

GLEN ROSE ELEMENTARY LITERACY PLAN 2022-2023

The Literacy PLC will develop and implement a curriculum map that is aligned to the state standards, RISE initiative, and skills that students were weak due to COVID-19 problems during the past few years.

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, essential 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 meetings	Ongoing	Literacy curriculum maps based on state standards.	Literacy curriculum maps for grades K-4

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

		that are given by the Literacy Coach.			
--	--	---------------------------------------	--	--	--

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.

Plan

Do

Check

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

Sound Wall Solutions Sunday	Literacy	professional development			
<p>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, Making Meaning Essential, Being a Writer, Collaborative Classroom, Heggerty, Sondag, and Equipped for Reading Success.</p>	<p>Provide opportunity for training</p> <p>Observations of lessons</p> <p>Support the teachers as needed</p>	<p>Implement the RISE training in the classroom</p> <p>Develop lessons and implement them in the classroom</p>	Ongoing	<p>Classroom observation</p> <p>Lesson plans</p> <p>Classroom assessment</p>	<p>Lesson plans</p> <p>Student scores on assessment</p>

Grades K-4 will encourage reading practice through reading logs, decodable text, and messages sent to parents through remind.	Provide support Provide materials	Check the reading logs Talk about the importance of reading daily	Ongoing	Classroom assessment State assessment	Improved student scores
---	--	--	---------	--	-------------------------

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.

Plan

Do

Check

Key components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Glen Rose Elementary will implement the Lexia program for remediation. Teachers will look at data from the program as well as informative/formative assessments to determine placement for remediation and tier structure for students.	Develop a schedule for remediation and procedures.	Review reports after Lexia assessments and see who needs help and on what skills.	Ongoing	Lexia assessments Reports from assessment	Schedule and procedures that support students learning and remediation.

<p>Teachers will use Lexia activities daily 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 Lexia. 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>Monitor and support the teachers</p>	<p>Look at the testing data from each monthly Lexia 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>Ongoing</p>	<p>Classroom assessment</p> <p>Monthly Lexi assessment</p>	<p>RTI schedule</p> <p>Assessment Scores</p>
<p>K-4 teachers will write a prescription for the</p>	<p>Support and monitor</p>	<p>Write and send to the</p>	<p>Ongoing</p>	<p>Records of items filled through the parent</p>	<p>Copies of prescription</p>

Parent Center to fill for support and remediation work for home use. These will be for skills that students are struggling with or just need a little extra practice. Homework or optional work can be sent to the whole class too.		parent center each month.		center	Log of items filled and sent home
---	--	---------------------------	--	--------	-----------------------------------

Learning Environment for Emergency Remote Learning Situations

Plan

Do

Check

Key components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
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.	Support teachers with needed resources and materials for assignments. Provide technology to	Create and maintain google classroom. Keep google assignments updated	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

<p>Teachers will post weekly/daily assignments in google classroom. Students and teachers will use 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>teachers and students. Develop and provide check out procedures and contracts for chromebooks.</p>	<p>Monitor student work and submissions through 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. Dawson staff will be</p>	<p>Develop and schedule professional development sessions.</p>	<p>Attend all professional development sessions.</p>	<p>Summer months before school starts and</p>	<p>Professional development sign in sheets.</p>	<p>Professional development sign in sheets</p>

<p>providing professional development throughout the year.</p>	<p>Provide necessary equipment, staff, and locations for training.</p>	<p>Have all needed materials and equipment for trainings.</p>	<p>on going through the blended school year as needed.</p>		
<p>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.</p>	<p>Work with the district administration and technology coordinator to provide devices for students in elementary.</p>	<p>Visit with the administration about student internet service needs.</p>	<p>Ongoing during the remote learning school year.</p>	<p>Students will be to complete and submit assignments online at home.</p>	<p>Students will submit and complete assignments online.</p>

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. K-2 will use screeners for BOY<MOY< and EOY.	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. Istation Math and reading tests are given monthly to check growth.	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	Provide PD as needed for the testing	Attend PD Prepare	Ongoing	98% of the students will complete the required assessment	Student scores

determined by the district.	Assist with scheduling	classroom Become familiar with the procedures			
Students in grades 3-4 will complete the state mandated assessment as required.	Provide PD as needed for the testing Assist with scheduling	Attend PD Prepare classroom Become familiar with procedures	Spring 2022	All students complete the state mandated assessment	Student scores