

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
<p>East Side Elementary School (K-2)</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>Participate in the DESE R.I.S.E. Community Award Program in 2021-2022.</p>	<p>Provided Language Essentials for Teachers of Reading and Spelling (L.E.T.R.S) training for K-2 teachers and intervention teachers, campus and district administrators, including the superintendent in the summer of 2018.</p> <p>Provided K-2 Reading Initiative for Student Excellence (R.I.S.E.) six-day training for all teachers, administrators, and staff in the summer of 2019, during the year, and June 1, 2020. (Day 7 canceled due to COVID-19.)</p> <p>Continue to provide R.I.S.E. K-2 training for new staff.</p> <p>South Central Service Cooperative provided Day 7 of R.I.S.E. K-2 training (Shifting Small Group Instruction to Match the Science of Reading) for staff in the summer of 2021.</p> <p>Three campus administrators, two literacy facilitators/R.I.S.E. trainers, and the district literacy coordinator completed the virtual Science of Reading Assessors training. South Central Service Cooperative staff will work with administrators to ensure their knowledge of assessing proficiency in teachers is correct and effective.</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>
	<p>The effects of the COVID-19 pandemic and how is the loss of learning being addressed?</p>	<p>Teachers have long been familiar with the "summer slide" -- the loss of reading skills among kindergarteners through second graders in the three months away from the classroom. Now the "NEW Slide" inflicted by "coronavirus slide," which deprived children of six months or more of classroom instruction. Prior research has shown that, during summer months, the reading skills of children from</p>

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
		<p>kindergarten through second grade regress about a full month before they return to the classroom. The negative impact on reading caused by widespread school closures as a result of the COVID-19 pandemic has caused loss of learning in all students. The Right to Read Act, amended by the Arkansas Legislature in 2019, requires “curriculum programs that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including without limitation. A Core program is aligned to the Science of Reading and promotes systematic and explicit Tier I instruction and is designed to teach grade level standards for the 5 components of reading.</p> <p>The recent purchase of <i>95 Phonics Core Program</i> across grades K-2 will address the loss of learning.</p> <p><i>95 Phonics Core Program</i> is aligned with research and 95 Percent Group’s proven approach. The comprehensive instructional materials offer flexibility for in-person and remote delivery, allowing for continuity of learning whether students are gaining skills at home or at school.</p> <p>Program components include:</p> <ul style="list-style-type: none"> • Letter-sound correspondence • Letter formation instruction and practice in kindergarten • Suggestions for developing print concepts to explicit instruction in blending CVC words in K and grade 1 • Phonics patterns demonstrated and practiced hands-on with phonics chips • Phoneme-grapheme mapping including phonemic awareness • High frequency word practice • Writing words, word chains, sentences, and short responses to passage reading • Word and phrase fluency practice • Weekly spelling lesson lists designed to reinforce the focus pattern, review previous patterns, and assess mastery of high frequency words • Practice applying phonics knowledge to read decodable text

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
		<ul style="list-style-type: none"> • Instruction in morphological units including common prefixes, suffixes, and Latin roots • Instruction and practice in the use of comprehension processes through oral discussions and written responses after reading decodable texts • End-of-unit assessments for monitoring progress <p>In the spring of 2021, all parents of East Side students were encouraged to send their children to a 6-week after school tutoring program, as well as a 10-day Summer Booster Program.</p> <p>The after-school program provided instruction using <i>The 95% Group's Phonics Lesson Library</i>.</p> <p>This extensive phonics interventional program provided everything required for effective phonics instruction. Grade level groups were organized by skill deficits allowing teachers to effectively use the program to target specific areas of learning loss. Following the proven success of other 95% Group content, East Side moved forward with a 10-day, 3-hour-per-day, Summer Booster Program. This program was specifically developed to provide teachers with an explicit phonics program to quickly address unfinished learning surrounding the circumstances of the pandemic and the subsequent loss of learning.</p>
	<p>The purchase of curriculum, instructional programs, and/or resources aligned with the science of reading</p>	<p>Provide classroom teachers with a strong, systematic, and explicit phonics program (<i>95 Percent Group Core Phonics Program, K-2</i>).</p> <p>Provide classroom teachers with a strong, systematic, and explicit phonemic awareness program (<i>Heggerty Phonemic Awareness Curriculum</i> for Kindergarten and Primary and <i>Equipped for Reading Success One-Minute Activities Phonological Awareness Curriculum</i>).</p>

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
	<p>The purchase of programs/curriculum from the state-approved curriculum list if CLSD grant funding allows.</p>	<p>Provide and utilize the following resources and curriculum to support the science of reading:</p> <ul style="list-style-type: none"> • <i>FlyLeaf Publishing Decodable Text Library</i> (Emergent Reader Series, Reading Series One, Two and Three) • <i>Take Flight</i> Orton Gillingham-based curriculum • <i>Tools 4 Reading</i> (Kid Lips Cards with Instructional Guide, Phoneme-Grapheme Mini Cards, Phoneme-Grapheme Teacher Instructional Set of Cards). • <i>West Virginia Phonics Lessons</i> • <i>95 Percent Group Phonics Lesson Library: Basic Skills, Advanced Skills, Multisyllable Skills</i> • <i>Collaborative Literacy from the Center for the Collaborative Classroom</i> • NWEA MAP Accelerator, Skills and Reading Fluency • <p>Digital Resources:</p> <ul style="list-style-type: none"> • <u>Florida Center for Reading Research</u> • <u>Really Great Reading</u> • <u>Arkansas Dyslexia Resource Guide</u> • <u>Oklahoma Phonological Awareness</u> • <u>Reading Universe</u> • <u>ReadWorks.org</u> • <u>Arkansas Division of Elementary and Secondary Education</u> <p>Purchase, as needed, resources and materials to support the science of reading components in instruction.</p> <p>The CLSD/SOAR Grant team met onsite with the district and campus administrators, federal programs</p>

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
		director, and literacy facilitators in May 2021 regarding grant purchases and literacy programs. The visit was informative and beneficial to East Side.
	Collaboration time with literacy facilitators/R.I.S.E. trainers and teachers to create a curriculum map that aligns with the science of reading.	Ensure adequate time for the development of a curriculum map that aligns with the science of reading—essential foundational standards to be taught in K-2.
	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"> • <i>Equipped for Reading Success</i> by David Kilpatrick • <i>Essentials of Assessing, Preventing, and Overcoming Reading Difficulties</i> by David A. Kilpatrick
	Continued training to maintain certification for literacy facilitators who are R.I.S.E. trainers.	Ensure the literacy facilitators maintain R.I.S.E. certification. The literacy facilitators 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.	Established a collaborative district dyslexia team including district and campus administrators, instructional facilitators, dyslexia interventionists, counselors, and other members of principals' choice. Schedule meetings with the district dyslexia team and educational cooperative staff members to begin the process of creating the district dyslexia plan and collaborate on district and campus needs regarding dyslexia testing and intervention.

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
	<p>Training and assistance with the screening and identification of students exhibiting characteristics of dyslexia</p>	<p>Provide training in Level II screening for selected staff.</p> <p>Provide <i>Take Flight</i> (Orton Gillingham-based curriculum) Year 1 training for seven interventionists and purchase needed resources and materials. Ensure adequate time for the School-wide Assessment Team (S.W.A.T.) to screen all K-2 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 district curriculum coordinator, instructional facilitators and dyslexia interventionists at quarterly educational cooperative dyslexia collaborative meetings.</p>
	<p>Sufficient time for literacy instruction that addresses all components of the science of reading.</p>	<p>Ensure adequate time for literacy instruction on the following in K-2 classes:</p> <ul style="list-style-type: none"> • Phonological awareness • Phonics (letter identification, decoding, handwriting, and encoding) • Comprehension (Read Aloud and Shared Reading, Oral Language, and Vocabulary) • Small-group Reading (Meet with skill-based groups every day to address foundational gaps and support core instruction) • Writing • RF, L, RI, RL standards are covered in core and/or small-group instruction.
	<p>NWEA Measures of Academic Progress (MAP) interim assessments to check reading and math achievement</p>	<p>Purchase MAP interim assessments from NWEA to check students' reading and math achievement to determine appropriate interventions.</p> <p>Train all administrators, literacy and math facilitators, and teachers to administer and create data reports for the MAP interim assessments.</p>

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
		<p>Administer diagnostic assessments to students to evaluate the missed learning from the extended school closure.</p> <p>Purchase NWEA MAP Accelerator, Skills and Reading Fluency.</p>
	<p>Response to Intervention Plans (RTI) for students who are struggling readers.</p>	<p>Develop intervention plans for students identified at risk for reading difficulties.</p> <ul style="list-style-type: none"> • Establish a committee of administrators, counselors, interventionists and facilitators to collaborate on diagnostic and interim student data to determine appropriate interventions. • Administer diagnostic assessments to determine specific skill deficits • Provide evidence-based interventions through a multi-tiered system of support (push-in intervention and co-teaching for special education students). • Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support. • 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. • Schedule School Prevention, Review, and Intervention Team (S.P.R.I.N.T.) meetings to reflect on progress monitoring data to make decisions about the academic needs for students. The team includes administration, literacy and math facilitators, interventionists and classroom teachers. Other support staff will be included based on need. Students who need Intensive Reading Instruction (IRI) will be assigned during this time as well.
	<p>Implementing the science of reading components in math,</p>	<p>Ensure the integration of literacy skills in content areas (e.g., math, science, and social studies) through</p>

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
	science, and social studies.	activities that involve reading comprehension, vocabulary, writing, speaking, and listening. <ul style="list-style-type: none"> • Utilize texts to build students’ background and topical knowledge in each content area. • Students should be reading grade-level texts in all content areas • Use rigorous domain-specific vocabulary • Writing using textual evidence
	Scheduled time for collaborative meetings on the campus and district level to address student and curriculum needs.	Create an environment that fosters learning through collaborative communication. Ensure adequate time for the following: <ul style="list-style-type: none"> • 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. • Monthly campus and quarterly district leadership team meetings to collaborate and discuss factors that affect increased student achievement.
	Additional support from state department and educational cooperative staff to implement identified best practices.	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 in all grades.
	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. Establish a district Instructional Technology Team to	Train all administrators and staff in the use of Teacher Pages (campus website), SeeSaw and Screencast-O-Matic to implement a blended learning platform. Three representatives from the campus will serve on the Magnolia School District Instructional Technology Team.

East Side Elementary School Literacy Plan

2021-2022

Name of School	Support Requested	District Support
	<p>remain abreast of state guidelines and requirements and be trained in the instructional technology essential to meet the needs of all students.</p> <p>Instructional Technology Team book study on <i>Blended Learning in Action: A Practical Guide Toward Sustainable Change</i>.</p>	<p>Provided 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.</p>