



MOVING FORWARD TOGETHER ▶▶▶▶

DISTRICT LITERACY VISION

VISION

To empower every student to make sense of a diverse and complex world. We envision a future where our students' life choices are never limited by illiteracy. Every graduate will leave our district as a lifelong learner who can understand themselves and others, possessing the critical literacy skills to navigate their future with confidence.

MISSION

All teachers are literacy teachers. We are committed to a system of high expectations where students read, write, speak, listen, and view to construct meaning daily. Through a robust MTSS system, including core instruction, and authentic family partnerships, we ensure every student demonstrates thinking through evidence and writes with purpose to explain their reasoning.

CORE BELIEFS

- Universal potential: We believe all students can learn and be literate.
- Collective Efficacy: We believe all teachers, regardless of content area, are literacy teachers.
- Growth Mindset: We believe literacy learning is ongoing and developmental, regardless of a student's current reading abilities.
- Self-Efficacy: We believe teachers must instill in students the unshakeable belief that they *can* and *will* read.
- Partnership: We believe families and the community are essential partners in building a literate future.

PRIORITY FOCUS	KEY ACTIONS & RESPONSIBILITIES
STUDENT ENGAGEMENT Student engagement is achieved when leaders communicate a clear vision and provide coaching, empowering teachers to facilitate responsive, high-accountability environments where students actively collaborate, reflect, and	STUDENTS ARE... <ul style="list-style-type: none">● Active participants, taking initiative in collaborative conversations.● Multimodal learners, using speaking, writing, reading, and listening skills to interact with complex, grade-level texts.● Strategic, actively applying the literacy strategies taught in the classroom.● Reflective, monitoring and reflecting on their own learning progress. TEACHERS ARE... <ul style="list-style-type: none">● Intentional instructors, guiding learning by skillfully balancing direct instruction to build foundational knowledge with inquiry-based questioning that extends student thinking.● Responsive, adapting instruction to meet the specific needs of students.● Culture builders, creating a safe and motivating environment conducive to learning.● Drivers of accountability, holding every student accountable for their learning with a firm “no opt-out” expectation for participants.

<p>use literacy skills to interact with complex texts.</p>	<p>LEADERS ARE...</p> <ul style="list-style-type: none"> ● Visionaries, consistently communicating a clear literacy vision. ● Instructional coaches, providing ongoing coaching and specific, constructive feedback. ● Lead learners, taking initiative to further their own knowledge of literacy instruction. ● Advocates, supporting and empowering student-driven literacy initiatives.
<p>ACHIEVEMENT & GROWTH</p> <p>Achievement and growth are realized when leaders provide transparent support and resources, enabling teachers to foster high expectations and monitor progress, while empowered students embrace productive struggle to set goals and celebrate their meeting of high literacy standards.</p>	<p>STUDENTS ARE...</p> <ul style="list-style-type: none"> ● Goal-setters, empowered to set personal goals, understand their current standing, and actively monitor their own progress. ● Resilient thinkers, maintaining a growth mindset by embracing productive struggle while demonstrating critical thinking. ● Standard-bearers, holding themselves to high literacy standards. ● Owners of success, taking pride in and celebrating their own growth. <p>TEACHERS ARE...</p> <ul style="list-style-type: none"> ● Assessment experts, monitoring student progress through a balanced variety of summative and formative assessments. ● Growth facilitators, holding students accountable for achievement through collaboration while modeling a growth mindset. ● Champions of potential, celebrating both measurable academic achievement and immeasurable personal growth. ● Relationship builders, fostering positive relationships that convey high expectations for every student. <p>LEADERS ARE...</p> <ul style="list-style-type: none"> ● Transparent communicators, openly sharing achievement and growth data to drive continuous improvement. ● Resource providers, equipping teachers and students with the necessary resources and supports to facilitate growth. ● Culture keepers, actively celebrating achievement and growth at all levels of the educational system.
<p>HIGH-QUALITY RESOURCES (HQIR)</p>	<p>STUDENTS ARE...</p> <ul style="list-style-type: none"> ● Engaged readers, deeply engaging with the variety of complex texts embedded in the HQIR. ● Strategic learners, taking initiative to independently and collaboratively utilize the strategies and

<p>Successful implementation of HQIR is achieved when leaders protect collaborative time and guide the vision, enabling teachers to internalize curriculum and scaffold access, ensuring students actively utilize strategies and resources to engage with complex texts.</p>	<p>resources provided within the curriculum.</p> <p>TEACHERS ARE...</p> <ul style="list-style-type: none"> ● Facilitators of access, ensuring every student accesses high-quality instruction by providing necessary strategies and scaffolds. ● Collaborative planners, utilizing PLC time to collaboratively internalize units, monitor implementation fidelity, and analyze data to determine impact. <p>LEADERS ARE...</p> <ul style="list-style-type: none"> ● Guardians of time, intentionally protecting PLC time for curriculum internalization, pacing reviews, and data analysis. ● Capacity builders, providing professional development to ensure all staff possess the knowledge to facilitate HQIR effectively. ● Strategic guides, implementing a district literacy team to guide the vision while actively involving teachers and stakeholders in the selection of resources.
<p>RESEARCH-PROVEN INSTRUCTIONAL PRACTICES</p> <p>Research-proven instructional practices flourish when vision-driven leaders provide coaching and resources, empowering teachers to expand their expertise and deliver data-driven instruction where students carry the heavy cognitive load and apply Science of Reading skills across all content areas.</p>	<p>STUDENTS ARE...</p> <ul style="list-style-type: none"> ● Science of reading practitioners, engaging in instruction grounded in the Science of Reading. ● Transdisciplinary thinkers, applying the literacy skills and strategies learned in ELA classes across all content areas. ● Cognitive owners, carrying the heavy cognitive load and doing the thinking work during learning tasks. <p>TEACHERS ARE...</p> <ul style="list-style-type: none"> ● Data strategists, using data to precisely drive instructional decisions. ● Evidence-based practitioners, delivering instruction grounded in research and creating regular opportunities for students to practice these strategies. ● Continuous learners, continually expanding their bank of research-based practices. <p>LEADERS ARE...</p> <ul style="list-style-type: none"> ● Visionary drivers, leading all decisions through the lens of the literacy vision. ● Coherence builders, coaching teachers and administrative teams to ensure system-wide coherence in research-proven practices. ● Infrastructure builders, ensuring access to professional learning and materials, such as curriculum and manipulatives, conducive to best practices. ● Implementation models, modeling continuous learning while holding high expectations for implementation fidelity.

FAMILY AND COMMUNITY INVOLVEMENT

Family and community involvement thrives when leaders facilitate meaningful partnerships and inclusive events, enabling teachers to equip families with strategies and multilingual communication, while active community members and families collaborate to support literacy at home as students confidently share their learning and growth.

STUDENTS ARE...

- **Community ambassadors**, regularly sharing their learning journey with families and actively participating in schoolwide literacy celebrations.
- **Goal communicators**, articulating their personal literacy goals and growth data to their families to bridge the gap between school and home.

TEACHERS ARE...

- **Bridge builders**, consistently sharing student reading and writing through conferences, showcases, and digital platforms to keep families connected.
- **Family empowerers**, equipping families with specific strategies, materials, and multilingual resources to support literacy instruction at home.
- **Mindset partners**, engaging families in conversations that guide students to demonstrate grit and perseverance.

LEADERS ARE...

- **Community architects**, forging strategic partnerships with FRYSC, Newport community schools, libraries, and local organizations.
- **Inclusive hosts**, facilitating literacy nights, parent academies, and events that actively invite and honor community participation.
- **Champions of partnership**, celebrating the persistent family involvement and teamwork that drives academic growth.

FAMILIES AND COMMUNITIES ARE...

- **Essential partners**, collaborating with schools to support consistent attendance and student engagement.
- **Home literacy models**, encouraging reading, writing, speaking, and listening activities within the home environment.
- **Active participants**, joining literacy events and maintaining open, two-way communication with the school regarding progress and proficiency.