

Smithville R-II School District Literacy Plan

KINDERGARTEN THROUGH GRADE 12



SMITHVILLE
School District

Tradition of Excellence

Smithville R-II School District

Literacy Plan

KINDERGARTEN THROUGH GRADE 12

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Table of Contents

Introduction.....	6
Strategic Plan.....	8
Instructional Leadership.....	10
Role Expectations.....	11
Standards.....	14
Missouri Standards.....	15
Smithville School District Standards.....	15
Instruction and Intervention.....	16
Tiered Instruction.....	17
Literacy Blocks.....	20
Instructional Walk Through.....	25
High School Course Sequence Options.....	28
Graduation Requirements.....	29
“Scholastic Diploma” Graduation Requirements.....	30
Assessment.....	31
Reading Levels.....	34
Professional Learning.....	37
Classroom Environment.....	39
References.....	42

INTRODUCTION

“Literacy is, finally, the road to human progress and the means through which every man, woman, and child can realize his or her full potential.” -Kofi Annan



INTRODUCTION

Building on a tradition of excellence, the mission of the Smithville R-II School District, located in a growing lakeside community, is to educate all students in a premier learning environment and to develop students to serve as proactive, compassionate leaders in an interconnected world by providing rigorous and meaningful opportunities for each student to reach his/her unique and full potential while being good stewards of our resources and investing in quality staff. -District Mission Statement

The workshop model, a research-based structure implemented in the Smithville School District, facilitates our students becoming compassionate leaders in an interconnected world. Within this model students become powerful readers and writers who read and write for real reasons - to advocate for themselves and others, to deepen their own and others' knowledge, to illuminate the lives they live and the world they are a part of. The aim is to prepare kids for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display agency and independence in future endeavors.

The abundance of research for the workshop model makes this an approach that not only aligns with the Smithville School District Comprehensive School Improvement Plan, but also has a multitude of other benefits including self-directed learners, students who score high on achievement tests, and students who are literate thinkers and able to contribute in the world in which we live as well as the future.

In order for students to have a strong foundation for literacy instruction, specifically in phonemic awareness and phonics, the Smithville School District utilizes Pathways to Reading. This foundational program facilitates the ability to decode and spell words, so that students can take learning to a deeper level in future grades

These practices are at the core of what is expected of all students and should drive instruction within our classrooms. The Missouri Learning Standards help ensure students learn basic and higher-order skills, including problem solving and critical thinking. The standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals.

This literacy plan is a result of a district-wide effort to support best practice in literacy instruction. This includes a focus on phonemic awareness and phonics as well as comprehension strategies. Our district's strategic plan and the latest research on best practices in literacy instruction were used as the driving forces in developing this plan.

Smithville R-II School District Strategic Plan 2023

<p>Beliefs <i>An expression of fundamental values, ethical code, overriding convictions, inviolable principles.</i></p>	<p>The Smithville R-II School District believes that:</p> <ul style="list-style-type: none"> • The needs and interests of students are at the center of decision making in all aspects of district operations. • We will pursue excellence in all facets of our work through: <ul style="list-style-type: none"> » Building positive partnerships with students, staff, parents and the community » Communicating and collaborating effectively with all stakeholders » Empowering students to take ownership of their learning as they pursue their unique passions and purpose » Promoting compassion and kindness in all interactions » Providing equitable opportunities for all students » Investing in and developing our Warrior staff family.
<p>Mission Statement <i>A declaration of the unique identity to which the district aspires, its specific purpose, and the means by which it will achieve its purpose.</i></p>	<p>Building on a tradition of excellence in a community filled with Warrior Pride, the mission of the Smithville School District is to educate and prepare all students for their future by providing relevant, engaging opportunities for each student to reach their unique and full potential.</p>
<p>Strategic Pillars <i>The 'strategic pillars' represent the major themes or topic areas that underpin the preferred future for Smithville School District. The potential strategic objectives and actions listed under each pillar are the building blocks needed to achieve the preferred future for the school district, 'Student Centered Future'</i></p>	<ul style="list-style-type: none"> ➤ Innovative Faculty ➤ Strong Community partnerships ➤ Expand Learning Opportunities ➤ Outstanding Facilities ➤ Students Centered Culture ➤ Academic Excellence
<p>Portrait of a Graduate <i>A Portrait of a Graduate describes a school district's customized holistic vision for the skills, character traits, and social-emotional competencies that students will need to succeed not only in college and their careers, but also in life.</i></p>	<ul style="list-style-type: none"> ➤ Well-Rounded Learner ➤ Innovative Thinker ➤ Compassionate Advocate ➤ Resilient Achiever ➤ Confident Leader

Pillar 1:	Retain, grow and attract outstanding and innovative faculty who drive the Smithville School District performance. . 1.1 Create the best learning environment for students to succeed and teachers to teach throughout the district. 1.2 Provide relevant, evidence-based Professional Development and ongoing growth opportunities. 1.3 Increase robust financial support to elevate the school district's competitiveness. 1.4 Articulate the reputation of the district and advocate for the education industry
Pillar 2:	Enhance and strengthen partnerships with parents, cities, community and businesses 2.1 Build pride and trust within the School District and within the community. 2.2 Enhance two-way communication with parents, community, and businesses. 2.3 Build strong partnerships between education, the community, the City of Smithville, the City of Kansas City, and businesses to support real-world learning.
Pillar 3:	Expand the range of meaningful and innovative real-world learning opportunities. 3.1 Commit to providing 100% of Smithville students a real world learning experience. 3.2 Investigate performance/competency based learning. 3.3 Develop critical thinking and problem solving skills that will prepare students and provide meaningful pathways for all students. 3.4 Incorporate new learning methodologies into teaching.
Pillar 4:	Invest in future-oriented facilities that create adaptable, enticing and livable learning environments. 4.1 Create a learning environment that includes student voices in School District building design and programming. 4.2 Promote and educate students about sustainability. 4.3 Create sustainable, healthy, and adaptable learning spaces for students and teachers.
Pillar 5:	Create a culture and operational environment where 'each and every' student thrives and is future ready 5.1 Develop the Warrior ethos and identify its characteristics 5.2 Pursue sustained growth in sense of belonging for 100% of Smithville students. 5.3 Develop 'cultural fluency' in Smithville students. 5.4 Establish a culture of trust, kindness, and respect throughout the district.
Pilar 6:	Ensure students' academic excellence through continuous Improvement. 6.1 Increase Real-World Learning participation to 100% of Smithville students. 6.2 Increase Math/ELA/ Science achievement in the School District. 6.3 Develop a support system for at risk student populations.

INSTRUCTIONAL LEADERSHIP

"From that time on, the world was hers for the reading." -Betty Smith, A Tree Grows in Brooklyn



INSTRUCTIONAL LEADERSHIP

Leadership is a key component of any school improvement and a significant amount of educational research is centered on instructional leadership interpreting best practices in high-performing school districts. District level personnel, principals and teacher leaders have spearheaded Smithville School District's direction of improvement and will work to sustain it. This leadership team has been actively involved in defining a coherent system of best practices that can be easily observed, described and replicated and are tied to characteristics of effective, high-performing schools. All leaders must have a growth mind-set and send a message that intelligence is fluid. The need is to keep growing, especially in challenging and changing times.

ROLE EXPECTATIONS

DISTRICT LEVEL

- **Assistant Superintendent of Academic Services**

- ➔ Collaborate with ELA colleagues and stakeholders in regard to literacy
- ➔ Support and facilitate ELA professional development
- ➔ Oversee the selection and purchasing of classroom resources
- ➔ Facilitate and support training of principals and coaches so they can support teachers
- ➔ Provide professional development for PLC leaders
- ➔ Consider release time for professional development and curricular work
- ➔ Collaborate with ELA curriculum facilitator in regard to curriculum and instruction
- ➔ Communicate and coordinate district wide testing (MAP, NWEA, etc)

- **K-12 ELA Curriculum Facilitator** - The ELA Facilitator collaborates with teachers to facilitate the selection and implementation of effective instructional strategies and serves as a liaison between teaching staff and administration to ensure a consistent approach to instruction in grades K-12

- ➔ Research and provide content knowledge and resources to staff about learning and teaching to improve instruction
- ➔ Facilitate the curriculum revision process in respective content area ensuring that the district curriculum is aligned with state standards
- ➔ Research and prepare curriculum materials for use by the district, departments, schools, and teachers
- ➔ Research and provide information and guidance regarding a range of effective and innovative instructional practices
- ➔ Maintain the confidentiality of schools, teachers and students
- ➔ Facilitate the selection, pilot and implementation of instructional materials
- ➔ Communicate effectively with administrators and teachers
- ➔ Attend and participate in district meetings and professional development opportunities as requested

BUILDING LEVEL

- **Building Administrators** - The role of the principal is varied including leadership, teacher evaluation, student discipline, and many others. One of the roles is as an instructional leader in their building which includes being knowledgeable about research and best practices in ELA education. Principals not only evaluate their teachers, but also coach and guide them with implementation of these best practices.
 - ➔ Create a supportive culture that encourages teachers to learn and understand mathematics
 - ➔ Attend professional development related to literacy to build their own knowledge and support teachers
 - ➔ Observe classroom instruction regularly to determine if the instructional plan as designed in this document is being implemented
 - ➔ Coordinate a three-tiered approach to instruction in their building
- **District PLC Leader** - (Elementary)
 - ➔ Leader of district grade level or content area team
 - ➔ One per grade level
 - ➔ Organizes and facilitates meetings weekly (2 district wide meetings & 2 building meetings)
 - ➔ Facilitate collaborative discussions around student data and growth
 - ➔ Grade level team's representative and key communicator
 - ➔ Attempt to balance the number between elementary buildings
- **Support PLC Leader** - (Elementary)
 - ➔ Leader of building level or content area team
 - ➔ Organizes and facilitates meetings every other week for building only
 - ➔ Facilitate collaborative discussions around student data and growth
 - ➔ Building level team's representative and key communicator
- **Grade Level ELA Facilitators**
 - ➔ Each grade level has 1-3 grade level ELA representatives
 - ➔ Communicate pacing and assessments with grade level team
 - ➔ Help guide teachers through upcoming units
 - ➔ Maintain district curriculum folders
- **Content PLC Leaders** - (Secondary)
 - ➔ Leader of content area team
 - ➔ Organizes and facilitates meetings each week
 - ➔ Facilitate collaborative discussions around student data and growth
 - ➔ Content area team's representative and key communicator
- **Reading Support and Interventionist**
 - ➔ Participate in professional development activities at the building level, district level, and beyond, in order to build their own knowledge in literacy.
 - ➔ Implement current best practices of literacy instruction, with emphasis on interventions
 - ➔ Use student data to make instructional decisions.

- ➔ Collaborate with classroom teachers, administrators, literacy coach, and other personnel to make instructional decisions
- ➔ Share knowledge of best practices in literacy, particularly those involving interventions
- ➔ Proactively communicate with classroom teacher in regard to student growth
- ➔ Collaborate with other district reading interventionist

- **Classroom teachers**

- ➔ Participate in professional development at the building and district level in order to further their own knowledge in literacy
- ➔ Implement current best practices using workshop model
- ➔ Use student data and formative assessment to guide instruction
- ➔ Collaborate with other staff members and stakeholders
- ➔ Implement instructional strategies that support phonemic awareness and phonics

- **Special Education Teachers**

- ➔ Participate in professional development activities at the building level, district level, and beyond, in order to further their own knowledge in literacy
- ➔ Implement current best practices in literacy instruction
- ➔ Use student data to make instructional decisions
- ➔ Collaborate with classroom teachers, administrator, literacy coach, and other personnel to make instructional decisions
- ➔ Provide specialized instruction to address disability related deficits in literacy to students with identified disabilities
- ➔ Proactively communicate with classroom teacher in regard to student need and accommodations for students with disabilities that impact literacy
- ➔ Collaborate with district special education teachers

- **Speech-Language Pathologists**

- ➔ Collaborate with classroom teachers and other teachers with respect to student needs in the areas of speech and language
- ➔ Support professional development activities with respect to language and literacy
- ➔ Provide instructional assistance and ideas to teachers who have students who need modifications

- **Library Media Specialist**

- ➔ When appropriate, participate in professional development at the building level, district level, and beyond, in order to further their own knowledge in literacy
- ➔ Embed literacy best practices into library lessons
- ➔ Assist in students finding good-fit books
- ➔ Collaborate with all literacy colleagues and stakeholders
- ➔ Ensure school libraries have texts that are consistently reviewed and provide high-quality reading materials in multiple formats that support students academic needs and personal interests
- ➔ Organize and promote literacy activities that engage learners and motivate them to become life-long readers

STANDARDS

"We don't need to have just one favorite. We keep adding favorites. Our favorite book is always the book that speaks most directly to us at a particular stage in our lives. And our lives change. We have other favorites that give us what we most need at that particular time. But we never lose the old favorites. They're always with us. We just sort of accumulate them." -Lloyd Alexander



STANDARDS

Smithville School District uses The Missouri Learning Standards to guide Curriculum.

MISSOURI LEARNING STANDARDS

The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do.

In January 1996, Missouri adopted the [Show-Me Standards](#), a demanding set of content and process standards that have proved to be an excellent frame of reference for student performance in Missouri. Grade-level expectations (GLEs) were then developed to provide grade by grade targets for instruction for teachers. Those expectations were revised regularly based on teacher feedback and new research. As End-of-Course (EOC) assessments were developed at the high school level, Course-level expectations (CLEs) were created to provide teachers with course-specific objectives.

The latest iteration of expectations aligned with the Show-Me Standards are called the Missouri Learning Standards. The MLS help ensure students learn basic and higher-order skills, including problem solving and critical thinking. The standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals. Learning outcomes improve when students, parents and teachers work together toward shared goals. The Missouri Learning Standards give school administrators, teachers, parents and students a road map for learning expectations in each grade and course. The Missouri Learning Standards do not dictate curriculum. Local districts and schools make their own decisions about curriculum, instructional strategies, materials and textbooks -(Missouri Department of Elementary and Secondary Education, n.d.)

PRIORITY STANDARDS

Priority standards serve as a solid frame upon which specific teaching and learning decisions are built. They identify what students need to know but not how students learn or how teachers teach. Teachers can use these essential, enduring skills or concepts when developing units to help their students master the big ideas defined by the priority and supporting standards within their grade-level, content area or course.

When teachers have the ability to plan where in the curriculum standards are taught, when in the school year they are addressed and how in the classroom they are emphasized, it allows for both a big picture and a granular view. This perspective leads to the very conversations that strengthen instructional practices and lead to student growth over time.

Being proficient in the big ideas highlighted in the priority standards is crucial to mastery of the Missouri Learning Standards. By supporting student understanding through the priority standards, teachers can make meaningful decisions that influence student progress and achievement kindergarten through 12th grade. - (Missouri Department of Elementary and Secondary Education, n.d.)

SMITHVILLE PRIORITY STANDARDS

[Kindergarten Priority and Supporting Standards](#)

[First Grade Priority and Supporting Standards](#)

[Second Grade Priority and Supporting Standards](#)

[Third Grade Priority and Supporting Standards](#)

[Fourth Grade Priority and Supporting Standards](#)

[Fifth Grade Priority and Supporting Standards](#)

[Sixth Grade Priority and Supporting Standards](#)

[Seventh Grade Priority and Supporting Standards](#)

[Eighth Grade Priority and Supporting Standards](#)

[ELA 1](#)

[ELA 2](#)

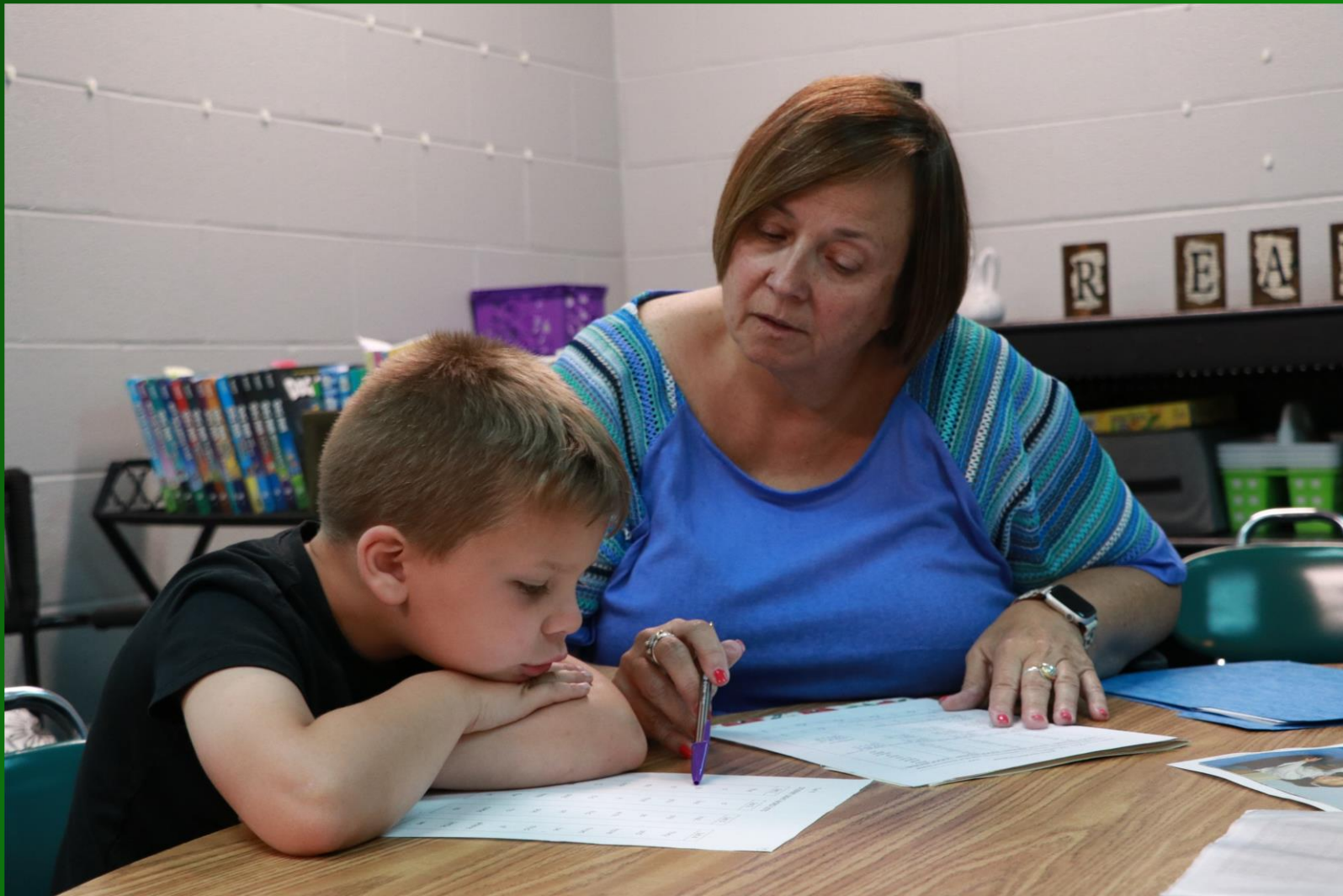
[ELA 3](#)

[ELA 4](#)

[6-12 Vertical Alignment of Standards](#)

INSTRUCTION AND INTERVENTION

“Whoever is doing the reading, writing, and talking is doing the thinking.” -Sam Bennett



INSTRUCTION AND INTERVENTION

The fundamental purpose of schools is to ensure that every child learns what they need in order to be a successful adult. Because what a student needs varies and the amount of time they need to learn varies, the Smithville School District utilizes the following formula (Bloom, 1968; Guskey & Pigott, 1988).

$$\text{Target Instruction} + \text{Time} = \text{Learning}$$

In order to accomplish this, we utilize the following Four C's of Response to Intervention:

- **Collective responsibility:** A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child. Thinking is guided by the question, Why are we here?
- **Concentrated instruction:** A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels, and determining the specific learning needs for each child to get there. Thinking is guided by the question, where do we need to go?
- **Convergent assessment:** An ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of the instruction.
- **Certain access:** A systematic process that guarantees every student will receive the time and support needed to learn at high levels. Thinking is guided by the question, how do we get every child there? (Buffum, Mattos, Weber, 2012)

TIERED INSTRUCTION

Response to Intervention is a way of thinking about how educators can ensure each child receives the time and support needed to achieve success. RTI's underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, schools should provide targeted and systematic interventions to *all* students as soon as they demonstrate the need (Buffum, Mattos, Weber, 2011). Fortunately, compelling evidence shows that Response to Intervention (RTI) is our best hope for giving every student the additional time and support needed to learn at high levels (Burns, Appleton, & Stehouwer, 2005).

TIER 1 - Core Instruction (60-90 minutes of instruction for all students)

In Tier 1, students have access to rigorous, grade-level curriculum and highly effective and researched-based initial teaching. The Smithville School District priority and supporting standards are the primary focus of Tier 1 instruction. The focus is not on coverage of all standards, but rather students mastering skills they need to be successful in the future (ie priority and supporting standards). Student differentiation via small group instruction and conferring is a vital piece of tier 1 instruction as targeted instruction occurs here. Content, process, and product are scaffolded on the basis of student needs. Beyond direct instruction, time engaged in the practice of reading, writing and speaking are an integral part of Tier 1 instruction.

- Kindergarten-Grade 2: Pathways to Reading
- Kindergarten-Grade 8: Balanced Literacy
- Kindergarten-Grade 8: Intentional and strategic independent reading

TIER 2 - Targeted Instruction in Small Groups (in addition to core instruction)

At Tier 2, teachers utilize targeted, small-group instruction outside of the 60-90 minutes of tier 1 instruction. This could be instruction based on the lack of progress on grade level priority standards or it could be instruction on targeted needs not learned in a previous grade. Progress toward targeted needs is monitored and instruction is adjusted based on that. (D'Agostino & Murphy, 2004; Vaughn, Gersten, & Chard, 2000).

TIER 3 - Targeted Instruction to Individual (in addition to core instruction)

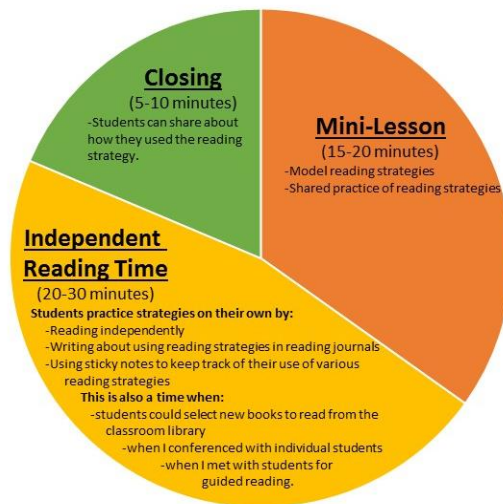
At Tier 3, students receive intensive support in *addition* to core instruction—not in place of it. The goal is to ensure that all students learn at high levels. Thus, replacing core instruction with remedial assistance not only fails to achieve this outcome, but also tracks at-risk students into below-grade-level curriculum. Schools need to deliver Tier 3 interventions with greater intensity than Tier 2 interventions. They can do this by increasing both the duration and frequency of the intervention and lowering the student–teacher ratio (Mellard, 2004).

TIER 1 INSTRUCTION

Programs and Approaches Used in Tier 1 Instruction

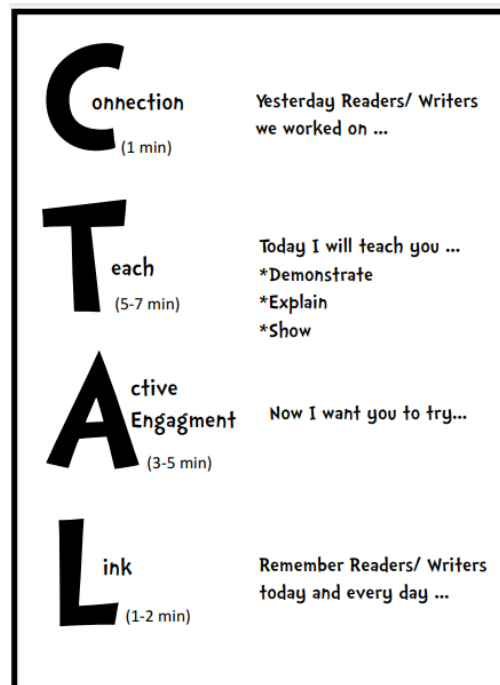
1. Pathways to Reading (K-2) (60 minutes daily)
 - Pathways to Reading (PTR) is an emergent reading program created from current cognitive research that promotes phonological awareness and word level decoding. PTR trains phonemic awareness to the advanced level, teaches systematic and explicit phonics skills, and provides practice for the transfer of these skills. Students apply these skills in single and multisyllabic word reading, spelling, writing, and reading in context, all with immediate teacher feedback. Fluency is strengthened through reading practice and sight word acquisition. Vocabulary and reading comprehension develop as students practice reading texts that reinforce learned skills. Students use visual imagery and questioning to demonstrate comprehension of text.
2. Balanced Literacy (K-2, 30 minutes) (3-5, 140-155 minutes)
 - Balanced literacy is intentionally delivered instruction to develop students who can read, write, listen, and speak with increasing complexity across several disciplines and for a variety of purposes. The instruction moves from modeling to independent authentic application and use of literacy skills. The goal is for students to be self-regulators and take ownership in their literacy experiences as they implement strategies learned. Balanced literacy includes the workshop model in both reading and writing instruction, with a heavy emphasis on small groups and independent conferring.
3. Intentional and strategic independent reading (K-8)
 - All grade levels implement intentional and strategic independent reading during reading workshop. Students are reading while practicing the learning target from the mini-lesson and/or their own targeted, independent goal. In grades K-6, students have 20-45 minutes of independent reading time. In grades 7-8, every ELA teacher will devote 10 minutes of class time to independent reading, at a minimum. During this time, students will monitor their progress by notating the book they're reading and their progress towards meeting their goal based on their reading rate (Kittle, 2013). Teachers confer with their readers during this time on one of the following: progress towards their goal, reading engagement, reading skills and strategies. In order to facilitate reading motivation, teachers and students lead book talks, watch book trailers, have book tastings, and other activities that promote a community of readers. Students will have choice in their independent reading books. When appropriate, teachers will discuss just-right books, when it's a good time to read books with higher text complexity, and assistance in how to find a book that engages the reader. Teachers may choose to have students record thinking and notes in notebooks.

Workshop Model



Workshop is a simple, predictable structure for your reading and writing class that allows the teacher to model the reading and writing process in a short mini-lesson, followed by an extended time where students can do the authentic work of reading and writers with support from the teacher in conferences or small groups. It ends with a reflection/share time that wraps up the learning. The goal is to provide students with the opportunity to read and write with a lot of volume.

Mini-Lesson



The mini-lesson is a brief, teacher-led instructional period where explicit instruction is given. The purpose is to model a strategy students can use for a learning target before they go off and practice it for the majority of the reading workshop block. There are four parts to the mini-lesson. This can be 10-15 minutes long for a new strategy or it may be as short as a few minutes if students are given a reminder of the strategy.

Tier 1 Literacy Blocks

Grades K-2 Balanced Literacy Block 195-205 minutes (This entire block is Tier 1 instruction. Every attempt is made to not pull students out of this time. Tier 2 literacy instruction should occur outside of this time).		
Balanced Literacy Component	Reading Component	Instruction
Read Aloud 10 minutes	Fluency Vocabulary Comprehension	Teacher reads a variety of texts aloud to students modeling strategies efficient readers use and what fluent, expressive reading sounds like. Eyes on text for teacher only.
Explicit and Systematics Phonemic Awareness and Phonics Instruction 90 minutes	Phonemic Awareness Phonics Fluency (sight words and accuracy) Vocabulary Comprehension	Whole group and small group systematic and explicit instruction, with a focus on phonemic awareness and phonics. (Delivered through Pathways to Reading).
Reading Mini Lesson 10-15 minutes	Comprehension Vocabulary Fluency Phonics	A mini lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gathers student thinking.
Reading Differentiated Instruction (Implementing one or more of the structures below) 25 minutes	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	The majority of the reading block where students receive guided practice and independent practice of strategies and skills while engaged in authentic text.
Guided Reading	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	A small-group differentiated instruction that supports students in developing reading proficiency. Students receive targeted instruction and scaffolded support on the path towards independency with the strategy or skill.
Strategy Groups	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Teachers teach and students practice a specific strategy that gives them the step-by-step how-to's so that they can eventually use the strategy independently.
Conferring	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	One-on-one conference between the teacher and student where the student's strengths can be complemented or they can receive guided practice in a strategy they are attempting to learn to use independently.

Independent Reading	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Students select and read texts on their own with a specific purpose. It could be practicing the strategy or skill from the mini-lesson or it could be an individual student goal.
Reading Reflection 5 minutes	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	A short discussion at the end of reading workshop where students and the teacher discuss the practiced strategy from work time. An opportunity for student reflection on mastering of a strategy or skill or for the teacher to make a teaching point.
Writing		
Writing Mini Lesson (Modeled Writing or Shared Writing) 10-15 minutes		A mini lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gathers student thinking. Mini Lesson Structure
Writing Differentiated Instruction (Implementing one or more of the structures below) 40 minutes		The majority of the writing block where students received guided practice and independent practice of strategies and skills while engaged in authentic writing.
Strategy Groups		Teachers teach and students practice a specific strategy that gives them the step-by-step how-to's so that they can eventually use the strategy independently.
Conferring		One-on-one conference between the teacher and student where the student's strengths can be complemented or they can receive guided practice in a strategy they are attempting to learn to use independently. Conference Structures
Independent Writing		Students select and read texts on their own with a specific purpose. It could be practicing the strategy or skill from the mini-lesson or it could be an individual student goal.
Writing Reflection 5 minutes		A short discussion at the end of writing workshop where students and the teacher discuss the practiced strategy from work time. An opportunity for student reflection on mastering of a strategy or skill or for the teacher to make a teaching point.

Grades 3-5 Balanced Literacy Block 140-155 minutes (This entire block is Tier 1 instruction. Every attempt is made to not pull students out of this time. Tier 2 literacy instruction should occur outside of this time).		
Balanced Literacy Component	Reading Component	Instruction
Read Aloud 10-15 minutes	Fluency Vocabulary Comprehension	Teacher reads a variety of texts aloud to students modeling strategies efficient readers use and what fluent, expressive reading sounds like. Eyes on text for teacher only.
Word Work 20 minutes	Phonics Spelling Vocabulary	The integration of phonics, spelling, and vocabulary instruction. Word study teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling.
Reading Mini Lesson 10-15 minutes	Comprehension Vocabulary Fluency	A mini lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gathers student thinking. Mini-Lesson Structure
Reading Differentiated Instruction (Implementing one or more of the structures below) 40 minutes	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	The majority of the reading block where students received guided practice and independent practice of strategies and skills while engaged in authentic text.
Guided Reading	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	A small-group differentiated instruction that supports students in developing reading proficiency. Students receive targeted instruction and scaffolded support on the path towards independency with the strategy or skill.
Strategy Groups	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Teachers teach and students practice a specific strategy that gives them the step-by-step how-to's so that they can eventually use the strategy independently.
Conferring	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	One-on-one conference between the teacher and student where the student's strengths can be complemented or they can received guided practice in a strategy they are attempting to learn to use independently. Conference Structures
Independent Reading	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Students select and read texts on their own with a specific purpose. It could be practicing the strategy or skill from the mini-lesson or it could be an individual student goal.
Reading Reflection 5 minutes	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	A short discussion at the end of reading workshop where students and the teacher discuss the practiced strategy from work time. An opportunity for student reflection on mastering of a strategy or skill or for the teacher to make a teaching point.

Writing

Writing Mini Lesson (Modeled Writing or Shared Writing) 10-15 minutes		A mini lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gathers student thinking. Mini Lesson Structure
Writing Differentiated Instruction (Implementing one or more of the structures below) 40 minutes		The majority of the writing block where students received guided practice and independent practice of strategies and skills while engaged in authentic writing.
Strategy Groups		Teachers teach and students practice a specific strategy that gives them the step-by-step how-to's so that they can eventually use the strategy independently.
Conferring		One-on-one conference between the teacher and student where the student's strengths can be complemented or they can receive guided practice in a strategy they are attempting to learn to use independently. Conference Structures
Independent Writing		Students select and read texts on their own with a specific purpose. It could be practicing the strategy or skill from the mini-lesson or it could be an individual student goal.
Writing Reflection 5 minutes		A short discussion at the end of writing workshop where students and the teacher discuss the practiced strategy from work time. An opportunity for student reflection on mastering of a strategy or skill or for the teacher to make a teaching point.

Grades 6-8 Literacy Block				
Monday	Tuesday	Wednesday	Thursday	Friday
Writing Focus	Reading Focus	Reading Focus	Writing Focus	Writing Focus
Independent Reading & Reading Conferences (10 min)	Quick Write (10 min)	Quick Write (10 min)	Independent Reading & Reading Conferences (10 min)	Independent Reading & Writing (reading response) (20 min)
Mini-Lesson (15 min) A mini-lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gather student thinking. Mini-Lesson Structure	Mini-Lesson (15 min) A mini-lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gather student thinking. Mini-Lesson Structure	Mini-Lesson (15 min) A mini-lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gather student thinking. Mini-Lesson Structure	Mini-Lesson (15 min) A mini-lesson is a short lesson with a narrow focus where the teacher models thinking, demonstrates a strategy or skill, or gather student thinking. Mini-Lesson Structure	No mini-lesson on this day.
Writing Differentiated Instruction (Implementing conferring or strategy groups) (20 min)	Reading Differentiated Instruction (Implementing conferring or strategy groups) (20 min)	Reading Differentiated Instruction (Implementing conferring or strategy groups) (20 min)	Writing Differentiated Instruction (Implementing conferring or strategy groups) (20 min)	Writing Differentiated Instruction (Implementing conferring or strategy groups) (20 min)
Reflection (3 min)	Reflection (3 min)	Reflection (3 min)	Reflection (3 min)	Reflection (3 min)

Conferring

One-on-one conference between the teacher and the student where the student's strengths can be complemented or they can receive guided practice in a strategy that they are attempting to learn to use independently.

Strategy Group

Teachers teach and student practice a specific strategy that gives them the step-by-step how-to's so they can eventually use the strategy independently.

Reflection

A short discussion at the end of workshop where students and the teacher discuss the practiced strategy from work time. An opportunity for student reflection on mastering of a strategy or skill or for the teacher to make a teaching point.

INSTRUCTIONAL WALK THROUGH

Pathways to Reading Noticings

Point and Sing ABC (K-1)	Letter Naming (K)
<ul style="list-style-type: none"> <input type="checkbox"/> Students can sing ABCs to tune of Mary Had a Little Lamb <input type="checkbox"/> Students can point to each letter with 1-to-1 correspondence <input type="checkbox"/> Students can use ABC chart to discover or verify letter name <input type="checkbox"/> Teacher models <input type="checkbox"/> Teacher uses Flip and Assist (F&A) to question and scaffold support <input type="checkbox"/> Teacher records observations on Pathways to Reading (PTR) lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Students name all letters <input type="checkbox"/> Students use ABC chart as a strategy to help name letters <input type="checkbox"/> Teacher initiates the following practices <ul style="list-style-type: none"> <input type="checkbox"/> Cross the River <input type="checkbox"/> Letters in a Cup <input type="checkbox"/> Wild Horses <input type="checkbox"/> Teacher uses F & A to question and scaffold support <input type="checkbox"/> Teacher records observations on PTR lesson plans <input type="checkbox"/> Teacher emphasizes mouth actions
Stretching (K)	Blending (K)
<ul style="list-style-type: none"> <input type="checkbox"/> Students learn to slow down pronunciation of a word <input type="checkbox"/> Students practice stretching one syllable words with 3 sounds <input type="checkbox"/> Teacher models one of the following strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Bubble Gum Stretch <input type="checkbox"/> Snail Slide <input type="checkbox"/> Spooky Words <input type="checkbox"/> Teacher uses F&A to question and scaffold support <input type="checkbox"/> Teacher emphasizes mouth action <input type="checkbox"/> Teacher records observations on PTR lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Students blend three sounds into a spoken word <input type="checkbox"/> Teacher models one of the following strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Martian Talk <input type="checkbox"/> A Hunting We Will Go <input type="checkbox"/> Word Magic <input type="checkbox"/> Teacher uses F&A to question and scaffold support <input type="checkbox"/> Teacher records observations on PTR lesson plan <input type="checkbox"/> Teacher increases complexity as students progress
Segmenting Words (K-1)	Rhyming (K)
<ul style="list-style-type: none"> <input type="checkbox"/> Students learn the concept of segmenting by copying teacher <input type="checkbox"/> Students learn to identify beginning and ending sounds in preparation for full segmentation <input type="checkbox"/> Teacher models the following strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Head, Shoulders, Waist and Clap <input type="checkbox"/> Alliteration: Old MacDonald's Word Farm <input type="checkbox"/> Segment: Screech's Shopping Bag <input type="checkbox"/> Snail Chomp <input type="checkbox"/> Teacher uses F&A to question and scaffold support <input type="checkbox"/> Teacher records observations on PTR lesson plans <input type="checkbox"/> Teacher emphasizes mouth actions 	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn the concept of rhyming <input type="checkbox"/> Students learn to match rhyming words <input type="checkbox"/> Students learn to generate rhyming words <input type="checkbox"/> Teacher models different strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Grab and Punch <input type="checkbox"/> Choose a Word - Two by Two to the Zoo <input type="checkbox"/> Generate a Word - Names that Sound the Same <input type="checkbox"/> Teacher uses F&A to question and scaffold support <input type="checkbox"/> Teacher records observations on PTR lesson plans <input type="checkbox"/> Teacher increases complexity as students progress

Pathways to Reading Noticings continued...

Vowel Practice (K-2)	Segment and Write (K-2)
<ul style="list-style-type: none"> <input type="checkbox"/> Students verbalize that -e makes vowels say their name <input type="checkbox"/> Students demonstrate correct sound associations for long and short vowels, vowel teams, and r-controlled vowels <input type="checkbox"/> Students can point and name all vowel sounds on Vowel Hill, Xtend Vowel Town, or Vowel Town with correct pronunciation <input type="checkbox"/> Students have visual memory for Vowel spellings in or out of VT order. <input type="checkbox"/> Students spot and pronounce vowel sounds in a word <input type="checkbox"/> Teacher uses F&A to question and scaffold support <input type="checkbox"/> Teacher uses Visual Imagery to help students map vowel spellings <input type="checkbox"/> Teacher emphasizes mouth actions <input type="checkbox"/> Teacher records observations on PTR lesson plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Students can segment words into phonemes <input type="checkbox"/> Students can spell consonants and vowel sounds, digraphs, diphthongs, vowel teams, and r-controlled vowel sounds, and instant endings in MS words <input type="checkbox"/> Teacher delivers systematic and explicit phonics instruction <input type="checkbox"/> Teacher puts dividers up so all students are responsible for their own thinking and spelling <input type="checkbox"/> Teacher follow 6 steps of Segment and Write in F&A <ul style="list-style-type: none"> <input type="checkbox"/> Count phonemes, identify sounds, build words with tiles, point and say, then repeat in writing <input type="checkbox"/> Teacher uses F&A to question and scaffold support <input type="checkbox"/> Teacher uses Arrow Assist for most scaffolded support <input type="checkbox"/> Teacher records observations on PTR lesson plans
Old Word/ New Word (K-2)	Read Words (K-2)
<ul style="list-style-type: none"> <input type="checkbox"/> Students segment words mentally <input type="checkbox"/> Students hold and compare phonemes in two words <input type="checkbox"/> Students blend new phonemes into a new word <input type="checkbox"/> Students read/ spell with sound/letter associations taught <input type="checkbox"/> Teacher chooses a sound leader to segment the first word <input type="checkbox"/> Teacher asks students to change one word into another word <input type="checkbox"/> Teacher changes phoneme and asks students to read words <input type="checkbox"/> Teachers uses F&A to question and scaffold support <input type="checkbox"/> Teachers records observations on PTR lesson plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Students can identify the vowel, onset, and rimes <input type="checkbox"/> Students blend phonemes to pronounce words <input type="checkbox"/> Students can self-correct blending and phonics errors <input type="checkbox"/> Teacher uses multiple resources for practice: <ul style="list-style-type: none"> <input type="checkbox"/> Snap and Map Cards, Word Reading Lists, Sight Words, Multi-syllable words, and Vocabulary from texts. <input type="checkbox"/> Teacher uses F&A to question and scaffold support <input type="checkbox"/> Teacher records observations on PTR lesson plans
Read in Context (K-2)	One Minute Oral Phonemic Awareness Exercises (K-2)
<ul style="list-style-type: none"> <input type="checkbox"/> Students decode orally with 98% accuracy <input type="checkbox"/> Students re-read to demonstrate fluency, phrasing, and expression <input type="checkbox"/> Students attend to punctuation <input type="checkbox"/> Students orally demonstrate independent understanding of surface level text meaning: characters, setting, retell <input type="checkbox"/> Students orally demonstrate independent understanding of deeper level text structures transferred from Reader's Workshop: Vocabulary, schema, metacognition, asking questions, inferring, and synthesizing <input type="checkbox"/> Teacher models proper fluency, phrasing, and expression <input type="checkbox"/> Teacher models imagery to enhance reading and writing <input type="checkbox"/> Teacher provides decodable texts for students to practice learned skills <input type="checkbox"/> Teachers provide leveled texts for students to practice multi-syllable skills. <input type="checkbox"/> Teacher records observations on PTR lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Students orally manipulate phonemes in words <input type="checkbox"/> Students add, delete, and substitute sounds in words <input type="checkbox"/> Students segment words mentally <input type="checkbox"/> Students mentally hold and compare phonemes in two words to identify the sound that is different <input type="checkbox"/> Students mentally blend new phonemes to read new word <input type="checkbox"/> Teacher increases complexity as students progress <input type="checkbox"/> Teacher questions and scaffolds support <input type="checkbox"/> Teacher records observations on PTR lesson plans

Workshop Model Noticings

Part 1 - The Mini-Lesson	Part 2 - Option 1: Strategy Groups
<ul style="list-style-type: none"> <input type="checkbox"/> Connection <ul style="list-style-type: none"> <input type="checkbox"/> Past learning or story is shared to connect learning <input type="checkbox"/> Learning target is shared <input type="checkbox"/> Refers to yesterday's learning and today's learning (Yesterday we...Today we will...) <input type="checkbox"/> Learning target covers one skill <input type="checkbox"/> Teach <ul style="list-style-type: none"> <input type="checkbox"/> Teacher models thinking of a reader/writer (Reads like a writer in writing workshop) <input type="checkbox"/> Use of strategy modeled with text <input type="checkbox"/> Anchor chart is utilized, when appropriate <input type="checkbox"/> Strategy is simple and transferable <input type="checkbox"/> Teacher utilizes a published, teacher or student mentor text (writing workshop) <input type="checkbox"/> Active Involvement <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning is utilized (when appropriate) <input type="checkbox"/> Students practice strategy <input type="checkbox"/> Students make a plan to use strategy during work time <input type="checkbox"/> Teacher uses active involvement as a check on learning (listens in to conversations or initiates conversation with students) <input type="checkbox"/> Link <ul style="list-style-type: none"> <input type="checkbox"/> Learning target is shared <input type="checkbox"/> Why students are focusing on the learning target is shared <input type="checkbox"/> Teacher restates strategy <input type="checkbox"/> Link to independent work time is clear (will everyone practice the strategy or they use it if it's what they need that day) 	<ul style="list-style-type: none"> <input type="checkbox"/> A singular learning target is the focus <input type="checkbox"/> A strategy is taught <input type="checkbox"/> Students bring their own text to the lesson (as appropriate) <input type="checkbox"/> Teacher utilizes teach, coach/active involvement, link structure <input type="checkbox"/> Teacher confers with individuals while other students are doing the work <input type="checkbox"/> Teacher re-teaches/reminds as necessary and checks in on strategy usage (via conferring or whole group) <input type="checkbox"/> Scaffolded prompts are utilized <input type="checkbox"/> Students are sent off with specific strategy to practice <input type="checkbox"/> Students are expected to show evidence of strategy use at the next meeting (as appropriate) <input type="checkbox"/> Teacher is helping students toward ownership of strategy <input type="checkbox"/> Teacher takes anecdotal notes
Part 2 - Option 2: Guided Reading	Part 2 - Option 3: Conferring
<ul style="list-style-type: none"> <input type="checkbox"/> Instructional level text is utilized <input type="checkbox"/> All 5 components of reading are addressed (phonemic awareness, phonics, vocabulary, fluency, comprehension) <input type="checkbox"/> Comprehension is the focus of the lesson/end goal <input type="checkbox"/> Time is devoted for students to practice comprehension strategy <input type="checkbox"/> If necessary, teacher models metacognitive thinking of strategy <input type="checkbox"/> Teacher takes anecdotal notes 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses compliment conference structure (research, compliment) <input type="checkbox"/> Teacher uses coaching conference structure (teach, coach/active involvement, link) <input type="checkbox"/> Teacher uses some or all of discovery conference structure (discovery, assess, teach, coach, link) <input type="checkbox"/> Student brings their own text to the lesson (as appropriate) <input type="checkbox"/> Student does more talking than teacher (as appropriate) <input type="checkbox"/> Scaffolded prompts are utilized <input type="checkbox"/> Student is expected to show evidence of strategy use at the next meeting (as appropriate) <input type="checkbox"/> Teacher is helping students toward ownership of strategy <input type="checkbox"/> A published, teacher or peer mentor text is used. <input type="checkbox"/> Teacher decides to orally rehearse, envision, have the student try it out now or try it out later. <input type="checkbox"/> Teacher takes anecdotal notes
Part 3 - Independent Work	STEP 4 - Reflection Time
<ul style="list-style-type: none"> <input type="checkbox"/> Students are engaged in independent text or writing <input type="checkbox"/> Students are able to state their goal and strategy <input type="checkbox"/> Students have choice in text (as often as possible) <input type="checkbox"/> Students are recording their thinking (as appropriate) <input type="checkbox"/> Students have materials needed to work independently <input type="checkbox"/> Students do not interrupt small groups or conferring <input type="checkbox"/> The room volume is appropriate for thinking and application of learning <input type="checkbox"/> Students are practicing independent goals (side mission) or learning target from the mini-lesson (main mission) 	<ul style="list-style-type: none"> <input type="checkbox"/> Students reflect on progress on individual reading/writing goals <input type="checkbox"/> Students reflect on progress towards learning target from mini-lesson <input type="checkbox"/> Teacher uses time as final teaching point <input type="checkbox"/> Students are engaged listeners and contributors

HIGH SCHOOL COURSE SEQUENCE OPTIONS

Freshman	Sophomore
English Language Arts 1 Honors English Language Arts 1	English Language Arts 2 Honors English Language Arts 2
Junior	Senior
English Language Arts 3 AP Language and Composition Fundamentals of Speech (semester course)	English Language Arts IV AP Literature and Composition British Literature Composition and Rhetoric Media Literacy and Research
Additional Electives	
AP Seminar (10-11) Film as Literature (11-12) Beg/Advanced Creative Writing (10-12) Beg/Advanced Speech and Debate (9-12) Literature of Social Change (11-12) Contemporary World Literature (11-12) Contemporary Women’s Literature (11-12) Science Fiction and Fantasy Literature (10-12) Mystery and Horror Literature (10-12) Beg/Advance Broadcast (9-12)* 21st Century Media (9-12)* Advanced Journalism (10-12) *Practical Arts Credit that is best suited for writers, performers, designers, photographers	

GRADUATION REQUIREMENTS

Smithville High School graduation requirements, as adopted by the Smithville R-II Board of Education on March 15, 1995, and updated on March 19, 2008, are as follows:

Units of Credit	Subjects
4	English Language Arts <i>English Language Arts I, English Language Arts II, English Language Arts III or AP English Language and Composition and one additional English Language Arts elective credit</i>
3	Mathematics <i>Algebra I, Geometry, Algebra II, Foundations of Algebra, Math for the Real World, AP Statistics, Math Analysis, College Algebra, College Prep Math, AP Calculus AB, or AP Calculus BC</i>
3	Science <i>Physical Science, Biology, and one additional Science elective credit</i>
3	Social Studies <i>American History; World History; Civics or AP US Government and Politics; and Global Studies or AP Comparative Government</i>
1	Fine Art
1	Practical Art
1	Physical Education
.5	Health
.5	Speech
.5	Personal Finance
8.5	General Electives

Total 26 units of credit and successful completion of the United States Constitution Test, Missouri Constitution Test and speech requirement.

The speech requirement can be fulfilled by completing ELA III, Beginning Forensics and Debate, Introduction to Business (2019-2020 and after), or Fundamentals of Speech.

A student must complete all requirements for graduation, which includes completing state End-of-Course Exams for Algebra I, English Language Arts II, Biology and Government to be eligible to participate in the Commencement program.

A combined total of no more than nine (9) units of credit in Art, Music, and Physical Education will apply to the total units of credit required for graduation.

Students will not be permitted to utilize Credit Recovery for purposes other than making up for classes that have been failed with 41%-59%. This program cannot be utilized to graduate early.

"SCHOLASTIC DIPLOMA" GRADUATION REQUIREMENTS

Smithville High School Scholastic Diploma requirements, as adopted by the Smithville R-II Board of Education on March 15, 1995, are as follows:

Units of Credit	Subject Area
4	English Language Arts <i>English Language Arts I, English Language Arts II, English Language Arts III or AP English Language and Composition, and one additional English Language Arts elective credit from the following: Contemporary World Literature, Contemporary Women's Literature, AP Literature and Composition, or Literature of Social Change</i>
4	Mathematics <i>Algebra I, Geometry, Algebra II, AP Statistics, Math Analysis, College Algebra, Honors Algebra II, College Prep Math, AP Calculus AB, AP Calculus BC</i>
4	Science <i>Physical Science, Biology, Chemistry OR Physics, and one additional Science elective credit (excluding Earth & Space Science, Oceanography, Forensic Science)</i>
4	Social Studies <i>American History; World History; Civics or AP US Government and Politics; and Global Studies or AP Comparative Government; and one additional Social Studies elective credit</i>
1	Fine Art
2	World Language
1	Practical Art
1	Physical Education
.5	Health
.5	Speech
.5	Personal Finance
5.5	General Electives

28 units of total credit and successful completion of the United States Constitution Test, the Missouri Constitution Test and speech requirement.

The speech requirement can be fulfilled through ELA III, Beginning Forensics and Debate, Introduction to Business (2019-2020 and after), or Fundamentals of Speech class.

A combined total of no more than nine (9) units of credit in Art, Music, and Physical Education may apply to the total units of credit required for graduation. Eight semesters of attendance, after grade eight, are required.

A student must complete all requirements for graduation, which includes completing state End-of-Course Exams for Algebra I, English Language Arts II, Biology and Government to be eligible to participate in the Commencement program.

At least a "B" average (3.0/4.0 G.P.A.) is required.

Students will not be permitted to utilize Credit Recovery for purposes other than making up for classes that have been failed with 41%-59%. This program cannot be utilized to graduate early. Graduation Requirements for Special Education Students

The Smithville R-II Board of Education, when appropriate, may waive specific course requirements for those students who are being actively served under an Individual Education Plan, in accordance with Public Law 94-142. A multi-disciplinary team comprised of the special education teacher, classroom teachers, counselor, parents/guardians, student, and/or the principal shall determine the curriculum for students receiving such services. Eight semesters of attendance and satisfactory progress in a specified curriculum shall be the requirement for graduation.

ASSESSMENT

"Reading is essential for those who seek to rise above the ordinary." -Jim Rohn



ASSESSMENT

Assessment plays a critical role in teaching and learning and should have as its goal the development of students as independent and autonomous learners. Assessment may be formal or informal and may be conducted through an assortment of methods. As an integral part of teaching and learning, assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students’ progress towards achieving learning goals.

FORMATIVE ASSESSMENTS

Formative assessments guide current and ongoing instruction. The results of formative assessment are used to adjust instruction to meet individual and group needs on a continual basis. This happens daily in the form of observations, anecdotal notes, conferring notes, written responses, exit tickets, progress monitor, etc.

SUMMATIVE ASSESSMENTS

Summative Assessments are used to measure students’ overall learning or outcome of the curriculum and standards. Summative assessments are given only after multiple formative checks.

K-2	Rigby Benchmark Pathways Assessments	
K-12	NWEA End of Unit Assessment	
3-5	Fluency Benchmarks	
K-8	Missouri Assessment Program	
9-12	End of Course Assessments	

STATE ASSESSMENTS

State Assessments are designed to check student learning to find out if Missouri students are reaching the Show-Me Standards which are Missouri's content standards. The MAP and EOC assessments are required in state law as part of the "Outstanding Schools Act," the state school-reform law enacted by the legislature in 1993. This law required the State Board of Education to adopt academic performance standards, which established the knowledge, skills and competencies necessary for students to "successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; and prepare students for postsecondary education or the workplace or both." These "Show-Me Standards" are guides for what students should know and be able to do. There are 40 knowledge standards and 33 performance standards.

Since the 2014-2015 accountability year, districts must ensure that students completed EOC assessments in Algebra I, English II, Biology, and Government prior to high school graduation.

ACT

The ACT is a standardized test used for college and university entrance in the United States. The ACT is based on what students learn in high school and provides personalized information about their strengths for education and career planning. The ACT with writing includes the four subject area tests plus a 40-minute writing test. The ACT includes 215 multiple-choice questions and takes approximately 3 hours and 30 minutes to complete. This test is optional for Smithville students and those interested may registered at www.act.org.

DISTRICT ASSESSMENT PLAN

[Smithville School District Comprehensive Assessment Plan](#)

READING LEVELS

Lexile Levels by Grade Level

**These bands are used by the Missouri Department of Education and NWEA.*

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-730L	420L-820L
4-5	640L-850L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1120L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Lexile bands are a starting point when deciding appropriate text for instruction. Other factors such as student interest, text content, skill or strategy being practiced, and level of teacher support should be considered when choosing text. The Missouri Department of Education recommends use of these [text complexity rubrics](#). Also consider the following research found in Richard Allington's *What Really Matters in Response to Intervention*.

1. High-success reading activities produces more growth than reading lessons using harder texts (Allington, 2006)
2. Matching students' reading abilities with the texts they read was one intervention design that predicted reading growth (Swanson and Hoskyn, 1998)
3. Teachers must consider the level of text used throughout the day (in social studies, science, for example) (Allington, 2009).

Correlation Chart

Grade Level	Rigby	DRA	Fountas and Pinnell Guided Reading	Reading A-Z	CCSS Stretch Bands (NWEA Lexile Levels)
Kindergarten	0 (beginning)	A-1	A	aa	Beginning Reader
	1 (December)	A-1	A	A	
	3 (March)	2	B	B	
	5 (May)	3-4	C,D	C	
First Grade	6 (beginning)	6	D	D	190L-530L
	8 (October)	8	E	E	
	11 (December)	10	F	F	
	14 (March)	12	G	G	
	17 (May)	14	H	H	
		16	I	I	
		18	J	J	
Second Grade	17 (beginning)	18	J	K	420L-650L
	18 (October)	20	K	L	
	20 (December)	24	L	M	
	22 (March)	28	M	N,O,P	
	26 (May)	28	M		

Third Grade		30	N	Q	520L-820L
		30	N	R	
		34	O	S	
		38	P	T	
Fourth Grade		40	Q	U	740L-940L
		40	R	V	
		40	S	W	
Fifth Grade		40	S	X	830L-1010L
		40	T	Y	
		50	U,V	Z	
Fifth Grade+		N/A	W,X	Z1	920-1070
Fifth Grade+		N/A	Y,Z	Z2	980-1140

PROFESSIONAL LEARNING

"We do not learn from experience...we learn from reflecting on experience." -John Dewey



PROFESSIONAL LEARNING

The Smithville School District takes a multi-layered approach to professional learning. The multiple layers of support could be accessed differently depending on teacher need. Successful schools use high quality professional learning that is ongoing and embedded in a teacher's workday.

Effective Professional Learning consist of four major qualities:

- ➡ Is intensive, ongoing, and connected to practice
 - ➡ Focuses on student learning and addresses the teaching of specific curriculum content
 - ➡ Aligns with school improvement priorities and goals
 - ➡ Builds strong working relationships among teachers
- (Darling-Hammond, 2009)

PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Communities are formed by grade level or content. It is defined as "communities of professional working to improve student learning together, by engaging in continuous collective learning of their own." (Sommers, 2008) Collective learning and ongoing analysis of student work and results provide teachers the opportunity to openly discuss problems and concerns and share ideas about how to address them.

COACHING

Individualized Coaching is authentic professional learning focused on the unique needs of students in the class. Research-based practices and measurement of impact is the focus.

NEW STAFF PROFESSIONAL LEARNING

New Staff to District professional learning is provided to all incoming K-12 ELA teachers.

IN-DISTRICT PROFESSIONAL LEARNING

In-District professional learning is provided in a large group setting with a common message for participants.

OUT-OF-DISTRICT PROFESSIONAL LEARNING

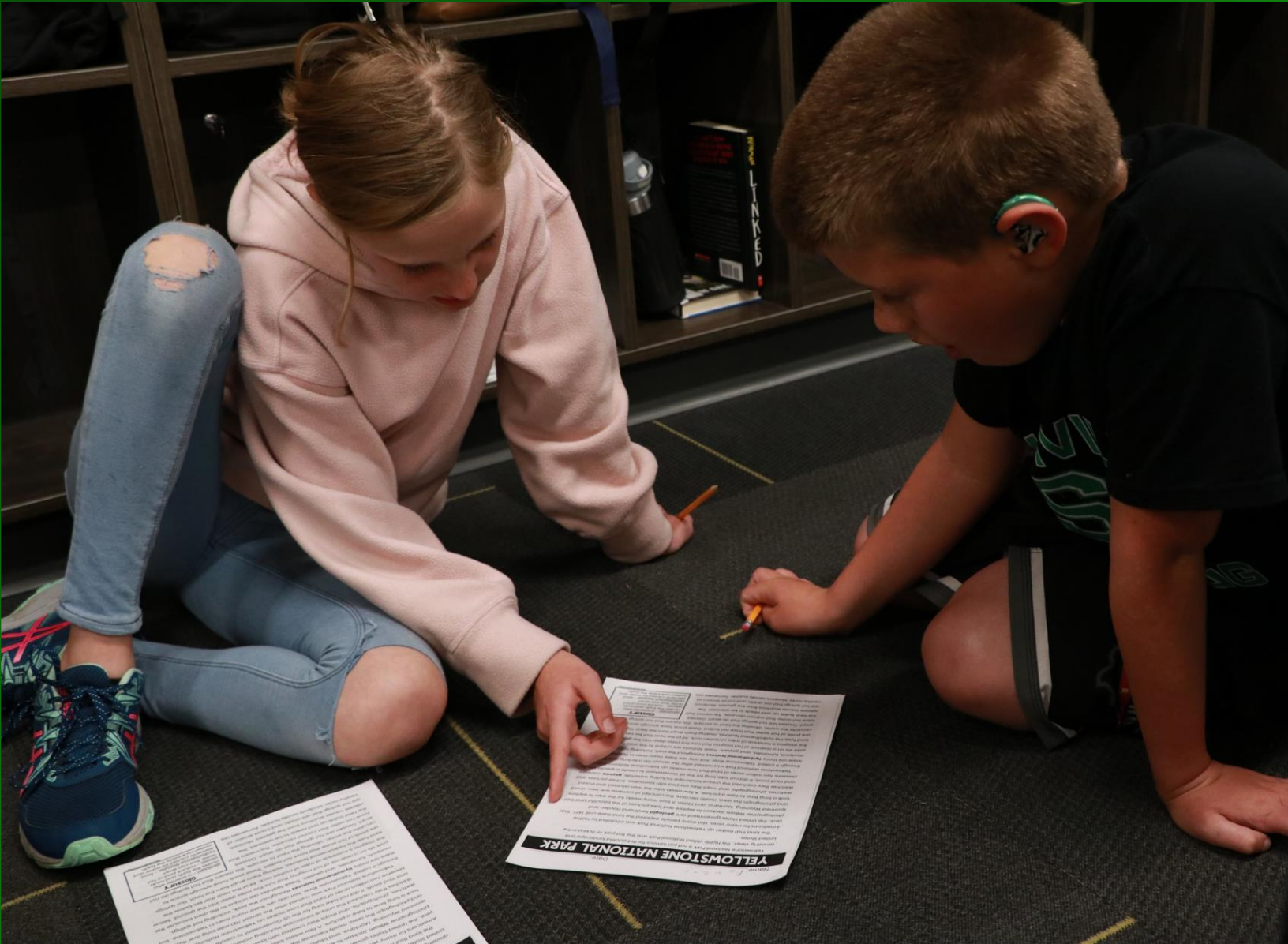
Out-of-District professional learning Includes workshops, collaboration, and/or observations outside of the district. Utilized when in-house support does not exist and/or when networking would be of benefit.

PROFESSIONAL DEVELOPMENT PLAN (PDP)

Professional Development Plan is a structured way for an individual to create and reflect upon their own learning. Each teacher is responsible for creating, implementing and reflecting upon their plan each year.

CLASSROOM ENVIRONMENT

"A good library will never be too neat, or too dusty, because somebody will always be in it, taking books off the shelves and staying up late reading them." -Lemony Snicket, Horseradish: Bitter Truths You Can't Avoid



Classroom Environment

Designing the room arrangement is vital in balanced literacy classrooms since the environment directly affects the teaching and learning that takes place in a classroom. Although balanced literacy classrooms may vary somewhat in their layout, they are always welcoming, joyful places that promote conversation, collaboration, and inquiry.

In a balanced literacy classroom, students are actively engaged in their pursuit of knowledge and view themselves as readers and writers. As this type of design is created in classrooms, the placement of desks should not be in the traditional “rows” as this type of arrangement does not promote the priorities of a balanced literacy model. When thinking about classroom environment, it is helpful to consider three guiding principles:

Student Independence

Are there centers in the room where materials are stored (i.e. writing) and students can access the materials they need? Is there a partly leveled library where students can select texts that match their independent reading level?

Are there comfortable areas in the room that students can select to work and read independently (bean bags, pillows, chairs, etc.)?

Student Ownership

Is there a place in the room that students can display work that they feel they want to share with an audience or is there a digital platform to do so?

Have students had a role in developing the library?

Does the library reflect their interests and who they are as readers?

Are signs and anchor charts made (and posted) with/by the students?

Do students have a voice about how the classroom looks/feels?

Purpose

Everything in the classroom should have a purpose that supports teaching and learning.

Is there a meeting area with a rug for the purpose of whole class teaching?

Are there areas in the room for small group work (strategy groups, guided reading)

Are all charts purposeful and reflect the current unit of study?

Are all teacher papers neatly stored and organized so that they are quickly accessible?

As the classroom environment is developed, it is critical to include areas for whole group (other than the desks), small group, partner and independent work as they reflect the gradual release of responsibility. More specifically, this type of organization reflects the phases of teacher modeling, guided and independent practice, which is the foundation of the balanced literacy approach.

Classroom Library

Classroom libraries play an integral part to literacy development. Research indicates that classroom libraries with a wide variety of books increase time spent reading, literacy related activities, and an increase in letter knowledge, phonemic awareness, concepts of print, and writing (Neuman, 1999).

Classroom libraries need to include a wide variety of books that span a significant range of difficulty. Some of the books should be relatively easy, and some should be challenging for all children. These books may be divided into a “core” collection and a “revolving” collection (Cullinan & Galda, 1994).

Children also need to be exposed to a range of language, topics, genres, and perspectives (McGee & Richgels, 1996). They need books that reflect the diverse, multicultural nature of our society, books where they can learn about themselves and others.

Children are more likely to visit classroom libraries and actively participate in them when they are physically attractive. A number of design features have been identified (Morrow & Weinstein, 1986; Neuman & Roskos, 1992): partitions for a sense of privacy, ample space, comfortable furnishings, open-faced and traditional bookshelves, and literacy displays and props.

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