

## Central Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
<p>Central Elementary School (3-5)</p>	<p>Complete or begin Science of Reading Pathway to Proficiency for all grades.</p> <p>Administrators, the district literacy curriculum coordinator, and the instructional facilitators will participate in the DESE Science of Reading Assessors training.</p> <p>If possible, participate in the Continue to R.I.S.E.: The Writing Revolution’s Advancing Thinking Through Writing I course for ELA and Social Studies teachers.</p> <p>Participate in the DESE R.I.S.E. Community Award Program in 2021-2022.</p>	<p>Provided Reading Initiative for Student Excellence (R.I.S.E.) 3-6 Year 1 training for the following in August 2019:</p> <ul style="list-style-type: none"> <li>• Literacy, content area, special education, and intervention teachers</li> <li>• Campus and district administrators</li> <li>• Math Facilitator</li> </ul> <p>Provided R.I.S.E. 3-6 Year 2 training in the summer of 2020.</p> <p>Provided R.I.S.E. 3-6 Year 1 training for activity teachers, counselors, and new teachers/staff in the summer of 2020.</p> <p>Provided R.I.S.E. Years 1 and 2 training in the summer of 2021.</p> <p>Continue providing the Reading Initiative for Student Excellence (R.I.S.E.) 3-6 Year 1 and Year 2 training in the summer of 2022.</p> <p>Three campus administrators, instructional facilitators, and the district literacy coordinator completed the virtual Science of Reading Assessors training in 2020-2021. South Central Service Cooperative staff will continue to work with administrators to ensure their knowledge of assessing proficiency in teachers is correct and effective.</p> <p>If possible, enroll select facilitators and ELA/Social Studies teachers to participate in the DESE-offered course to advance writing in content areas.</p> <p>Partner with stakeholders and community members in the DESE R.I.S.E. Community Award Program to create community collaboration and build a culture of reading.</p>

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	<p>The effects of the COVID-19 pandemic and how is the loss of learning being addressed?</p>	<p>Two additional Interventionists were hired to address the loss of learning with one of the Interventionists specifically working with students that show characteristics of dyslexia.</p> <p>At the beginning of the year, all third through fifth grade students were given screeners to indicate areas of weakness. The assessments that are being used are outlined in the R.I.S.E. Training for grades 3-6. The protocols that are being used as to the sequence of the assessing are also in the R.I.S.E. Training.</p> <p>A new curriculum was purchased, Core Knowledge Language Arts, which is on the state approved list. CKLA addresses all the areas that the students need. Some of the components of this program are Word Study (phonics), Morphology, Wide Reading (a student reader is included, but CKLA also links the student text to <i>ReadWorks</i> with the intent of building background knowledge), vocabulary, comprehension, and writing.</p>
	<p>The purchase of curriculum, instructional programs, and/or resources aligned with the science of reading</p> <p>The purchase of programs/curriculum/professional development, and professional texts, from the state-approved</p>	<p>Provide the text <i>Words: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure</i> by Marcia K. Henry to implement an evidence-based word study curriculum in all grades and interventions.</p> <p>Utilize <i>Equipped for Reading Success One-Minute Activities Phonological Awareness Curriculum</i>.</p> <p>Utilize the following curriculum and resources:</p> <ul style="list-style-type: none"> <li>• Core Knowledge Language Arts</li> <li>• MobyMax</li> <li>• <i>ReadWorks</i> website</li> <li>• <i>Flocabulary</i></li> <li>• Novels</li> </ul> <p>Provide as funding allows:</p> <ul style="list-style-type: none"> <li>• <i>Flyleaf</i> decodable books</li> <li>• <i>High Noon</i> decodable books</li> <li>• <i>Scholastic</i> books for classroom libraries and Battle of the Books program</li> </ul>

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	curriculum list if CLSD grant funding allows	<ul style="list-style-type: none"> <li>• Professional texts</li> <li>• Resources and materials for Parent Involvement/Literacy Nights</li> <li>• NWEA MAP assessment training</li> </ul> <p>The CLSD/SOAR Grant team met onsite with the district and campus administrators, federal programs director, and the literacy facilitator in May 2021 regarding grant purchases and literacy programs. The visit was informative and beneficial to Central.</p>
	Collaboration time with literacy facilitator/R.I.S.E. trainer and teachers to create a curriculum map that aligns with the science of reading.	Ensure adequate time for the collaborative development of a curriculum map that aligns with the science of reading—with focus standards to be taught in each grade level. In order to close the reading gap, Reading Foundational skills will be taught to target deficits areas.
	Purchase professional texts that support the evidence-based science of reading components.	Provide the following professional texts to utilize through instruction, book studies, and collaborative discussions in Professional Learning Community (PLC) meetings to support evidence-based practices in the implementation of the science of reading components: <ul style="list-style-type: none"> <li>• <i>Morpheme Magic</i> by Deb Glaser</li> <li>• <i>Tools 4 Reading</i> website</li> </ul>
	Continued training to maintain certification for literacy facilitator who is a R.I.S.E. trainer	Ensure the literacy facilitator maintains R.I.S.E. certification. The literacy facilitator will continue providing instruction and support on the science of reading through professional development trainings and monthly/bi-monthly collaborative PLCs.
	Based on the results of the district-requested reflective study performed by educational cooperative staff in May 2019, create a campus/district dyslexia plan that ensures meeting the requirements of Act 1063 and the needs of all students who exhibit characteristics of dyslexia.	<p>Established a collaborative district dyslexia team including district and campus administrators, instructional facilitators, dyslexia interventionists, counselors, and other members of principals' choice.</p> <p>Schedule meetings with the district dyslexia team and educational cooperative staff members to begin the process of creating the district</p>

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	<p>Training and assistance with the screening and identification of students exhibiting characteristics of dyslexia</p>	<p>dyslexia plan and collaborate on district and campus needs regarding dyslexia testing and intervention.</p> <p>Provide training in Level II screening for selected staff.</p> <p>Provide <i>Take Flight</i> Year 1 (Orton Gillingham-based curriculum) training for one interventionist and purchase needed resources and materials.</p> <p>Ensure adequate time for intervention teachers to screen all students for reading difficulties according to the Act 1063 requirements. (phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills).</p> <p>Ensure attendance of literacy facilitator and dyslexia interventionists at quarterly educational cooperative dyslexia collaborative meetings.</p>
	<p>Sufficient time for literacy instruction that teaches required components of the science of reading.</p>	<p>Ensure adequate time for literacy instruction in all content areas on the following:</p> <ul style="list-style-type: none"> <li>• Word Study (basis in morphology)</li> <li>• Comprehension</li> <li>• Small-Group Reading-Meet with skill-based groups every day to address foundational gaps and support core instruction.</li> <li>• Writing</li> <li>• RF, L, RI, RL standards are covered in core and small-group instruction.</li> </ul>
	<p>NWEA Measures of Academic Progress (MAP) interim assessments to check reading and math achievement</p>	<p>Continue using MAP interim assessments from NWEA to check students' reading, science, and math achievement to determine appropriate interventions.</p> <p>Train all administrators, literacy and math facilitators, and teachers to administer and</p>

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		<p>create data reports for the MAP interim assessments.</p> <p>Administer diagnostic assessments to students to evaluate the missed learning from the extended school closure.</p>
	<p>Response to Intervention Plans (RTI) for students who are struggling readers.</p> <p>Provide special education teachers and select literacy and math teachers with co-teaching training for push-in instruction and intervention.</p>	<p>Develop intervention plans for students identified at risk for reading difficulties.</p> <ul style="list-style-type: none"> <li>• Establish a committee of administrators, counselors, interventionists and facilitators to collaborate on diagnostic and interim student data to determine appropriate interventions.</li> <li>• Administer diagnostic assessments to determine specific skill deficits</li> </ul> <p>Provide evidence-based interventions through a multi-tiered system of support (push-in intervention).</p> <ul style="list-style-type: none"> <li>• Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support.</li> <li>• Dyslexia intervention using the district-approved program <i>Take Flight</i> is provided for students who have an outside diagnosis, have been Level II screened, and/or exhibit characteristics of dyslexia.</li> </ul> <p>Special education and select literacy and math teachers will attend co-teaching training for push-in instruction and intervention.</p>
	<p>Implementing the science of reading components in math, science, and social studies.</p>	<p>Ensure the integration of literacy skills in content areas (e.g., math, science, and social studies) through activities that involve reading comprehension, vocabulary, writing, speaking, and listening.</p> <ul style="list-style-type: none"> <li>• Utilize texts to build students' background and topical knowledge in each content area.</li> <li>• Students should be reading grade-level texts in all content areas</li> <li>• Use rigorous domain-specific vocabulary</li> </ul>

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		<ul style="list-style-type: none"> <li>• Writing using textual evidence</li> <li>• If teachers attend the Continue to R.I.S.E.: The Writing Revolution’s Advancing Thinking Through Writing I course for ELA and Social Studies teachers, begin training other content teachers who were unable to attend the course.</li> </ul>
	<p>Scheduled time for collaborative meetings on the campus and district level to address student and curriculum needs.</p>	<p>Create an environment that fosters learning through collaborative communication. Ensure adequate time for the following:</p> <ul style="list-style-type: none"> <li>• Monthly/bi-monthly Professional Learning Community (PLC) meetings to collaborate on curriculum, discuss student data, and discuss/review best practices that are aligned with the science of reading.</li> <li>• Monthly campus and quarterly district leadership team meetings to collaborate and discuss factors that affect increased student achievement.</li> </ul>
	<p>Additional support from state department and educational cooperative staff to implement identified best practices.</p>	<p>Provide support from literacy specialists/certified R.I.S.E. trainers from the Division of Elementary and Secondary Education and South Central Service Cooperative to assist with building capacity with best practices among teachers across all content areas in all grades.</p>
	<p>Implement a blended learning platform based on guidelines from the Department of Elementary and Secondary Education’s (DESE) Arkansas Ready 4 Learning that will meet the literacy needs of all students in the event of a school closure.</p> <p>Establish a district Instructional Technology Team to remain abreast of state guidelines and requirements and be trained in the instructional technology essential to meet the needs of all students.</p>	<p>Train all administrators and staff in the use of Teacher Pages (campus website), Microsoft Teams and Screencast-O-Matic to implement a blended learning platform.</p> <p>Train all students to access Microsoft Teams in the event of a school closure.</p> <p>Three representatives from the campus will serve on the Magnolia School District Instructional Technology Team.</p>

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	Instructional Technology Team book study on <i>Blended Learning in Action: A Practical Guide Toward Sustainable Change</i> .	Provide copies of <i>Blended Learning in Action: A Practical Guide Toward Sustainable Change</i> for all Instructional Technology Team members to do a book study.