

GLEN ROSE ELEMENTARY LITERACY PLAN 2021-2022

The Literacy PLC will develop and implement a curriculum map that is aligned to the state standards, RISE initiative, and skills that were not taught in the spring of 2020 due to COVID-19.

Plan

Do

Check

| Key components and/or strategies/Planning | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment/ Check for Effectiveness | Evidence |
|---|--|---|---------------------|---|---|
| All teachers will complete the RISE training required for their grade level as mandated by the district or state. | Provide a professional development schedule | Attend and/or complete the required professional development | June 2020- May 2023 | Implement all new learning in the classroom and complete any projects | PD certificate or copy of professional development transcript |
| Literacy and Writing teachers will meet each summer to update curriculum maps and will focus on state standards, focus standards, and areas of weakness based on the Science of Reading | Provide support, locations, and opportunities for teachers to work together. | Bring curriculum maps and materials for working on them Attend all | Ongoing | Literacy curriculum maps based on state standards | Literacy curriculum maps for grades K-4 |

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| | | meetings | | | |
| Literacy teachers will meet and discuss focus standards for each group and also create a list of novels for each grade level to study in PLCs.. | Support and opportunities for teachers to meet together | Attend all meetings and implement focus standards and use novels in the classroom | Ongoing | Lesson plans that include focus standards and the novels used in class. | Lesson plans |
| Literacy teachers will use the literacy curriculum maps that are developed. | Support and monitor the teaching of the curriculum maps and focus standards | Use the curriculum maps that were developed to guide classroom lessons and to be sure standards are being addressed | Ongoing | Classroom assessment Interim assessment State assessment | Students scores on all assessment |
| .A Literacy Specialist was hired to work with K-6 teachers. She will be assisting the teachers in implementing the components of RISE. | Observe and assist teachers Provide needed materials | Seek help as needed Plan for the components of RISE Make adjustments | Ongoing | All students will be taught the components of RISE and assessed on their progress. | Student scores on different assessments that are used. |

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| | | or implement suggestions that are given by the Literacy Specialist. | | | |
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Literacy classes are scheduled each day in the elementary classrooms. The classroom instruction uses grade level texts, modules, teacher created lessons, phonics, vocabulary, and novel units.

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| Key components and /or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
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| K-4 teachers use a variety of sources for phonemic awareness support and instruction. Heggerty West Virginia Phonics | Schedule Literacy time for each grade level Monitor classes for | Plan, teach, assess, and then adjust and remediate as needed. | ongoing | Classroom assessment, teacher observation, | Student scores on assessment and performance in class |

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| Sunday | effective instruction in Literacy | Participate in ongoing professional development | | | |
| K-4 Literacy teachers will incorporate what has been learned in the RISE training in their classroom. Lessons will incorporate all the components of RISE and be meaningful and cover state standards. The components of RISE will be documented on teacher's lesson plans or on their class schedule to show how they incorporate the components. The components are phonics, phonemic awareness, fluency, comprehension, and vocabulary. Teachers will use EPIC, Journeys, novels, Sunday, and Literacy units | Provide opportunity for training Observations of lessons Support the teachers as needed | Implement the RISE training in the classroom Develop lessons and implement them in the classroom | Ongoing | Classroom observation Lesson plans Classroom assessment | Lesson plans Student scores on assessment |
| Grades K-4 will | Provide | Check the | Ongoing | Classroom assessment | Improved student |

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| encourage reading practice through reading logs,decodable text,and messages sent through remind. | support Provide materials | reading logs Talk about the importance of reading daily | | State assessment | scores |
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All teachers and staff members will participate in a daily Response to Intervention program which will allow for Tier 1, Tier 2, and Tier 3 intervention times.

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| Key components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
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| Glen Rose Elementary will implement the Istation program for remediation. Each child is assessed at the first of each month and tiered for remediation. Mrs. Reed and Ms. Gray look at the data and create groups to pull for remediation. | Develop a schedule for remediation and procedures | Review reports after Istation assessments and see who needs help and on what skills | Ongoing | Istation Reading and Math Assessment Reports from assessment | Schedule and procedures that support students learning and remediation |
| Teachers will use istation activities daily | Monitor and support the | Look at the testing data | Ongoing | Classroom assessment | RTI schedule |

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| <p>for remediation time. The students will work on reading and math activities each day. Tier 3 students in Reading will do reading the whole time. Tier 2 will split their time between math and reading. Tier 2 students can be in small groups that are pulled by Mrs. Reed and Ms. Gray for 3rd and 4th grade. Ms. Gray will work with Tier 3 students in 1st and 2nd grade. Tier 1 students will work on enrichment activities in Istation. Classroom teachers will pull small groups to work on skills that students did not do well on that are being taught in the classroom. Groups will be ever changing as new data is obtained.</p> | <p>teachers</p> | <p>from each monthly Istation assessment and decide small groups and what skills to cover. Use the provided remediation to present the skills to groups.</p> <p>Maintain data to show how intervention is going</p> | | <p>Monthly Istation assessment</p> | <p>Assessment Scores</p> |
| <p>K-4 teachers will write a prescription for the Parent Center to fill for support and</p> | <p>Support and monitor</p> | <p>Write and send to the parent center each month</p> | <p>Ongoing</p> | <p>Records of items filled through the parent center</p> | <p>Copies of prescription Log of items filled and sent home</p> |

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| remediation work for home use. These will be for skills that students are struggling with or just need a little extra practice | | | | | |
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Learning Environment for Remote Learning Situations

Plan

Do

Check

| Key components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
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| Google classroom will be our learning management system. Students will be issued a school Chromebook to use at school. All teachers will create Google classrooms for their subject area. Teachers will post weekly/daily assignments in google classroom. Students and teachers will use | Support teachers with needed resources and materials for assignments. Provide technology to teachers and students. Develop and provide check | Create and maintain google classroom Keep google assignments updated Monitor student work and submissions through | Ongoing during the blended learning school year | Student submissions of all assignments Using google classroom and other digital assessment | Student submission of work Google classroom developed by each teacher Student grades |

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| <p>google classroom during onsite instruction. Teachers will also include instructional videos to help support learning and teach new content and skills. Students will submit and or share completed assignments through google classroom.</p> | <p>out procedures and contracts for chromebooks.</p> | <p>google classroom</p> | | | |
| <p>School will extend the open wi-fi to the parking lots located in front of each school. This will allow internet for students who do not have access at home.</p> | <p>Support technology coordinators in providing open wi-fi for students to use</p> | <p>Provide support to students and parents if they have questions about where and when to access wi-fi.</p> | <p>Ongoing during the blended learning school year</p> | <p>Students will utilize open free wi-fi in school parking lots</p> | <p>Video surveillance and online records of students and families using the school open wi-fi.</p> |
| <p>Professional development will be updated to teachers and staff as needed. Training will focus on using Google classroom as our learning management system</p> | <p>Develop and schedule professional development sessions Provide necessary equipment,</p> | <p>Attend all professional development sessions. Have all needed materials and equipment for trainings</p> | <p>Summer months before school starts and on going through the blended school</p> | <p>Professional development sign in sheets Development of google classroom</p> | <p>Professional development sign in sheets Google classroom</p> |

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| | staff, and locations for training | | year as needed | | |
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| Parents may qualify for wi-fi devices provided by the school district. These devices will be supplied to families in our school district who are in need and qualify to receive the devices. | Work with the district administration and technology coordinator to provide devices for students in elementary | Visit with the administration about student internet service needs | Ongoing during the remote learning school year | Students will be to complete and submit assignments online at home | Students will submit and complete assignments online |

Glen Rose Elementary School will use a variety of assessments to determine student progress and mastery of skills and/or state standards and evaluate our programs and curriculum.

Plan

Do

Check

| Key components and/or strategies | Administrative Responsibility | Teacher Responsibility | Timeline | Assessment | Evidence |
|---|--|---|-------------|--|----------------|
| Teachers will design and administer end of unit exams and/or other classroom assessment to evaluate curriculum and determine student needs. | Monitor and assist teachers Provide needed materials | Create, edit, and administer classroom assessments | Ongoing | All students will complete the classroom and unit assessment | Student scores |
| Students will complete STAR Reading and STAR Math assessment 3 times a year | Provide any needed professional development | Make sure all the students are in the program | Ongoing | All students will complete STAR Reading and STAR Math assessment | Student scores |
| Students in grades 3-4 will complete NWEA assessment as determined by the district | Provide PD as needed for the testing Assist with scheduling | Attend PD Prepare classroom Become familiar with the procedures | Ongoing | 98% of the students will complete the required assessment | Student scores |
| Students in grades 3-4 will complete the state | Provide PD as needed for the | Attend PD | Spring 2022 | All students complete the state mandated | Student scores |

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| mandated assessment as required. | testing Assist with scheduling | Prepare classroom Become familiar with procedures | | assessment | |
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