

Maynard High School (MHS) is a Provision II School with 100% of our students receiving free and reduced breakfast and lunch. Many students come to us behind in reading. We collect data from NWEA, ACTAspire, and student grades to determine who our struggling readers are. Teachers at MHS are dedicated to helping students grow and achieve the skills necessary to make them successful and lifelong readers. Maynard Elementary recently bought a systematic program for literacy which we adopted up to the eighth grade. We believe the consistency in resources and learning strategies will help to foster learning and increase literacy skills across the district.

### **Culture**

MHS promotes reading at our school by having a thirty-minute time slot everyday dedicated to reading. Students are required to read a book or magazine of their choice during this time. Teachers in the classroom set examples for the students and read while they are reading. The seventh graders are given an addition time period for ELA in order to allow more time to help with reading skills. Eighth graders are given an additional class period for one semester during the year. They are unable to have the additional class period for both semesters because of other required courses they must take. There will be a Book Club Meeting held twice a month in the library during all lunches for students and staff to participate in. At MHS we believe it takes a collaborative team effort to improve student growth in all areas but especially in reading.

### **Professional Development**

- Teachers will participate in the Science for Reading Learning Opportunities offered through IDEAS for those who must show awareness others will attend Science of Reading Trainings through the local COOP
- Teachers will use reading strategies learned during the SoR in the classroom with students and will be provided with opportunities to share what has worked best in their classes during out Monday morning meetings.
- The seventh and eighth grade ELA teacher will be provided with opportunities to attend training on the new curriculum which was purchased for elementary up through the eighth grade.
- The 9-12 grade ELA teacher will hold meetings with literacy specialists from the local educational coop and the principal to determine a more systematic curriculum for those grade bands.
- Teachers analyzed ACTAspire scores and Spring MAP scores to determine where to place students for RTI. This process will continue after each MAP test.
- The principal, both ELA teachers along with the Cross-Curricular ELA/History teacher will participate in the Writing Revolution. The four will attend 8 Zoom sessions with the Writing Revolution Presenter from DESE. They will implement strategies based on these meetings and accumulate data based on pretest/post-test data.

### **Monitor**

- Learning and student growth will be assessed using NWEA MAP scores three times a year. The scores will be analyzed not only on the individual level but also class/grade

level to help determine the effectiveness of learning strategies and curriculum being implemented.

- Classroom assessments will be analyzed by the teacher for effectiveness of learning strategies and for adjusting in learning/instruction where/when needed.
- Discussions will be help at our weekly Monday meeting to determine which students continue to struggle and may need more intensive interventions

### **Teacher Effectiveness**

- Using the TESS model teachers will be evaluated on implementation of strategies and best practices. Meetings will be help after each evaluation to discuss the videos obtained and areas of strength and weakness
- Participate in “walking through classrooms” during the reading time to make sure all are being active participants in the daily reading period
- Provide time during the Monday meetings for teachers to discuss what ELA strategies they tried the previous week and what worked well and what area they may need help with.

### **Response to Intervention**

#### **TIER 1**

The regular classroom teacher will monitor all students to determine if they are mastering the skills and strategies needed to be successful. Special emphasis will be placed on those who are below grade level.

- Students who were below grade level on ACTAspire and/or NWEA/MAP will be closely monitored to determine if the extra class time is being effective in meeting their learning needs. If students are struggling at this RTI Level with mastering skills, then the classroom para-professional can work with them or monitor the class while the teacher works with the struggling student/students.

#### **Tier 2**

If a student continues to struggle and has a consistent deficiency of attaining skills then various approaches can be implemented to help them.

- Students in grades 7 & 8 who are struggling attaining similar skills will be worked with on Monday mornings for an additional 40 minute time slot. The additional skills may be worked on with a para-professional using Edgenuity as a source for acquiring skills.
- It will be suggested that students in grades 7-12 attend before or after school tutoring to receive small group instruction and help.
- Students in grades 9-12 will be assigned a remediation/academic enrichment class. The students will work on Edgenuity during this time when a classroom teacher is not available for live instruction/remediation. Students will be assigned instruction/skills based on their NWEA tests. The program will assign students the skills they are

lacking or struggling to be a grade level with. The teacher can monitor those and adjust skills when needed.

- All classroom teachers will continue to provide help and additional support to the student.

### **TIER 3**

If Tier 1 and Tier 2 accommodations and strategies have not been effective in meeting the needs of the student then they can receive more intensive one-on-one targeted instruction from either a teacher or a para-professional being guided by the teacher. If this proves to be unsuccessful along with all the previously mentioned strategies, then more extensive testing may be required.

- Dyslexia screening may be required if one has not been completed previously
- A 504 plan may be needed if the student meets the criteria
- If all other options have been exhausted, the student may require testing to determine if Special Education Services are needed.