/discussion to promote science literacy.</p>	<ul style="list-style-type: none"> • Science teachers • Principals • Assistant Principals • Content Specialist • Literacy Team 	<ul style="list-style-type: none"> • science textbooks • scientific journals • MyOn/AR 	<p>Growth in MAAP assessments, i-Ready, District's Nine weeks exam</p>
<p>All teachers will incorporate writing instruction, writing process, writing applications, and writing conventions in English Language Arts and across all content areas.</p>	<p>On-going</p>	<p>Write in all content areas.</p> <p>Encourage students in authentic writing tasks.</p> <p>Keep a collection of Samples.</p> <p>Support students in the different stages of the writing process by conferencing individually and in small groups.</p> <p>Participate in on-going professional Development.</p> <p>Participate in Writing Gallery for the District</p>	<p>Teachers</p> <p>Literacy Team Members</p> <p>Principals</p> <p>Librarians</p> <p>Reading Specialist</p>	<p>Lesson Plans</p> <p>Technology</p> <p>Planning Time</p>	<p>Walk Through Observation</p> <p>District's Writing Gallery</p> <p>Agenda's</p>

GOAL #3: To improve literacy achievement through the analysis of multiple data points: screeners, diagnostic assessments, program monitoring, formative assessments, and summative assessments.

Strategy	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Utilize CHILD FIND data to determine supports needed for Special Education services and to identify disabilities for children aged three through five	Ongoing	Expand and strengthen partnerships between MDE offices Early childhood, Special Education, Student Intervention Services and Literacy to enhance the ability of stakeholders to identify and support early childhood students with developmental delays and disabilities	<ul style="list-style-type: none"> • MDE Literacy Coaches • MDE SPED Department • MDE Student Intervention Services • District SPED Director • District Elementary Case Manager • District Early Childhood Manager • Pre-K Director • Headstart Director 	<ul style="list-style-type: none"> • I-Ready Diagnostics • MTSS Documentation • Benchmark Assessments • Summative Assessments etc. 	Student Enrollment

<p>Utilize screeners (e.g. Kindergarten Readiness, K-2 literacy) to identify students in need of a special education supports and remediation as well as to determine progress with the acquisition of early literacy skills and utilize currently developed Local Education Agency (LEA) guidance documents for selecting screeners for grades 4 – 12, Las Link, Dyslexia, Gifted Screener, NWEA</p>	<p>September, 2021 October, 2021 January, 2022 March, 2022</p>	<ul style="list-style-type: none"> Expand use of evidence-based screeners and assessment tools including the (a) Identification of a state-wide universal screener and diagnostic tool for grades 4 – 12 to identify general and special education students with reading deficiencies (b) Development of an approved list of free and low-cost evidence-based assessment tools and the effective use of these tools in GPSD Development of an end-of-year benchmarks to support districts in determining student progress in literacy 	<ul style="list-style-type: none"> Chief Academic Officer PD Coordinator Principals Reading Specialists Elementary Lead Teachers Secondary ELA Content Specialists Gifted Teachers, District Psychologist Classroom Teachers Student Support Strategic Program Coordinator MDE Literacy Coaches 	<ul style="list-style-type: none"> Dyslexia On-line Tests GPSD Benchmark Tests iReady, 	<p>Growth in</p> <ul style="list-style-type: none"> MAAP assessments i-Ready, District’s Nine weeks exam
<p>Utilize the Individual Reading Plan (IRP) in general education and special Education (SPED) classroom as a tool to collect, analyze,</p>	<p>Ongoing</p>	<p>Support the use of IRP in grades k-12 as a tool to collect, analyze, and monitor the data for students who have been identified as having a reading deficiency</p>	<ul style="list-style-type: none"> Classroom teachers Principals Literacy Coaches 	<ul style="list-style-type: none"> IRP forms Screeners 	

and monitor the data for students who have been identified as having a reading deficiency based on the state universal screener (K-3)			<ul style="list-style-type: none"> • Elementary Lead Teachers • SPED Elementary Case Manager 		
Continue to provide technical assistance on the MAAP and Subject Area Testing Program (SATP) aligned with MS_CCRS and set benchmarks for student achievement from 2021 through 2025	2021-2025	<ul style="list-style-type: none"> • Develop annual benchmarks for growth in student proficiency including overall growth and sub-group achievement (e.g. low-income, EL, students with disabilities, minorities, etc.) and provide supports for interpreting LEA and school level data to make instructional decisions; • Identify or develop high-quality professional learning for school personnel related to assessment and data use, particularly related to teacher use of formative and summative data to plan instruction that meets 	<ul style="list-style-type: none"> • Chief Academic Officer • PD Coordinator • Principals • Reading Specialists • Elementary Lead Teachers • Secondary ELA Content Specialists • Gifted Teachers, • Classroom Teachers • MDE Literacy Coach 		

		individual students' needs			
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GOAL #4: The Greenville Public School District will ensure efficient and effective use of resources.

Strategy	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
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Teachers will make use of district instructional resources	Ongoing	Teachers will access instructional strategies through the district website Teachers will access instructional strategies through Bi-Weekly Test	<ul style="list-style-type: none"> Principal Assistant Principal Lead Teacher Teachers Instructional Technology Department 	<ul style="list-style-type: none"> GPSD Website, Instructional Management System Students' School Issued Electronic Device 	Growth in STAR Early Literacy, Growth in I-Ready, Growth in K-Readiness and MAAP state assessments
Each school will effectively use I-Ready(K-8) & AR/MyOn (Prek-12)	Ongoing	Teachers will use I-Ready data & STAR and allow students to take AR test weekly.	<ul style="list-style-type: none"> Principal Assistant Principal Lead Teachers Teachers 	<ul style="list-style-type: none"> Classroom, computers labs, iPads, Student Issued Electronic Devices 	Growth in STAR Early Literacy, Growth in I-Ready, Growth in MAAP state assessments
Students will read using <ul style="list-style-type: none"> Classroom libraries School libraries MyOn 	Ongoing	Students will check out and make use of library books in the classroom and school library Librarians and Classroom Teachers will have books available on the appropriate reading levels for students	<ul style="list-style-type: none"> Principal Assistant Principal Lead Teachers Librarians Classroom Teachers School Literacy Team 	<ul style="list-style-type: none"> Classroom libraries School libraries MyOn/AR 	Growth in AR(Prek-K), Growth in STAR Early Literacy, Growth in I-Ready Growth in MAAP state assessments
Identified students will participate in reading activities during after-school programs	Weekly	Teachers will identify students based on K-Readiness and MAAP data. Parents will have the opportunity to sign their child up for after-school programs.	<ul style="list-style-type: none"> Director of Federal Programs 21st Century Director 21st Century Teachers 	<ul style="list-style-type: none"> TBA 	Growth in AR(Prek-K), Growth in STAR Early Literacy, Growth in I-Ready, Growth in MAAP state assessments

GOAL #5: The Greenville Public School District will improve Community Trust and Transparency with all stakeholders by actively engaging parents and families in a partnership, which supports the academic work of children at home and the shared decision making of schools.

Strategy	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Create innovative school community partnerships to promote educational excellence and validate the importance of education	Each 9 Week period	Post literacy information on district and school websites and in school buildings and disseminate in all community-based meetings (i.e. PTA meeting, P16 meetings, Town Hall meetings, Title I meetings, etc.)	<ul style="list-style-type: none"> • Literacy Team • Parent Coordinators • Librarian • School Literacy Team • Principal • Assistant Principal • Lead Teachers • Parent Involvement Specialist • Instructional Strategists 	<ul style="list-style-type: none"> • Teachers • District Parent Liaison • PTA volunteers • GPSD website • school websites • Student work exemplars 	Regular feedback forms filled out, collected and collated at the building levels. Student survey results. Growth in MAAP assessments.
Emphasize technology as a tool to promote communication	Each 9 Week period	Study feasibility of opening school libraries and computer labs for book clubs and/or homework help after school as well as adult literacy activities.	<ul style="list-style-type: none"> • School Literacy Team • Principals • Assistant Principals • Lead Teachers • Instructional Strategists 	<ul style="list-style-type: none"> • Collaboration with the Public Library • Collaboration with the School Administrators • Volunteer training participation 	Administrative feedback on success of programs. A 1-2-page feasibility report will be presented to the Superintendent. Growth on MAAP.
Promote increased family involvement in our schools	Each 9 Week period	Increase opportunities for community members to participate in book clubs or other supportive activities in the schools.	<ul style="list-style-type: none"> • School Literacy Team • Principals • Assistant Principals • Lead Teachers • District Parent Involvement Specialist • Reading Specialists • Teachers 	<ul style="list-style-type: none"> • District Parent Liaison • PTA volunteers 	Designated areas will be used regularly. Programs will exist to support collaboration.