

GLEN ROSE ELEMENTARY LITERACY PLAN 2023-2024

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 2023- May 2024	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.			
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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.

Plan

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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 95 Percent Phonics	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, 95Percent Phonics, 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
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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.

Plan

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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 Lexia 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
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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

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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	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

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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 ATLAS Classroom Tool 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 mandated assessment as required.	Provide PD as needed for the testing Assist with scheduling	Attend PD Prepare classroom Become familiar with procedures	Spring 20224	All students complete the state mandated assessment	Student scores

Glen Rose Elementary School School Improvement Plan for Math and Science 2023-2024

The mathematics PLC will develop and implement a curriculum map that is aligned to the state standards.

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Key components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
All teachers will complete yearly professional development as mandated by the district or state.	Provide the PD schedule.	Attend and/or complete the required professional development.	June 2023-May 2024	Complete all projects or implement new learning in the classroom.	PD certificates or copy of professional development transcript.

<p>Math and Science teachers will meet each summer to update curriculum maps and will focus on state standards, essential standards, and areas of weakness.</p>	<p>Provide support, locations, and opportunities for teachers to collaborate.</p>	<p>Bring and have all necessary materials for collaboration. Attend all collaboration meetings.</p>	<p>On-going each year.</p>	<p>Math and Science curriculum maps based on state standards.</p>	<p>Mathematics and Science curriculum maps for grades K-4</p>
<p>Math and Science teachers will use the math and science curriculum maps that are developed</p>	<p>Support and monitor the teaching of the curriculum maps and essential standards.</p>	<p>Curriculum maps that contain essential standards will be used in math and science classrooms.</p>	<p>On going</p>	<p>Classroom assessments, state interim assessments, and summative state assessments.</p>	<p>Students scores on all assessments</p>

Math and Science classes are scheduled each day in the elementary classroom. The classroom instruction uses grade level texts, modules, and learning through hands-on activities.

Key components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
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<p>K-4th grades use Illustrative Math in their math classes for classroom instruction. Each grade schedules appropriate time to cover the standards for their grade level.</p> <p>*MobyMax *STAR Math *Xtra Math *Daily math practice</p>	<p>Schedule math time into each grade's daily schedule.</p> <p>Monitor classes for effective instruction in Math.</p> <p>Support Math teachers</p>	<p>Plan, teach , assess, and then adjust and remediate as needed.</p> <p>Participate in on-going professional development.</p> <p>New teachers in the district will receive training as needed.</p>	<p>on-going</p>	<p>Classroom assessments, teacher observations, interim state assessments, summative state assessments</p>	<p>Students scores on assessments, improved scores on state assessments, STAR Math assessments</p>
<p>Most of the special education mathematics classes are done through inclusion. The regular and special education teachers will work together to teach math to all students.</p> <p>Students (including special</p>	<p>Provide scheduling and materials needed in a co-teaching classroom environment.</p> <p>Support and monitoring</p>	<p>Collaborate to prepare instruction and materials for lessons and students both onsite and digitally online.</p> <p>Meet with grade level and</p>	<p>On-going</p> <p>On-going</p>	<p>IEP's, Classroom assessments , teacher observation, Interim state assessments, summative state assessments</p> <p>Unit assessments, classroom</p>	<p>Classroom assessment scores, IEP's, Interim assessment scores</p> <p>Documentation of activities</p>

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have opportunities in Science class to participate in group activities and hands-on science experiments.	Allow for purchasing of supplies for the activities	subject PLCs to discuss and work together on activities for the students		and teacher observations	Student presentations
Kindergarten teachers incorporate Science through Mystery Science.	Make materials available to teachers.	Plan, teach, then assess the Science standards for K. Adjust and remediate as needed.	On-going	Classroom observations and teacher observations	Students progress on the standards reported on the report cards.
First grade uses Mystery Science to address the state standards for first grade.	Make materials available to teachers .	Plan, teach, then assess the Science standards for First grade. Adjust and remediate as needed	On-going	Classroom assessments, classroom assignments, and teacher observations	Students progress on the standards reported on the report cards

Second through fourth grade uses Mystery Science to address the state standards in Science at each grade level.	Make materials available to teachers.	Plan, teach, assess and then adjust and remediate as needed.	On-going	Classroom assessments, teacher observations, interim state assessments and summative state assessments.	Student scores on assessments improved scores on state assessments.
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All teachers and staff members will participate in a weekly Response to Intervention program which will allow for Tier1, Tier11, and Tier 111 intervention times.

Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Glen Rose Elementary implemented 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	Develop a schedule for remediation and procedures.	Attend RTI meetings, look at test data to see who needs help and on what skills.	September	Istation reading and math assessments.	Schedules and procedures that support students learning and remediation.

pull for remediation.					
<p>Teachers will use istation activities weekly for remediation time. The students will work on reading and math activities each day. Tier 3 students will work with Mrs. Reed or Ms. Gray in the classroom. Tier 2 students can be in small groups that are pulled by classroom teachers and paras. Tier1 students will work on extension activities. Classroom teachers will pull small groups to work on skills that the students did not do well on that are being taught in the classroom. The groups will be changing as new data is obtained.</p>	<p>Monitor and Support</p>	<p>Look at the testing data from mulitple monthly assessments and decide small groups and which skills to cover. Use the provided remediation to present the skils to the groups. Maintain data to record progress.</p>	<p>On-going</p>	<p>Classroom assessments and monthly istaion assesments.</p>	<p>RTI schedule assessment scores</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.

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 assessments to evaluate curriculum and determine student needs.	Monitor and assist teachers. Provide needed material.	Create, edit, and administer classroom assessments.	On-going	All students will complete the classroom and unit exam.	Student scores
Students will complete STAR Reading and STAR Math assessments 3 times a year.	Provide any needed professional development.	Make sure all students are in the program.	On-going	All students will complete STAR Reading and STAR Math assessments.	Student scores
Students in Grades 3-4 will complete the ATLAS Classroom Tool assessment as determined by the district.	Provide PD as needed for testing. Assist with scheduling	Attend PD Prepare classroom Become familiar with the procedures	On-going	98% of the students will complete the required assessments.	Student scores

Students in grades 3-4 will complete the ATLAS Summative or other state assessments as required.	Provide PD as needed for the testing. Assist with scheduling	Attend PD Prepare classroom Become familiar with the procedures.	Spring 2023	All students complete the state mandated test.	Student scores