

GLEN ROSE ELEMENTARY LITERACY PLAN 2019-2020

The district will adopt common reading materials for all elementary schools.

***Collaboration within/between grade levels and schools needs to occur.**

***Teachers will have necessary materials to support teaching the state academic standards.**

***Teachers will maintain a record of student progress through the literacy folder.**

***Data will be collected and used to drive instruction.**

***Early literacy instruction will include systematic phonemic awareness activities.**

***A strong systematic phonics component will be included in all classrooms.**

***Vocabulary development will be intense and meaningful.**

***Comprehension skills and strategies will be explicitly taught.**

***Fluent reading will be promoted in all grade levels.**

***Writing skills will be taught including writing process, grammar and handwriting.**

***Arkansas English Language Arts Standards will be taught at each grade level.**

Key Strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Evaluation
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<p>*The district has adopted and provided a common reading program for Kindergarten-Fourth grade. Special Education teachers may need to use different materials or programs to meet the needs of their students.</p>	<p>*Support and monitor the teaching of the adopted curriculum.</p> <p>*Engage teachers in literacy conversations.</p> <p>*Check literacy folders frequently.</p>	<p>*State standards at each grade level need to be taught.</p> <p>*Use the adopted program as the main reading program.</p> <p>*Have students generate work.</p>	<p>On-going</p>	<p>*Formative assessments on the adopted program.</p> <p>*Look at achievement, diagnostic test scores, and state mandated test scores.</p> <p>*Observation during administrative walk-throughs.</p>
<p>*Accelerated Reader will be used to promote independent reading and book selection.</p>	<p>*Assist in obtaining books, tests, and STAR Test.</p>	<p>*Use AR as independent reading material.</p> <p>*No grades are to be taken from AR.</p>	<p>On-going</p>	<p>*Informal notes and AR reading data.</p>

<p>*Grade levels will meet weekly to plan together standards being covered.</p> <p>*PLC's will meet once a month to discuss issues or to receive additional instruction.</p> <p>*Grade levels above and below will meet weekly to plan together.</p>	<p>*Provide time for the teachers to meet.</p> <p>*Monitor the meetings through attendance or notes</p>	<p>*Library will have AR books available for students.</p> <p>*Keep notes of meetings.</p> <p>*Create lesson plans together.</p> <p>*Make suggestions for needed PLC's.</p>	<p>On-going</p>	<p>*Notes from meetings turned in monthly.</p> <p>*Summary of what learned or experienced in PLC's.</p>
<p>*Each school will use the district adopted language arts program as a resource to teach a comprehensive</p>	<p>*Administrator's will ensure teachers' adequate and</p>	<p>*Assess, plan, teach, assess, and then</p>	<p>On-going</p>	

<p>and balanced program.</p> <p>*Phonemic Awareness activities will be incorporated on a regular basis in grades K-2 . Grade 3-4 instruction is as needed.</p> <p>*Phonics instruction will be taught in K-4.</p>	<p>thoughtful planning time.</p> <p>*Support and monitor through lesson plans and observations.</p> <p>*Support and monitor</p>	<p>adjust and remediate.</p> <p>*Participate in on-going professional development</p> <p>*Primary teachers will include in their literacy time rhyming, alliteration, phoneme blending, phoneme segmentation, and phoneme manipulation.</p>	<p>On-going</p>	<p>*State mandated tests</p> <p>*Lesson plans/walk throughs</p> <p>*Observations</p> <p>*Assessments</p> <p>*Lesson plans</p>
<p>*All teachers will incorporate writing instruction,</p>	<p>*Observe and check lesson plans.</p>	<p>*Literacy time will include the teaching of phonics in</p>	<p>On-going</p>	

<p>writing process, writing applications, and writing conventions in Language Arts and across all content areas.</p>	<ul style="list-style-type: none"> *Support and monitor *Use weekly meetings to discuss writing across grade levels 	<p>all grade levels.</p> <ul style="list-style-type: none"> *Write in all content areas. *Engage students in authentic writing tasks. *Keep a writing portfolio or collection of samples. *Support the students through conferencing individually and/or in groups *Participate in on-going professional development 	<p>On-going</p>	<ul style="list-style-type: none"> *Assessments *Lesson plans/walk throughs *Student writing samples *Mandated state tests
<p>*Instruction in early reading strategies will include background knowledge, meaning of</p>				

<p>words, structure, and graphophonics.</p> <p>*Comprehension strategies will be taught in order for students to:</p> <p>Self monitor comprehension, use visualization, be able to answer higher level questions, generate questions, recognize text structure, use reference skills, make inferences and summarize.</p> <p>*Fluency needs to be explicitly</p>	<p>*Support and monitor</p> <p>*Observations of teachers</p> <p>*Provide RISE training</p> <p>*Support, monitor, and observe</p> <p>*Monitor</p>	<p>*Explicitly teach the strategies</p> <p>*Assess and intervene as needed</p> <p>*Explicitly teach these strategies, Explain, model, provide guided practice, give many opportunities to apply and use these strategies.</p>	<p>On-going</p> <p>On-going</p>	<p>*Teacher observations</p> <p>*Informal tests</p> <p>*State mandated test</p>
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<p>taught by repeated monitored oral reading practice.</p> <p>*A wide variety of texts will be used for reading instruction.</p>	<p>*Provide professional development</p> <p>*Encouragement</p>	<p>*Provide with a fluent model</p> <p>*Give many opportunities to read the same passage orally</p> <p>*Demonstrate the need to adjust fluency based on the type of passage.</p> <p>*Use of reading series</p> <p>*Use of bookroom books</p> <p>*Chapter books</p> <p>*Magazines</p>	<p>On-going</p> <p>On going</p>	<p>*Observations</p> <p>*Informal assessments</p> <p>*Running records</p> <p>*Lesson plans</p> <p>*Observations</p>
<p>*Arkansas English Language Arts Standards will be</p>	<p>*Check that all teachers have copies of the</p>			

used with students.	most current standards	*Teach grade level standards	On-going	*Diagnostic assessments *State mandated test
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**INTERVENTION, ASSESSMENT, PROFESSIONAL DEVELOPMENT,
AND PARENT AND FAMILY ENGAGEMENT**

All staff including intervention specialists and resource teachers, will provide differentiated instruction based on formative and summative data.

***Staff will analyze data on an on-going basis to monitor student progress.**

***Teachers will use different methods to meet their students' needs.**

***The district will monitor success of each school's reading and writing programs through summative data.**

***School and classroom formative assessments will drive instructional strategies.**

***Teachers will obtain the required RISE training for their classroom position.**

***Teachers will implement the RISE training in their classroom.**

***Schools will be a resource for parents to help their child become a better reader.**

***Teacher's will share meaningful information about their child's progress.**

***Parents are encouraged to attend all planned parent and family engagement activities.**

Key strategies	Administrative Responsibility	Teacher	Timeline	Evaluation
*Flexible Skill groups	*Observation *Round table	*Use different data to see if students need to move in groups.	On-going	*Lesson plans *Walk/throughs *Student gains on informal and formal tests
*Phonemic Awareness support and instruction	*Support	*Include Phonemic Awareness activities	On-going	*Student gains *Informal Assessments *Lesson Plans
Star Reading	*Support	*Provide time for the	*Given 3 times a year	*Use score data to help with AR and

		Star Test to be given		look for growth
ACT Aspire Interim Testing (3-4)	*Discuss the data with teachers	*Meet and analyze the data *Use the data to help drive instruction	*Given 3 times a year	*Look for strengths and weaknesses *Look for ways to modify instruction for strategies to help students gain on the tests
State Mandated Test ACT Aspire	*Review and analyze the data *List or mark students who are close or in need of support to know who to remediate	*Use the data to guide instruction *Use the list to know which students need intervention	On-going	*Build grade level strengths and weaknesses

		*Provide parents with a performance report		
Take part in the RISE initiative training	*Support	*Enroll and complete the RISE training	On-going	*Professional Development Records
Use the RISE Initiative Training in English Language Arts Classes and in other content areas	*Walk-throughs *Observations *Lesson Plans *See that all staff is trained	*Implement the RISE Training in all classes	On-going	*Lesson Plans *Observations *Schedules

<p>Schools will encourage and track student's reading</p>	<p>*discuss how we as a school can do this</p>	<p>*Provide reading logs that are checked daily or weekly</p>	<p>On-going</p>	<p>*Reading logs</p>
<p>Schools will send home info about literacy to all parents</p>	<p>*Support</p>	<p>*Send home literacy info</p>	<p>On-going</p>	<p>*Keep a file of info sent home</p>
<p>Schools will discuss student's progress on a regular basis</p>	<p>*support</p>	<p>*Use clear and regular tools to communicate with parents</p>	<p>On-going</p>	<p>*Progress reports, letters, report cards, phone calls, etc.</p>

<p>Teachers can send home extra practice for weak areas of their students</p>	<p>*Support</p>	<p>*Send home the materials that are needed</p>	<p>Monthly</p>	<p>*Record of items filled through the Parent Center</p>
<p>Parents are invited to attend all school/ Parent activities and information sessions</p>	<p>*Support</p>	<p>*Help get the parents there *Provide items for the events *Plan and carry out activities</p>	<p>Monthly</p>	<p>*Agendas *Sign in sheets</p>