



Maynard Elementary School Literacy Plan 2021-2022

Maynard Elementary (ME) is committed to improving the literacy abilities of each student. Data from NWEA, ACTAspire, Dibels, RAN, etc. show reading deficits related to state and federal norms. ME is a high-poverty area and students are 100% free lunch. Many students lack the foundational and background skills to promote successful and effective learning strategies for ELA. This is attributed to a lack of resources, exposure & ambition. To promote literacy within our school, ME has purchased a curriculum, planned literacy events and PLC meetings throughout the school year, along with including stakeholders to provide outside input for the students of ME. The details outlined in this literacy plan will guide our academic year to providing a literacy program with efficacy.

ME Reading Culture

The reading culture at ME is promoted through Epic Challenges (2-3), Reading Bowls (2). ME will designate 50 minutes of independent read time per week throughout the school year. Each student will have a tangible book checked out at the library at all times. ELA teachers will have a book club per grade level. Students will have 1 book talk per quarter.

Professional Development - ME teachers have worked to learn the Science of Reading components and best practices in implementing these important literacy components into their classrooms.

- All ME K-6 teachers have been to the 6 days of RISE training, or are in the process.
- All ME K-3 teachers are Connections trained to supplement best practices for phonological awareness.
- K-1 Instructional Para-professional is Connections trained to help support struggling readers through pull-out strategies.
- In the process of hiring a reading coach / RTI coordinator for Elementary.
- All ME teachers will be trained in the implementation of CKLA.
- Pathway A (K-2) & Pathway C (3-6) Both require 6 days of RISE training and observation by ADE Certified SoR Assessor (Begins 2019-2020) or a passing score on the Pearson Foundations of Reading Assessment
- Teachers will continue to attend additional RISE component training at the Coop. (K-2) Phonemic Awareness/Phonics (3-6) Morphology/Etymology

Literacy Curriculum

-Core Knowledge Language Arts (K-8) - Voted #1 curriculum in EdReports, Approved AR Curriculum for SoR. CKLA embeds background knowledge within the curriculum and revisits each topic annually. This curriculum integrates multiple subject areas including but not limited to math, science literacy, social studies, art, music, etc.

- (K-2) Will supplement with Connections and Heggerty for Phonological Awareness/Phonics - specifically rhyming, syllabication and identification. High-

frequency words will be taught through Phonics first then reviewed frequently to develop fluency. Teachers will attend Phonemic Awareness and/or Phonic training at the coop.

- (3-6) Will supplement “high utility”, multiple-meaning words, along with morphology with word wall in each classroom and utilizing Boardwork resources. Teachers will attend Morphology and/or Etymology training at the coop.

-Board works - supplemental (K-6)

-Heggerty - supplemental (K-2)

-Connections - supplemental (K-2)

Monitor & Assess

ME will monitor and assess the effectiveness of the curriculum and teaching strategies in a variety of ways.

Student Progress

- NWEA - 3 x per year K-6 These results will be analyzed for each student, class, grade level & schoolwide to determine growth.
- ACT Aspire - Will compare annual results of the ACT Aspire for each grade level
- RAN
- Dibels
- Common Assessments - After each essential skill, students will be assessed and remediated through tutoring and pull-out sessions to master that skill. Weekly PLC meetings will be conducted to monitor progress.
- Classroom averages and assessments will be evaluated. Weekly PLC meetings will be conducted to monitor progress.

Teacher Effectiveness

- Teachers will be observed following the TESS framework and the Science of Reading guidelines. Principal will continually do walkthrough visits throughout the school year and monitor cameras in classrooms to document SoR strategies that are being implemented.
- Adequate time will be committed to literacy instruction:

K-2

- Phonological Awareness \geq 10 minutes
- Phonics \geq 30 minutes
- Comprehension \geq 40 minutes
- Small Group Reading \geq 60 minutes
- Writing \geq 30 minutes

3-6

- Word Study (Morphology Based) \geq 20 minutes
- Comprehension \geq 40 Minutes (May include small group reading.)
- Writing \geq 30 Minutes (Cursive Handwriting will be incorporated 3-6 grades)

- Daily Master Schedule: A reorganized schedule has allowed for additional instructional minutes and common planning times for K-1, 2-3, and 4th-grade teachers. One day a week (Tuesday), teachers will work as a PLC to analyze student growth and modify RTI plans. Teachers will compile a list for Para-Pros of students to work with on specific objectives during designated times throughout the school day.
-

Intervention (RTI)

Tier 1

- All students, with emphasis on students that score below proficiency on NWEA, ActAspire, Dibels, or RAN will be monitored by the teacher during class and the teacher will try different strategies to help each child master concepts.
- Any student that scores below proficient on NWEA, ActAspire, Dibels, or RAN will be recommended for before/after school tutoring. Edgenuity is a balanced literacy program that ME utilizes to assign objectives to students individually based on assessment results. Tutors/ para-professionals will provide help and support with objectives through the Edgenuity program. This program will be monitored by a tutoring teacher and/or para-professional, then given to the PLC committee for analysis. The PLC Committee will send a letter to the student's parent/guardian stating progress each quarter.
- Common Assessments for Essential Skills: Para-Pros will assist struggling students & help them master specific objectives during designated times throughout the school day based on common assessment results. Para's working under the classroom teacher will reevaluate students weekly and students are released once they master the concept.

Tier 2

If the student does not respond to the teacher's efforts for improvement, or students show significant deficiencies on common assessments, then alternative approaches will be implemented.

- Para-Pros will be given a list of students & objectives to work on during designated times throughout the school day based on assessments given to students. Teachers will utilize Tuesday common prep to analyze data and re-evaluated students in RTI. Working under the direction of the classroom teacher, para-professionals will administer formative evaluations that will determine the deficiencies and track the progress of each essential skill for every RTI student. A notebook on each student will be kept by the para-pro. It is expected that every student will make gains from the more targeted instruction received from Tier 2 intervention. The classroom teacher and para-professional will review each student's growth to make sure progress is made toward goals and gaps to grade-level ability are being closed. If not, then Tier 3 will be recommended.

Tier 3

One-on-One targeted interventions will be discussed and implemented if deemed appropriate for individual students. Recommendation for SPED services will be an option. This is after extensive data collection, parental communication documentation, teacher recommendation and Tier 1 & Tier 2 accommodations.

Dyslexia - Currently 7.4% of ME students receive Dyslexia services. Three kindergarten students began testing for Dyslexia during the 2020-2021 school year. We utilized Connections

OG in 3D which is on the state-approved list for Dyslexia programs. All k-2 students are screened upon recommendation of teacher and/or parents. Additionally, all new students will be screened. All six-word recognition components are screened for, including Phonological and Phonemic Awareness, Sound/Symbol Recognition, Alphabet Knowledge, Decoding, Rapid Naming, and Encoding. Students are exited from the program based on completion of the program, testing data and a 504 meeting.

-