

Geary County USD 475 Secondary (6-12) Literacy Plan
FIFTEEN ELEMENTS OF EFFECTIVE ADOLESCENT LITERACY PROGRAMS

Reading Next--A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York maps a research-based route to improving secondary school literacy. It recommends the following fifteen practices:

1. **Direct, explicit comprehension instruction** in the strategies and processes that good readers use to promote comprehension
2. **Effective instructional principles embedded in content**—all teachers providing instruction in reading and writing their content areas
3. **Motivation and self-directed learning** to encourage independent reading and learning both within and beyond school
4. **Text-based collaborative learning** in which students interact around a variety of texts
5. **Strategic tutoring** to provide individualized literacy instruction
6. **Diverse texts** on a variety of difficulty levels and topics
7. **Intensive writing**--instruction related to the kinds of writing needed in school and beyond
8. **A technology component** to provide both tools and topics for reading and writing
9. **Ongoing formative assessment**—to evaluate how students are progressing
10. **Extended time for literacy**—two to four hours of literacy-related learning each day
11. **Professional development**—ongoing, long-term opportunities built into the regular school schedule
12. **Ongoing summative assessment of students and programs** to provide data for accountability and program changes
13. **Teacher teams** across content areas to align instruction
14. **Leadership** from administrators and teachers knowledgeable in literacy instruction
15. **A comprehensive, coordinated literacy program** functioning between disciplines and with out-of-school agencies

The following section describes current activities in each Geary County school that demonstrate these fifteen essential elements of adolescent literacy.

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DIRECT, EXPLICIT COMPREHENSION INSTRUCTION:
 Schools provide a wide variety of instructional and monitoring strategies to address reading comprehension.

Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Content area classrooms (use of graphic organizers, vocabulary strategies, and reading strategies such as Billmeyer and Associates) <ul style="list-style-type: none"> ○ Co-teaching (SPED and regular teacher) • English classrooms: narrative, expository, persuasive, and technical text <ul style="list-style-type: none"> ○ Reading strategies from resources such as the Holt text and Reading Solutions: identifying text structure, determining main idea, making inferences, summarizing, distinguishing fact from opinion, making predictions, understanding characters, recognizing theme, understanding figurative language, comparing and contrasting • Read 180 labs 	<ul style="list-style-type: none"> • Content area classrooms will utilize graphic organizers, vocabulary, and reading strategies. • English classrooms as it relates to narrative, expository, technical, and persuasive text. • Reciprocal teaching: Predict, clarify, question, and summarize. • Daybook-response notes, graphic organizers, short answer work • Frayer Model, Chat and Go, Story Maps, and other Rachel Billmeyer strategies. • Read 180 Labs • Before, During, and After reading strategies • Modeling of fluency and self-correction strategies through read-alouds and think-alouds. 	<ul style="list-style-type: none"> • Comprehension instruction across content areas • Use of graphic organizers and vocabulary strategies across the curriculum • Teachers modeling fluency and comprehension by reading texts aloud and doing think-alouds • Focus on fluency to assist student comprehension • Explicit instruction in predicting, summarizing, clarifying, and questioning • Read/Connect/Achieve labs twice weekly for all students • Read 180 labs for intervention • Soar to Success • Academic Readiness

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EFFECTIVE INSTRUCTIONAL PRINCIPLES EMBEDDED IN CONTENT: Schools provide instruction of specific skills and strategies from within content-area materials.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • All staff trained in Six Traits and writing process • Writing across the curriculum • All staff trained in reading and writing standards • Read 180 labs • Freshman Success Academy cross-content projects • Application of content reading strategies across the curriculum <ul style="list-style-type: none"> ◦ Holt Reading Solutions in English classrooms • SSR during seminars 	<ul style="list-style-type: none"> • All staff trained in the Six Traits of writing and the writing process • Reading and writing standards training for all staff reinforced and utilized. • Read 180 labs • Reading and writing skills in all core classes and encore classes • Use of content texts within the Language Arts classroom • Utilization of real life texts to apply and practice reading skills. 	<ul style="list-style-type: none"> • All staff trained in reading and writing standards • A variety of literature genres that encourage practical application of the content in their every day lives • Text structures and strategies are taught through all content areas • Mechanics, spelling, grammar, and usage are taught from within the context of writing and literature • Content area teachers emphasize reading and writing practices taught within the language arts classroom • Use of graphic organizers, guided discussions, and outlines across the curriculum • Language Arts teachers use Six Traits of writing for assessment

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MOTIVATION AND SELF-DIRECTED READING: Schools allow opportunities for students to become actively involved in their learning.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Read 180 labs • High-interest novels placed in seminar classrooms for student use during SSR • FSA Read Across America project • Media center: book review contests, signs displaying current faculty reading choices, coffeehouse for student performers, novels containing ACT and SAT vocabulary • Accelerated Reader • Outside reading logs for SSR and English classes • Literary magazine to publish student works • Academic goals and self-assessments by students • Academy job shadow opportunities 	<ul style="list-style-type: none"> • Reading Counts • Read 180 labs • Scholastic News subscriptions • Book Clubs • Reading Counts incentives and auctions • Student selection of research topics and writing prompts • Assisting students in establishing a purpose for reading • Connecting reading to students' lives • Book buddies with elementary students • High interest literature available for literature circles or book studies. 	<ul style="list-style-type: none"> • Student selection of young adult literature, research topics, and writing prompts • Deliberate attempts to help students find a purpose and connection with reading and writing assignments • Student self-assessments • Student-led discussions about the texts • Literature Circles • Literary magazine • Pizza Hut Book-It Program • Book buddies with elementary students working with fluency • Book Clubs • "Teachers are currently reading..." posters and favorite books listed in the media center • 6th Grade Read-In • Media Center

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TEXT-BASED COLLABORATIVE LEARNING: Schools encourage students to work together in a variety of activities in order to think more critically about a text.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Emphasis on text structures • Literature Circles • Kagan and other strategies for collaborative learning • Read 180 labs • Discussion groups • Socratic questioning/trials • FSA cross-content projects (Visits to elementary schools) • History community interview project 	<ul style="list-style-type: none"> • Emphasis on text structures • Literature circles • Kagan and other cooperative learning strategies • Read 180 labs • Pair reading • Read-alouds • Cross-curricular projects • Dramatics and Reader's Theatre • Writer's Workshop 	<ul style="list-style-type: none"> • Emphasis on text structures • Literature Circles • Collaborative research projects • Book talks • Writer's Workshop • Peer revision and editing • Dramatics and Reader's Theatre • Socratic Circles • Kagan strategies for collaborative learning • Cross-curricular projects • Read 180 labs • Academic Readiness • Team research projects

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STRATEGIC TUTORING: Schools provide and/or require interventions and individualized literacy instruction for students.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • SPED • ELL • Gear Up tutoring • Student-to-student tutoring • Twilight School • Before and after school tutoring • Credit Recovery • Kansas State University fluency project • Read 180 lab • Differentiated instruction • Kansas State University pre-service teachers • Advanced Placement and Honors courses 	<ul style="list-style-type: none"> • SPED • ELL • Read 180 labs • Bridges to Success • AM/PM Academy • PAWS After-School Academy • Kansas State University pre-service teachers • Differentiated instruction • Writing Conferences • Extended Learning 	<ul style="list-style-type: none"> • SPED • ELL • Differentiated instruction • Kansas State University pre-service teachers • Peer tutoring • After-School Program • Project Turn Around • Read 180 labs • Academic Readiness • Read/Connect/Achieve • Family Writing Project • Inspiration, Ink. writing club • AM Athletic Academy (AAA)

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DIVERSE TEXTS: Schools provide text resources in a variety of instructional and interest levels in order for all students to be successful.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • High-interest novels with diverse characters placed in seminars • Holt literature series: diverse selections and Spanish summaries of selections • Holt Reader • Wide range of supplemental novels in English classrooms for each grade level • Young adult literature that is representative of the school population • Audio/Braille/Large print books • Graphic novel collection in media center • Internet resources • Periodicals and newspapers • Classroom libraries 	<ul style="list-style-type: none"> • Daybook of Critical Reading and Writing • Holt literature series • Young adult literature that is representative of the school population • Reader's Handbook • Holt Social Studies textbooks reinforce reading skills • Holt Companion Series-tradebooks for content classrooms • Up-Front magazines 	<ul style="list-style-type: none"> • Texts in a wide range of ability levels and topics available in the school media center and individual classroom libraries • Young adult literature that is representative of the school population • Special focus on high-interest, low-difficulty texts for motivation with struggling readers • Special focus on non-fiction, graphic novels, and technical texts • Reader's Handbook • Holt Online Textbook offers diversified options and companion readings • Periodicals such as Scholastic Magazine

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INTENSIVE WRITING: Schools provide explicit instruction in the processes and traits of writing through a variety of genres and content areas.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Writing across the curriculum as part of School Improvement Plan • Increasing focus on writing to learn including daily writing activities • English classes: Two writing samples per semester assessed by Six Trait analysis and recorded on district data base • Literary magazine • Writing contests • Creative writing and journalism electives • School newspaper, yearbook, television broadcast programs • Fine Arts Academy History/English collaborative project 	<ul style="list-style-type: none"> • Use of Write Source 2000 • Holt series-Elements of Literature, Elements of Language • Common vocabulary of the writing process and Six Traits of Writing modeled in all content areas • Teachers share grading responsibility of writing assignments • Cross-curricular writing activities • Writing contests • Writing across the curriculum formally and informally 	<ul style="list-style-type: none"> • All teams have writing norms to clarify writing expectations for students across the curriculum • Writing across the curriculum formally and informally • Cross-curricular writing assignments • Teachers share grading responsibility of writing assignments • Common vocabulary of the writing process and Six Traits • Inspiration, Ink: after-school writing club • Family Writing Project-evening writing activities for the entire family • Writing contests • Veteran's Day Essays • Literary magazine

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TECHNOLOGY: Schools provide access to technology as a tool for literacy instruction and as a springboard for developing media and visual literacy.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Instructional technology such as School Pad, mobile wireless labs, Smart Boards, handhelds (PDA) • Homework Live to communicate with parents • Media center website and databases • Read 180 • Kansas Computerized Assessments • Instruction in media and visual literacies • Holt series: online text, online assessment, online communication 	<ul style="list-style-type: none"> • Instructional technology such as Smart Boards and mobile wireless labs • Read 180 • Class Server • Utilize Holt Online supports to monitor student learning • Kansas Computerized Assessments • Instruction in media and visual literacies • Writing database • Holt Online Textbook and Essay Scoring • Study up-to-date technical text in the classroom. 	<ul style="list-style-type: none"> • Instructional technology such as Mobile wireless labs, Smart Boards, etc. • Used for reading and writing interventions, reinforcements, and acceleration of learners • Connecting students to the global community • Class Server • Read 180 • Holt Online Textbook • Kansas Computerized Assessments • Media center website and databases • School website with lesson plans and online communication with parents and students • Student-designed technology and media literacy projects • Instruction in media and visual literacies

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ONGOING, FORMATIVE ASSESSMENTS OF STUDENTS: Schools make informed decisions about student achievement, instructional practices, and literacy programs through the disaggregating of formative assessment data.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Data analysis in department and literacy meetings • English classes use Holt diagnostic and entry-level tests as well as collection tests correlated to state standards • Scholastic Reading Inventories • STAR • Accelerated Reader • Gates McGinitie for sophomores • PLAN for sophomores • Formatives available from KCA/KAN-ED for juniors • Holt online essay scoring • Read 180 • Writing formatives in a variety of genres assessed with the Six Trait rubric • District Six Trait writing database • Sharing results with students and parents for goal-setting 	<ul style="list-style-type: none"> • KCA/Kan-Ed Formatives • Online assessments coordinated with the Holt literature series • Scholastic Reading Inventories • Observations on a daily basis • Using formative assessment results to inform instruction and interventions • Monitoring of Read 180 • Data analysis in department and literacy meetings • Sharing assessments results with students and parents for goal-setting • Writing formatives in a variety of genres scored with the Six Trait rubric • District Six trait writing database 	<ul style="list-style-type: none"> • KCA/Kan-Ed Formatives • Holt Online Reading formatives • Holt Online Essay Scoring • Scholastic Reading Inventories • Writing formatives in a variety of genres scored with the Six Trait rubric • District Six trait writing database • Using formative assessment results to inform instruction and interventions • Sharing results with students and parents for goal-setting • Individual informal assessments in all content areas • Monitoring of Read 180

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EXTENDED TIME FOR LITERACY: Schools provide time and resources for the instruction of reading and writing across the curriculum.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Reading and writing in all content areas • Advanced Placement and Honors courses • Students needing extra help placed in Read 180 during elective hours • SSR during seminars • English classes require reading logs for outside reading • Summer school • Twilight School • After-school tutoring • Kansas State University fluency project • Literature Critiques (FSA) • Integrated Library 	<ul style="list-style-type: none"> • Reading and writing across the curriculum in all courses • Practice reading in the middle school for two hours a week • Students identified needing extra reading supports have extended time in the middle school using two elective hours for Read 180 • Summer school • Integrated Library • Bridges to Success • All teachers responsible for reading and writing instruction 	<ul style="list-style-type: none"> • Reading and writing across the curriculum in all courses • Read/Connect/Achieve focusing on reading strategies, text structures, text genres, and writing to learn • All teachers are viewed as teachers of reading and writing • Students identified needing extra reading supports have extended time in the middle school using two elective hours for Read 180 • Integrated Library • 6th Grade Read-In Activities • Academic Readiness • Family Writing Project • Inspiration, Ink

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PROFESSIONAL DEVELOPMENT: Schools use research-based results from a variety of data to develop both long-term professional development activities and short-term/refresher activities based on the needs of the faculty and staff.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Review of KSDE Standards • Reading strategies including Billmeyer and Associates for beginning of year and late-start sessions • Six Traits of Writing • District, school and department meetings to collaborate on best practices and data analysis • Attendance at conferences pertaining to literacy in secondary schools • Literacy focus within School Improvement Plan; Literacy Committee • Collaborative scoring of Six Traits writing assessments with follow up by English department 	<ul style="list-style-type: none"> • Review of KSDE Standards • Strategic Reading by Billmeyer and Associates • Six Traits of Writing • Book studies which link to adolescent readers • School and district department meetings to collaborate on best practices and data analysis of assessments • Attendance at conferences pertaining to literacy in secondary schools • Scholastic Read 180 training • Post test data collection and monitoring • QPA meetings focused on reading and writing 	<ul style="list-style-type: none"> • Review of KSDE Standards • Ongoing, long-term professional development in the areas of: reading across the curriculum, creating strategic readers, problem-solving models, building background knowledge, vocabulary, and the writing process • Various book studies focusing on adolescent literacy • Reading strategies including Billmeyer and Associates • Literacy Focus Meetings • Teachers as Teacher Leaders • Attendance at conferences pertaining to literacy in secondary schools • School and district department meetings to collaborate on best practices and data analysis of assessments

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ONGOING SUMMATIVE ASSESSMENT OF STUDENTS AND PROGRAMS:
 Schools use the results from summative assessments in order to develop long-term and short-term goals for school improvement.

Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Ongoing analysis of the School Improvement Plan Reading and Writing Goals • District, building, and committee discussions of student data • Kansas Computerized Assessments • Teacher-developed summative assessments • Performance assessments • Monitoring Read 180 data • End-of-semester and end-of-year Holt reading/vocabulary test • Kansas Writing Assessment • Criterion Referenced Tests in content areas • Two-per-semester writings, assessed by Six Traits and recorded on district database 	<ul style="list-style-type: none"> • Ongoing analysis of the School Improvement Plan Reading and Writing Goals • District, building, and committee discussions of student data • Kansas Computerized Assessments • Kansas Writing Assessment • Read 180 collection of data • Reading and writing formatives, post test data collection and tracking • Writing portfolios • Teacher developed summative assessments • Performance assessments • Criterion Referenced Tests in content areas • Student involvement in monitoring strengths and weaknesses 	<ul style="list-style-type: none"> • Ongoing analysis of the School Improvement Plan Reading and Writing Goals • District, building, and committee discussions of student data • Kansas Computerized Assessment • Kansas Writing Assessment • Holt Online End-of-year assessment • Sharing of summative assessment results with students, parents, and the community • Student self-monitoring of progress • Writing portfolios • Read 180 data • Teacher developed summative assessments • Performance assessments

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TEACHER TEAMS: Schools support coordinated instructional planning and curriculum alignment to ensure consistency in areas of reading and writing.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Teachers within academies collaborate • Regularly scheduled department meetings to coordinate cross-academy and content instruction/assessment • Informal collaboration between teachers across the curriculum • Literacy Committee 	<ul style="list-style-type: none"> • School divided by core interdisciplinary teacher teams • Teams collaborate three times weekly to integrate all four core subject areas • Content teachers collaborate twice a month to discuss best practices and make adjustments to lesson plans according to student learning • Content teachers meet to discuss standards, assessments, research, and results • Content teachers at all grade levels meet to discuss progress and consistency • Attendance at grade level literacy focus groups • QPA Reading and Writing 	<ul style="list-style-type: none"> • School divided by core interdisciplinary teacher teams • Teams collaborate four times weekly to plan instruction, discuss student interventions and accelerations, share grading of cross-curricular assignments, plan instructional goals for Read/Connect/Achieve, contact/conference with parents, and develop norms and expectations • Content teachers meet formally and informally each week to discuss standards, assessments, research, and results • Literacy Council

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LEADERSHIP: Successful school literacy programs are facilitated by a knowledgeable building leadership team and supported by teachers who value continuous learning in the areas of reading and writing instruction.		
Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Coordinated administrative leadership between building and district • Coordinated staff leadership between building and district • Literacy Leadership Committee at district level • Literacy Committee as part of School Improvement Plan at building level • Staff members' presentations at building inservice and training on literacy issues • Membership in professional organizations • Delegates to local, state, and national conferences • KSDE Standards and Assessments committees 	<ul style="list-style-type: none"> • Teachers as leaders: several faculty members assume literacy leadership roles at the local, regional, state, and national level. • Membership in professional organizations • Delegates to local, state, and national conferences • KSDE Standards and Assessments committees 	<ul style="list-style-type: none"> • Leadership is proactive in: <ul style="list-style-type: none"> -facilitating the professional development of literacy -sharing current trends in literacy education -modeling what good literacy instruction requires and supports the instruction with many resources, and encourages activities that involve the community and family with the school literacy goals • Teachers as leaders: several faculty members assume literacy leadership roles at the local, regional, state, and national level. • Membership in professional organizations • KSDE Standards and Assessments committees • Teachers of teachers: several faculty members give literacy inservices to other educators, pursue advanced degrees in education, and mentor Kansas State University pre-service teachers, all of whom teach literacy.

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COMPREHENSIVE AND COORDINATED LITERACY PROGRAM:

Schools follow the district's secondary literacy plan in order to successfully address the needs of all students.

Junction City High School	Junction City Middle School	Fort Riley Middle School
<ul style="list-style-type: none"> • Secondary Literacy Plan reviewed annually • Secondary Literacy Plan available online for instant access • School-wide implementation of the district's Secondary Literacy Plan • Literacy Committee (part of Continuous School Improvement) oversees school-wide activities • English curriculum directly built on reading strategies and state reading/writing standards • Literacy is evaluated in the adoption of textbooks across all content areas • Career academies, internships, and job shadowing 	<ul style="list-style-type: none"> • Secondary Literacy Plan reviewed annually • Secondary Literacy Plan available online for instant access • School-wide implementation of the district's Secondary Literacy Plan • Scholastic Reading Counts • Read 180 Coordination • Literacy is evaluated in the adoption of textbooks across all content areas • Language Arts courses aligned with Kansas Standards • Future 2000 Grants: students in the workplace 	<ul style="list-style-type: none"> • Secondary Literacy Plan reviewed annually • Secondary Literacy Plan available online for instant access • School-wide implementation of the district's Secondary Literacy Plan • Language arts courses aligned (vertically and horizontally) • Language arts courses aligned with Kansas Standards • Building literacy programs initiate collaborations with the community and other educational organizations • Literacy is evaluated in the adoption of textbooks across all content areas • Future 2000 Grants