



**WINDHAM SCHOOL  
DISTRICT**

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(rev. 1) Nov. 1, 2010

## **SUPERINTENDENT DIRECTIVE**

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**SUBJECT:** LITERACY PROGRAM

**AUTHORITY:** Tex. Educ. Code §19.004; Windham Board Policy (WBP)-03.02,  
“Windham School District Superintendent Responsibilities and Authority”

Reference: National Reporting System (NRS) for Adult Education

**APPLICABILITY:** Windham School District (WSD)

**POLICY:**

WSD will provide instructional programs designed to progress non-readers to emerging readers, improve literacy and numeracy skills of students functioning below a ninth grade educational achievement level, and to prepare students functioning above a ninth grade educational achievement level for attainment of a high school equivalency certification. WSD literacy programs will integrate employment-based learning and academic skill acquisition to produce college and career ready students.

**DEFINITIONS:**

As defined by the NRS for Adult Education, the following definitions will be applied throughout this document:

“Adult Basic Education” (ABE) describes students functioning below a ninth grade level.

“Adult Secondary Education” (ASE) describes students functioning at or above a ninth grade level.

“Lead and Achieve Academy” describes course offerings at designated campuses for students aged 21 or younger intended to enhance literacy, leadership, and employability skills.

**PROCEDURES:**

I. Purpose

WSD literacy programs will:

- A. Provide ABE instruction for students functioning below a ninth grade level to improve their literacy and numeracy skills and prepare them for high school equivalency examination;
- B. Provide ASE instruction for students functioning at or above a ninth grade level to assist them in achieving a high school equivalency certification; and
- C. Integrate employment based learning to prepare students for future employability and/or postsecondary attainment.

II. Program Description

WSD Literacy course offerings will:

- A. Include instruction for beginning, low, intermediate, and high functioning ABE students and ASE students;
- B. Be competency-based and non-graded;
- C. Address essential knowledge and skills appropriate for ABE students and target skills and standards aligned with high school equivalency certification for ASE students;
- D. Not exceed three hours and 15 minutes in length without written permission from the director of the Division of Instruction; and
- E. Incorporate instructional strategies designed to equip students with the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies in preparation for employment and/or postsecondary participation.

NOTE: Eligible students may be concurrently enrolled in a Lead and Achieve Academy in accordance with SD-08.05, “Title I, Part D, Subpart 1—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or at Risk—State Agency Programs.”

III. Student Selection

- A. Based on the NRS student functioning levels guideline, the WSD will place eligible students in its literacy courses as follows:

Literacy Course	Educational Achievement	Functioning Level & Skills
Literacy Reading	<b><u>Reading grade equivalent score only:</u></b>  0 – 1.9	Beginning ABE  Non-reading to emerging reading skills
Literacy I	<b>Composite scores:</b>  0 - 5.9	Beginning to Low Intermediate ABE  Reading, writing, and numeracy skills
Literacy II	<b>Composite scores:</b>  6.0-8.9	High Intermediate ABE  Intermediate skills in reading, writing, mathematics, social studies, and science in preparation for high school equivalency certification.
Literacy III	<b>Composite scores:</b>  9-12.9	Low to High ASE  High-performing skills in reading, writing, mathematics, social studies, and science in preparation for high school equivalency certification.

- B. Student placement into WSD literacy programs will be subject to WSD prioritization guidelines and designated on the student’s Individualized Treatment Plan.
- C. English language learners will be placed in Literacy courses per direction of the student’s Language Proficiency Assessment Committee (LPAC).

- D. Students with disabilities will be placed in Literacy courses per direction of the student's Admission, Review, and Dismissal (ARD) committee.
- E. Students who meet established criteria will be administered the high school equivalency assessment in accordance with SD-10.03.

#### IV. Instructional Design

- A. WSD literacy courses will be competency-based and designed on the following goals.
  - 1. Literacy Reading (Beginning ABE) will employ curricular resources and instructional strategies designed specifically to take non-reading students to emerging readers, focusing on reading and writing skills only.
  - 2. Literacy I (Low Intermediate ABE) will employ curricular resources and instructional strategies designed specifically to improve the student's educational achievement score and literate functioning levels in order to progress the student to High Intermediate ABE level or beyond, focusing on reading, writing, and numeracy skills only.
  - 3. Literacy II (High Intermediate ABE) will employ curricular resources and instructional strategies designed specifically to improve the student's educational achievement score, to introduce the student to basic educational subjects in reading, writing, mathematics, social studies, and science in order to progress the student to the ASE level, and to prepare the student for successful attainment of a high school equivalency certification.
  - 4. Literacy III (Low to High ASE) will employ curricular resources and instructional strategies designed specifically to prepare the student for successful attainment of a high school equivalency certification. The instructional approach shall favor a learner-centered curriculum that is project-based and process-oriented.
- B. Literacy teachers will:
  - 1. Collect and review all available student assessment data regularly in order to design appropriate interventions for students and to determine their course progress;
  - 2. Utilize instructional materials and methods based on a student's ability as indicated by the student's educational achievement assessments, course or objective pre-tests, WSD course mobility guidelines, and performance in class;

3. Provide a variety of instructional differentiated activities which enable all students to master the course objectives;
4. Utilize WSD-approved curricula with fidelity and supplement with innovative resources as needed;
5. Use engaging materials and resources as well as an appropriate combination of direct teaching, differentiated instruction and activities, large and small group work, and individual assignments appropriate for 21st century learners;
6. Follow all directives for participating in WSD Project Based Learning curricular activities and other WSD initiatives;
7. Design re-teaching activities as needed to ensure student success;
8. Employ appropriate classroom management strategies that promote positive student behavior;
9. Ensure that all students enrolled in a Literacy course receive computer assisted instruction weekly;
10. Coordinate instructional efforts with other teachers on their campus to ensure students are receiving a comprehensive pathway to their educational goals and that lesson scope and sequence are appropriate and not duplicative;
11. Document daily lesson planning as approved by the campus principal;
12. Develop objectives for students to meet educational goals;
13. Employ appropriate instructional strategies and the use of appropriate curricular resources:
  - a. For students with disabilities per their Individualized Education Program (IEP) as prescribed by their ARD committee,
  - b. For English language learners as prescribed by their LPAC committee, and
  - c. For students who require accommodations under Section 504 of the *Rehabilitation Act* as prescribed by the student's 504 Committee;
14. Keep classroom clean, orderly and aspirational, and ensure that all safety and security procedures are enforced at all times; and

15. Participate in district wide and campus planning as directed.

C. Campus Principals will:

1. Evaluate teaching techniques informally and according to the WSD-approved teacher evaluation system procedures;
2. Verify documentation of individual student progress by reviewing and disaggregating academic and behavioral data at least quarterly;
3. Use academic and behavioral data along with teacher observations to design and implement appropriate student interventions and/or teacher support;
4. Work independently and with the Division of Instruction to provide appropriate professional development and training opportunities for Literacy teachers;
5. Ensure WSD-approved curricula and initiatives are implemented with fidelity;
6. Ensure employment of appropriate student placement and documentation;
7. Ensure that students with disabilities are appropriately served according to federal, state, and local regulations and in accordance with their IEP; and
8. Ensure that appropriate placement and services are provided according to federal, state, and local regulations for English language learners and students who require accommodations under Section 504 of the *Rehabilitation Act*; and
9. Assign offender tutors, if applicable, according to Operating Procedures (OP)-08.11, "Offender Tutor Program."

D. Instructional strategies in all Literacy courses will include opportunities for students to apply and practice skills in the context of functional, real-life settings and situations.

E. Instructional strategies in all Literacy courses will integrate strategies and information regarding workplace competencies, labor market information, and postsecondary opportunities.

F. WSD will provide WSD-approved curricular resources and a Curriculum and Instruction Guide for each Literacy course.

- G. WSD will provide a curricular framework aligned with educational achievement essential knowledge and skills for ABE and high school equivalency certification target skills and standards for ASE.
  - H. WSD will review curricular resources and instructional materials annually for relevance, content validity, compliance with established standards, and for program/student needs, using third party experts for vetting processes when necessary.
  - I. WSD will make required curricula guides and standards available on the WSD share drive INS/Public/Literacy Curriculum.
  - J. Professional development and training for teachers, principals, and Division of Instruction support staff in the area of adult literacy education will be provided by the campus principal, the Division of Instruction, third party experts, and/or procured independently by WSD educators.
- V. Program Evaluation
- A. WSD will conduct a program and student needs assessment at least quarterly using the following components:
    - 1. Student academic growth on educational achievement assessments;
    - 2. Student pass rate of high school equivalency assessments;
    - 3. Student rate of promotion from one literacy level to the next; and
    - 4. Student rate of qualification for high school equivalency assessments.
  - B. WSD will conduct a teacher and student survey at least annually.
  - C. Based on needs assessment, the Division of Instruction will review necessary interventions and supports for the Literacy program as needed.
  - D. Program evaluation data will be compiled and reported in the *Windham School District Annual Performance Report*.

Signature on file  
Dr. Clint Carpenter, Superintendent  
Windham School District