

Moody Elementary Literacy Plan

2020 - 2021

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The 5 Pillars of Early Literacy

The National Reading Panel identified 5 key concepts at the core of every effective reading instruction program.

Hardin's reading instruction includes these 5 essential elements of early reading:

Phonemic Awareness: The ability to hear and manipulate the sound structure of language.

Phonics: Decoding and Word Recognition... recognizing words accurately, fluently, and independently.

Fluency: The ability to read accurately, quickly, and with expression.

Vocabulary: Words that must be known to communicate effectively.

Comprehension: Understanding and remembering what is read.

Phonemic Awareness and Phonics

Students in grades K thru 2nd use the Heggerty curriculum to address phonemic awareness. Heggerty Phonemic Awareness is a well-organized 35-week curriculum of daily phonemic awareness lesson plans.

Developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes. For students in need of extra support, portions of the lessons could be used in a small group to serve as remediation for phonemic awareness instruction. The program comes with resources such as decodable readers.

Oral Reading Fluency

Fluency is the ability to read "like you speak." Reading fluency is made up of at least three key elements: accurate reading of connected text, reading at a conversational rate, and reading with appropriate prosody or expression.

Non-fluent readers suffer in at least one of these aspects of reading: they make many accuracy mistakes, they read too slowly, or they don't read with appropriate expression and phrasing.

For many years, educators have recognized that fluency is an important aspect of reading. Reading researchers agree. Over 30 years of research indicates that fluency is one of the critical building blocks of reading because fluency development is directly related to comprehension.

The National Reading Panel found data supporting three strategies that improve fluency, comprehension, and reading achievement—teacher modeling, repeated reading, and progress monitoring. All three of these concepts are incorporated into the Moody Reading Curriculum grades Kindergarten through 5th. The Reading Wonders curriculum in grades Kindergarten through 5th grade addresses each of these areas.

DIBELS

Moody students are continuously monitored throughout their elementary experience using **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)**. DIBELS is a series of short tests that assess early childhood (K-6) literacy.

Each test measures the acquisition of a set of K-6 literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. The theory behind DIBELS is that giving primary school students a series of quick tests, educators will have the data to identify students who need additional assistance and to monitor the effectiveness of intervention strategies.

The DIBELS assessments comprise a developmental sequence of one-minute measures: recognizing initial sounds (phonemic awareness), naming the letters of the alphabet (alphabetic principle), segmenting words into phonemes (phonemic awareness), reading nonsense words (alphabetic principle), oral reading of a passage (accuracy and fluency), retelling (comprehension), and word use (vocabulary).

Screening and Progress Monitoring for Literacy

The Arkansas Department of Education designates three times during the school year in which we are mandated to screen our students. There is a Fall Screening, Winter Screening and a Spring Screening. This screening is computer based, and the scores are accessible to the State Department.

Dates are as follows:

Beginning of the Year – Fall

September 7, 2020 – October 2, 2020

Middle of the Year – Winter

January 4, 2021-January 29, 2021

End of the Year – Spring

April 19, 2021-May 14, 2021

Renaissance Early Literacy, Star Reading, and ACT Aspire

Students in Kindergarten and 1st Grade take the Early Literacy Test until they reach the scaled score of 775. Then, they will transition into the Star Reading Test. Students in 2nd Grade and above take the Star Reading Test if they have met the requirements of the STAR Early Literacy assessment.

At Moody 3rd-5th Grade students will also be assessed and progressed monitored using Renaissance Star Reading at the minimum of 3x's per year.

The students prepare the first three quarters of the school year for the Spring testing session. This testing opportunity provides students in grades K-2 a final opportunity to take the STAR Early Literacy or Reading exam and scores will be compared from earlier exam sessions and growth will be evaluated. Students in grades 3-5 will take the ACT Aspire.

Reading Initiative for Student Excellence / R.I.S.E.

In the summer of 2017, The Arkansas Department of Education gave schools the opportunity to be a R.I.S.E. (Reading Initiative for Student Excellence) school.

This initiative, through new research, will strengthen the core reading instruction program in participating schools, therefore, creating a **Strong and Positive Reading Culture.**

R.I.S.E. schools commit to collaborating with at least one community partner while creating a positive culture of reading in the school with various activities.

Each teacher in the district will also participate in either the **R.I.S.E Academy** (through the ARESC facility) or the online **Science of Reading** classes.

Title I

White Hall School District participates in the federally funded Title 1 Program. The Reading portion of this program allows students who show a **significant deficiency in reading** access to one on one or small group intensive reading intervention.

Students are diagnosed through a series of assessments for reading deficiencies and learning disabilities, such as dyslexia. Once a student is diagnosed with a weakness or disability, we meet with parents and determine a strategy to address the student's needs. Students may require dyslexia intervention strategies used in the Barton System.

The Barton System is:

- Orton-Gillingham influenced
- Research & Evidence based
- Intense intervention
- Approved by Arkansas Boards of Education
- Meets all requirements of ESSA / Every Student Succeeds Act
- Supports Common Core

The student may be recommended for further testing to determine a need for more intensive services outside the scope of Title I, such as Special Education, providing students with an Individual Education Plan.

Parents are notified twice annually by letter, and their child's reading level is explained in detail. At that time, an Intensive Reading Intervention Plan may be developed if the student is in need of intervention or remedial reading instruction outside the scope of the regular classroom.

Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two (K-2) or teacher observations, shall be given intensive reading instruction based on the science of reading as soon as practicable following the identification of the reading deficiency.

- The student shall continue to be provided with intensive reading instruction until the student shows significant improvement. The parent or guardian of any student who exhibits a substantial deficiency in reading, as described above, shall be notified in writing of the following: That his or her child has been identified as having a substantial deficiency in reading; • A description of the current services that are provided to the

child; and •A description of the proposed supplemental instruction services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. With the completion of each administration of the K-2 assessments, school personnel are reminded to use the results from these assessments, in conjunction with other school data (including dyslexia screeners) to identify students with a reading deficiency.

Another part of the Title 1 Reading and Math Program at Moody Elementary is an after-school tutoring program. This is an extension of the regular school day. **There will be no bus transportation, and students must be picked up by 4:30 P.M.** This tutoring program is free to students who show a deficiency in Reading or Math.

Students who are maintaining an A or B average are not eligible for the **Remedial Program**. Each grade level teacher selects students for participation based on the criteria set for each grade. Each teacher teaching in the tutoring program has a set number of students allowed. This ensures that small group instruction is followed. Research proves that small group instruction works best for struggling students. Hardin's Tutoring Program is offered in the Fall/Spring semester 20 days in each session for 1 hour sessions.

Response to Intervention (RTI)

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. The RTI process is conducive when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in contrast to the peer group. This data is then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Technology Assisted Instruction

Students are offered a variety of digital services that assist with instruction, offer modifications and accommodations required to meet the needs of students with reading deficiencies such as speech to text, enhance instruction by allowing students to use programs that allow students to learn at their own pace, and provide motivation through educational activities designed to capture the interests of the students.

Our computer labs and classrooms have desktop computers, iPads, and Chromebooks all with software and applications proven to enhance student learning.

Digital programming at Hardin includes, but is not limited to:

Renaissance Learning – STAR Early Literacy, STAR Reading, STAR Math, Accelerated Reader, Accelerated Math, Math Facts in a Flash

Moby Max- Moby Max is a comprehensive learning solution available for both students and teachers. MobyMax combines curriculum covering 27 K-8 subjects with diagnostic testing, automatic progress monitoring, student motivation tools, communication tools, and more.

EPIC! - Epic! A subscription service, which gives families and classrooms instant, unlimited access to thousands of books, videos and quizzes from leading publishers to help kids everywhere read, learn and grow.

Learning Ally - The largest library of human-read audiobooks, including literature, popular fiction and curriculum-aligned titles giving every student equitable access to grade-level content. Highlighted text provides a multi-sensory reading experience that enables readers to easily absorb content.

Connect - McGraw-Hill's "Connect" is a web-based assignment and assessment platform that *connects* your students to their coursework and to success.

Rosetta Stone - The Dynamic Immersion® method allows for different learning styles and lets students advance at their own pace. Each lesson prepares learners for the next lesson in graduating steps, helping them to feel at ease as they progress. This program is designed to teach or transition students from one language to another. We offer this to our English as a Second Language / ESL students.

Edotyping Jr. – A keyboarding curriculum that teaches students K–5 to use a row-by-row method of typing with high frequency. Sight words are integrated throughout the practice lessons to reinforce reading comprehension.

Library / Media Center

There are 9,851 volumes in the Moody Elementary Library. The Media Specialist delivers instruction that results in students who read and employ both print and digital resources for curricular and personalized learning needs.

Now that the pandemic has changed every library offering and activity, the district has implemented SORA by Overdrive. SORA is a student reading app that also offers schools the ability to partner with public libraries offering thousands of ebooks and infinite reading possibilities on practically any device at any time.

The district libraries have partnered with the Jefferson County Library System which is already an Overdrive participant and a partner in a consortium of over 40 public libraries. This partnership offers our students the option to access ebooks not only purchased by our schools, but also from any of the libraries who are partnered in the public consortium twenty-four hours a day. Ebooks may be borrowed and returned on the student's device.

As a result of current restrictions, there are no plans for book fairs or guest readers this year.

Guest authors are also invited to our campus one or more times per year to speak with students and parents about books written by the guest speaker.

Literacy nights are held once in the Fall and once in Winter or early Spring. Literacy nights provide opportunities for parents/guardians to come to school and participate in literacy activities with their child or children.