Mallory Elementary School Comprehensive Literacy Plan

Mallory Elementary strives to implement a research-based comprehensive literacy plan for grades Preschool through 4th grade in the Dallas County R-1 School District.

Goals: It is the goal of the Mallory Elementary School District Literacy Plan to implement the developmental, accelerated and preventive reading program requirements that will ensure that students can read on grade level by the end of Grade 4 and to accelerate the reading performance of all students in all grade levels.

This plan is designed to:
- provide reading instruction that reflects best teaching practices
- provide differentiated literacy instruction in varied settings
- increase the number of students reading fluently on grade level by the end of Grade 4
- provide appropriate intervention services as needed
- assist students in learning strategies for reading complex texts in content areas
- increase student performance on district, building and state-mandated assessments
- provide opportunities for parents and community members to celebrate student success and participate in various learning activities with students

Essential Components

Framework for Literacy

We will use a research based workshop approach that meets the needs of all students.

- **High Standards**

  High standards are based on the Missouri Learning Standards and professional standards that are aligned with specific benchmarks along the literacy continuum.

- **Model classroom**

  Develop model classrooms where teachers can observe their colleagues modeling best practices in literacy instruction.

- **Coaching**

  Coach and mentor using frequent team meetings and coaching cycles for ongoing professional development to increase teacher efficiency.

- **Accountability**

  We will use a comprehensive assessment system including building assessments, state screenings and early interventions with multiple measures for evaluating success.

- **Systems for Interventions**

  Small group instruction will be provided by the classroom teacher for all students. Individual or small group instruction for struggling students in grades kindergarten through 4th will be provided by Title-1 staff.

- **Technology**

  Technology will be used as a tool to enhance the learning process.
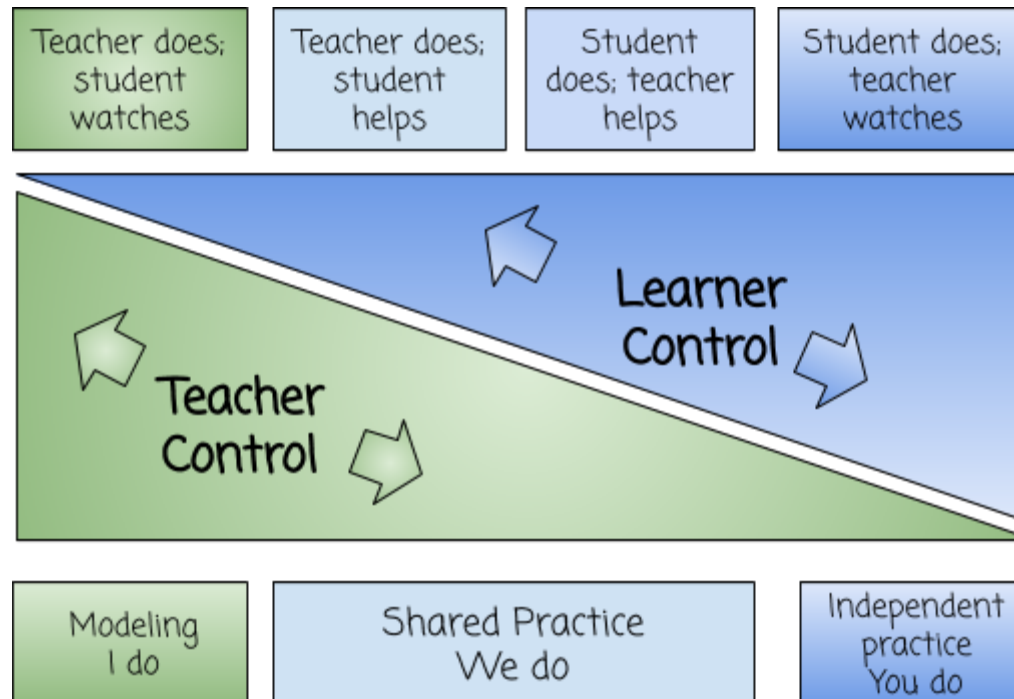
- **Parent Involvement**

  Teachers will communicate with parents in regards to literacy via progress reports and quarterly grade cards. Administrators, teachers and Title-one staff will actively recruit parents to participate in school/home activities.

Learning opportunities during the literacy block should include:
- Challenging learning experiences
- A workshop approach that meets the individual needs of each learner
- Whole and small group learning opportunities
- Flexible small groups based on most recent data results
- Instruction that lends itself to creating confident, independent learners with a love for literacy

Gradual release of learning responsibility

Component	Description	Time Frame
Read aloud I do	The teacher reads aloud daily to the whole class from a variety of children's literature in order to: ● Model fluent and expressive reading ● Expose children to a variety of text ● Provide opportunity for instruction ● Increase student vocabulary ● Promote an enjoyable reading experience	Daily 10-15 minutes
Shared reading We do	The teacher reads aloud a text with fluency and expression while students are allowed to see the text and are encouraged to read along in order to: ● Create a low risk environment so that students can join in and see themselves as readers ● Creates an authentic reason to practice skills and strategies	Daily 10-15 minutes
Phonics We do	Whole group in K-2nd, small group for struggling readers in 3rd and 4th The teacher leads the class in a whole group mini lesson around a grade level phonics skill in order to: ● Promote opportunity for instruction ● Increase student skills in the area of printed graphimes and the corresponding phonemes ● Creates an authentic reason to practice skills and strategies	Daily 10-15 minutes
Guided Reading We do	The teacher organizes small groups based on most recent data of students' instructional reading levels. The teacher will meet with each group 2-4 times per week and the below benchmark groups 4-5 times a week. The teacher selects books from a variety of genres for a small group with the expectation that all students can read the text at an instructional level with prompts and questions in order to: ● Provide teacher time to observe reading behaviors ● Let the teacher see the children functioning as readers ● Help the teacher to know which skills to stress next to move the children forward	Daily 15-20 minutes per group

Component	Description	Time Frame
Independent reading You do	The student selects and reads a variety of genres in order to: ● Build fluency and comprehension ● Demonstrate that reading is a priority ● Develop a love of reading	Daily 15-20 minutes
Write aloud I do	The teacher composes a piece of writing in front of the class to show how proficient writers move through the writing process in order to: ● Model for the students how writers think, make decisions, use information and organize their writing	Daily 10-15 minutes
Shared/ interactive writing We do	The teacher and students choose a topic together, then share the pen to compose a piece of writing together as a group in order to: ● Provide explicit instruction to close gaps in students' skill ● Encourage participation in the writing task	Daily 10-15 minutes
Guided Writing We do	The teacher and students compose collaboratively in small groups, with the teacher or student acting as scribe in order to: ● Focus on the writing process rather than on mechanics ● Help students gain confidence and promote independence in the writing process	Daily 15-20 minutes
Independent Writing You do	The students work silently while drafting, revising and editing their own writing in order to: ● Provide an opportunity to create meaning using what they know about text ● Develop students' ability to be independent writers	Daily 15-20 minutes

Component	Description	Time Frame
Word Work We do/you do	Word work is used to promote automatic word recognition involving phonemic awareness, phonics, spelling, high frequency word recognition and vocabulary instruction in order to: ● Explicitly teach necessary skills ● Engage students' interest and motivation to learn about how words work ● Increase students' automaticity with word recognition	Daily 15-20 minutes
Differentiation I do	Teachers will use data to differentiate instruction based on the needs of individual students through the use of whole group as well as small group instruction throughout the course of the school day in order to: ● Maximize each student's growth and individual success ● Meet each student at his/her developmental level	Reassess every 3 weeks

Assessments action plan

Mallory Elementary will utilize a continuous Language Arts assessment plan, including formative and summative assessments. All teachers, including the Title-one staff, will use data from assessments to plan appropriate intervention strategies.

- The Principal(s) and Instructional coaches will monitor the success of each program by analyzing the formative and summative data.
- Formative and summative data will drive instructional decisions in the classroom

Component	Principal/ Instructional Coach responsibility	Teacher Responsibility/ Title-one staff	Time Frame	Evaluation
Developmental Reading Assessment (DRA2)/DRA2 Progress Monitoring	- Support and monitor - Check data spreadsheets frequently - Administer DRA2 progress monitoring at random to various students to ensure quality control - Create and share an electronic data reporting sheet	- Administer and interpret results to guide instruction and intervention at students' *instructional* reading levels - Enter students' *independent* reading levels into the provided electronic data reporting sheets prior to the meeting	As noted on assessment calendar	- Quality control checks to monitor proper administration of DRA2 progress monitoring *Independent* reading levels reported on the electronic data reporting sheet

Component	Principal/ Instructional Coach responsibility	Teacher Responsibility/ Title-one staff	Time Frame	Evaluation
Spelling Inventory (BEAR)	• Support and monitor • Check data spreadsheets • Facilitate data review meetings to analyze results	• Administer and interpret results to guide instruction and intervention • Enter data into the provided electronic data reporting sheets prior to the meeting	As noted on assessment calendar	• Compare groupings 3 times a year based on results after entering data into BEAR spelling inventory spreadsheet (Kindergarten only administer MOY and EOY) • Data reported on the electronic data reporting sheet
ESGI (Kindergarten and 1st grade only)	• Review and analyze results • Share and discuss the data with all stakeholders	• Administer ESGI • Analyze the data with grade level and vertical teams • Use data to guide and alter instruction	As noted on assessment schedule	• Grade levels will discuss strengths and weaknesses and report them to all stakeholders
Grade level common assessments	• Review and analyze test results • Share and discuss the data with all stakeholders	• Administer grade level common assessments • Enter data in electronic data reporting sheet • Analyze the data with grade level and vertical teams • Use data to guide and alter instruction	As determined by each grade level	• Grade levels will discuss strengths and weaknesses and report them to all stakeholders • Data reported on the electronic data reporting sheet

Dra2 benchmarks by quarter

Grade level	1st quarter	2nd quarter	3rd quarter	4th quarter
Kindergarten	Not yet tested	Level 00 A/1	Level 2	Level 3
1st grade	Level 4	Level 8	Level 12	Level 16
2nd grade	Level 18	Level 20	Level 24	Level 28
3rd grade	Level 30	Level 34	Level 34	Level 38
4th grade	Level 40	Level 40	Level 44	Level 48

State Mandated Assessments and Screeners

Component	Principal/ Instructional Coach responsibility	Teacher Responsibility/ Title-one staff	Time Frame	Evaluation
MAP	● Review and analyze assessment results ● Share and discuss the data with all stakeholders	● Administer state mandated assessment ● Analyze the data with grade level and vertical teams ● Use data to guide and alter instruction	To be announced	● Building grade level strengths and weaknesses will be reported and discussed during vertical team meetings and with all stakeholders

Component	Principal/ Instructional Coach responsibility	Teacher Responsibility/ Title-one staff	Time Frame	Evaluation
Dyslexia screening (For students who previously demonstrated characteristics of dyslexia or are struggling in the area of phonics and/or phonemic awareness; students new to the state of Missouri and incoming Kindergarteners	• Review and analyze screener results • Share and discuss the data with all stakeholders	• Administer state mandated screener • Analyze the data with grade level and vertical teams • Use data to guide and alter instruction	With in the first 30 days of school (for Kindergarten with in the first 30 days of 2nd semester)	• Building grade level strengths and weaknesses will be reported and discussed during vertical team meetings and with all stakeholders
Senate Bill 319 (SB 319) A bill signed into law that calls for the retention of any student in grade 4 IF he/she is reading below a 3rd grade level after completing 4th grade **AND** summer school.	• Review and analyze screener results • Share and discuss the data with all stakeholders	• See chart below	BOY 3rd grade identification Ongoing through EOY 4th grade	• Screening data will be reported and discussed with all stakeholders on an individual basis

Dyslexia Screening timeline			
Timeline	Screener	Who is screened	Who will administer
First 30 days of school	Rapid Naming Screener: meets requirement of: **rapid automatic naming**	Any student grades 1st-4th who we identified as reading below benchmark at the end of the previous school year	Title 1 staff
First 30 days of school	DRA2 Word Analysis meets requirement of: **phonological/phonemic awareness, letter naming fluency, phonics (sound/symbol and word recognition)**	Any student grades 1st-4th who we identified as reading below benchmark at the end of the previous school year	Title 1 staff
First 30 days of school; middle and end of year	BEAR Spelling inventory meets requirement of: **orthography**	All students grade 1st-4th	Classroom Teacher
Quarterly	Developmental reading assessment (DRA2) progress monitoring meets requirement of: **oral reading fluency and reading comprehension**	All students grade 1st-4th	Classroom Teacher
By January 31st	Rapid Naming Screener: meets requirement of: **rapid automatic naming**	All Kindergarteners	Title 1 staff
By January 31st	BEAR Spelling inventory meets requirement of: **orthography**	All Kindergarteners	Classroom Teacher
By January 31st	Developmental reading assessment (DRA2) meets the requirements of: **oral reading fluency and reading comprehension**	All Kindergarteners	Classroom Teacher

Timeline	Screener	Who is screened	Who will administer
By January 31st	DRA2 Word Analysis meets the requirements of: phonological/phonemic awareness, letter naming fluency, phonics (sound/symbol and word recognition)	All Kindergarteners	Title 1 staff

Notes about Dyslexia screening:
students who are determined to be below benchmark according to DRA2 will be monitored for progress every 3 weeks.
Students identified as displaying "at risk" characteristics for Dyslexia will be given targeted interventions and monitored for progress throughout the year and rescreened by January 31st. Students still displaying "at risk" characteristics for Dyslexia after January 31st will be referred to the teacher support team.

Senate Bill 319: Steps Taken After a Student Is Identified as Reading Substantially Below Grade Level in 4th Grade

1. The classroom teacher has a meeting with parent(s)/guardian(s) to discuss the student's reading level and next steps.

2. The student receives targeted reading intervention with Title-1 staff.

3. The student is monitored every 3 weeks to see if reading level is improving.

4. Parent(s)/Guardian(s) are requested to enroll the student in after-school tutoring.

5. Parent(s)/Guardian(s) are requested to enroll the student in summer school.

6. Retention is recommended after a student has completed 4th grade and summer school and is still reading below a 3rd grade level.

*Students receiving Special Education services for reading under an IEP, students with a 504 plan which includes an element addressing reading, students determined to have limited English proficiency, and any student who had previously been retained are all exempt from the retention aspect of SB 319.

Intervention Action Plan

All staff, including Title-one personnel, will use formative and summative data to provide differentiated instruction in a one-on-one or small group setting. This will include remediation as well as enrichment activities.
- Students participating in remediation groups will be given frequent additional assessments to monitor growth.

Component	Principal/ Instructional Coach responsibility	Teacher Responsibility/ Title-one staff	Time Frame	Evaluation
Flexible groups	- Periodically discuss rationale for groupings - Observation of flexible groupings	Use assessment tools to frequently restructure groups	ongoing	- Lesson plans/walkthroughs - Student growth on formal and informal assessments
Classroom teachers and Title-one staff will conference frequently	Facilitate meetings	- Team will discuss data - Plan instruction for intervention groups	ongoing	- Lesson plans/walkthroughs - Data spreadsheets
Additional instructional time in small groups for those students who are below benchmark	Stay informed of the students who are below benchmark and offer support	- Meet with below benchmark students 4-5 times weekly for small group instruction - Pull out by Title-one staff for additional small group instruction	ongoing	- Teacher records/observations - Assessment data

Component	Principal/Instructional Coach responsibility	Teacher Responsibility/ Title-one staff	Time Frame	Evaluation
Orthography/ phonemic/ phonological awareness support and intervention	• Provide teachers professional development opportunities, strategies and resources to assist students displaying characteristics of dyslexia or are struggling in the area of phonics and/or phonemic awareness	• Teachers and Title-one staff will Incorporate orthography, phonemic and phonological activities into their daily lessons	ongoing	• Student growth • Walkthroughs • Lesson plans • BEAR spelling test data • Dyslexia screener results

Professional Development

All Mallory Elementary administrators, teachers and Title-one staff will participate in ongoing professional development designed around researched based best practices in the area of literacy instruction.
- The district professional development committee will ensure administrators, teachers and Title one staff have access to ongoing professional development opportunities through conferences, trainings and district/building professional development days.
- Administrators, teachers and Title-one staff will stay up to date on current research by reading articles, books, and blogs, listening to podcasts and meeting with Instructional coaches to discuss best practices in literacy.
- Staff development will include the ability to observe other teachers that demonstrate proficiency in the area of literacy within the Mallory building.
- District personnel with a background in literacy instruction will be used to provide inservice and classroom support.

Component	Principal/Instructional Coach responsibility	Teacher/Title-one staff Responsibility	Time Frame	Evaluation
Demonstration of teaching and/or classroom visits	- Encourage teachers to observe other classrooms - Encourage proficient teachers to be a model classroom for others - Be available to cover a classroom so that teachers can observe model classrooms	- Be willing to be a model classroom if asked - Take advantage of observing a model classroom - Try strategies observed during the visit to a model classroom - Schedule observation to observe model classroom - Arrange with an instructional coach to cover classroom	ongoing	- Observation of new strategies being tried - Teacher feedback after observation

Component	Principal/Instructional Coach responsibility	Teacher/Title-One staff Responsibility	Time Frame	Evaluation
Title-one staff will work with instructional coaches to prepare for intervention groups	- Offer a meeting time for Title-one staff to meet with Instructional coaches - Support and encourage Title-one staff	Analyze the formative data and use that information to guide instruction	ongoing	- Observation - Anecdotal records
Take part in district/building offered professional development	Encourage staff attendance at these workshops	- Attend district/building provided workshops - Incorporate new ideas and knowledge into teaching	ongoing	- Attendance sheets - Observation
To be data driven, teachers will meet frequently with Instructional coaches to analyze, interpret and discuss data	- Facilitate data meetings - Provide electronic data reporting sheets	- Attend the data meetings - Plan instruction based on data from assessments - Enter data into the provided electronic data reporting sheets prior to the meeting	ongoing	- Completion of provided electronic data reporting sheets - Attendance at data meetings

Component	Principal/Instructional Coach responsibility	Teacher/Title-One staff Responsibility	Time Frame	Evaluation
Teachers will be allowed to select and attend conferences based on approval from the district professional development committee and building administration	- Encourage teachers and Title-one staff to attend research based conferences - Provide information about literacy-based conferences that are available in our area - Review teacher and Title-one staff conference request sheet for approval	- Locate conferences of interest - Complete district PD request form - Attend conference - Be prepared to present new knowledge/ideas from conference with other district staff	ongoing	- Certificate of attendance - Professional development log - Present new knowledge/ideas from conference with other district staff at request of administration

PARENT INVOLVEMENT

Mallory Elementary staff will work with parents to ensure they have multiple opportunities to become actively involved in their students' literacy growth.

- Teachers will share timely, meaningful information with parents regarding students reading performance.
- Mallory Elementary staff will provide opportunities for parents to be involved in the reading process at school.
- Mallory Elementary teachers will provide opportunities for parents to be involved in the reading process at home.

Component	Principal/ Instructional Coach responsibility	Teacher/Title-One staff Responsibility	Time Frame	Evaluation
Mallory Elementary will have a plan in place to track each student's independent reading.	• Plan with grade levels a way of tracking student independent reading • Encourage parents to read to and with their students on a nightly basis • Provide incentives for reading at home (i.e. the "Book-It" program)	• Encourage and provide materials for nightly reading • Discuss with parents the importance of nightly reading	ongoing	• Tracking sheets
Teachers will share timely, meaningful information with parents regarding students' independent reading levels.	• Ensure teachers are trained in how to administer the DRA2/progress monitoring assessment and how to analyze and report student scores • Make available an electronic data reporting sheet	• Administer the DRA2/progress monitoring quarterly • Share the students' independent reading levels via quarterly grade cards	ongoing	• Electronic data reporting sheet

Component	Principal/ Instructional Coach responsibility	Teacher/Title-One staff Responsibility	Time Frame	Evaluation
Instructional coaches will include literacy tip(s) for parents in the Principal's monthly newsletter.	● Instructional coach will supply Principal with a list of tips to add to the monthly newsletter ● Principal will communicate with parents on a monthly basis about the happenings of Mallory Elementary via a monthly newsletter	● Send monthly newsletter home with students	ongoing	● Monthly newsletter includes literacy tips from instructional coaches ● Monthly newsletter sent home to parents with students
Mallory Elementary will host family nights that showcase literacy. Examples could be: ● Living museum ● Reading for Gold ● Read for the Gold	● Encourage teachers to schedule family nights ● Add family nights to the school calendar ● Inform parents of upcoming school/home events ● Encourage parent attendance at school/home events	● Participate in family nights ● When needed provide time in class for students to prepare their presentation for family night ● Inform parents of upcoming school/home events ● Encourage parent attendance at school/home events	ongoing	● Scheduled events ● Observation ● Parent sign in logs ● Completed reading logs

Component	Principal/ Instructional Coach responsibility	Teacher/Title-One staff Responsibility	Time Frame	Evaluation
Mallory Elementary will actively recruit parents to participate in school/home activities.	- Inform parents of opportunities to volunteer during the school day (such as room transformations, reading buddies etc.) - Inform parents of after school opportunities to be involved in decision making processes (such as board meetings, Parent teacher organization, Principal advisory committee) - Invite parents to participate in various school/home activities - Ensure that all parent volunteers have current background checks on file in the office	- Inform parents of opportunities to volunteer during and after the school day - Invite parents to participate in various school/home activities - Inform parents when their student will be receiving a quarterly academic award and invite them to the assembly	ongoing	Parent sign in logs

Literacy Observation Look fors

Date/Time: _____

N/A: not observed at this time
X: observed

Literacy Observation Look-Fors During a Walkthrough	Observed	Comments
Classroom Environment Literacy materials are organized and easily accessible Students are engaged in literacy activities at their level (ex. Daily 5 type activities)	_____	
Reading/Writing Mini Lesson Has a clear objective and purpose Provides for guided practice (with teacher support) and independent practice (without teacher support)	_____	
Guided Reading groups Before Reading:: teacher gives a brief description of the text and states the purpose for reading the text Teacher addresses potential problematic words within the text During Reading: Teacher takes anecdotal notes or completes a running record while listening to an individual student read from text Other group members are reading silently at their own pace at the table – NO ROUND ROBIN READING IS OBSERVED After reading: Teacher facilitates a discussion about the book by asking comprehension questions and addressing misconceptions or errors.	_____ _____ _____ _____	

Literacy Observation Look-Fors During a Walkthrough	Observed	Comments
Writers workshop: Modeling writing: Teacher composes a piece of writing in front of the students. Shared Writing: Teacher and students choose a topic together and compose a piece of writing together. Guided Writing: (possibly done as part of guided reading) Teacher and students compose collaboratively in small groups with the teacher or student acting as scribe. Independent Writing (student): Works quietly to compose, edit and revise their own piece of writing Independent Writing (teacher): conducts individual student conferences or meets with small groups while other students work silently on their individual writing		

LITERACY ASSESSMENT CALENDAR

Grade level	Assessment	Purpose	Schedule
Kindergarten	ESGI	To track and monitor student progress in grade level curriculum	Ongoing
	DRA2	To track and monitor students progress in reading proficiency	Beginning of 3rd quarter and end of 4th quarter; every 3 weeks progress monitor students below benchmark; progress monitor all students quarterly
	BEAR spelling	To track and monitor students progress in orthography	MOY and EOY
	State mandated screener	To identify students who show characteristics of dyslexia*	MOY (Students demonstrating at risk characteristics will be rescreened periodically to track progress after receiving intervention service)
1st grade	ESGI	To track and monitor student progress in grade level curriculum	Ongoing
	DRA2	To track and monitor students progress in reading proficiency	Full DRA2 at end of 1st and 4th quarter; every 3 weeks progress monitor students below benchmark; progress monitor all students quarterly
	BEAR spelling	To track and monitor students progress in orthography	BOY, MOY and EOY

Grade level	Assessment	Purpose	Schedule
2nd grade	DRA2	To track and monitor students progress in reading	Full DRA2 at end of 1st and 4th quarter; every 3 weeks progress monitor students below benchmark; progress monitor all students quarterly
	BEAR spelling	To track and monitor students progress in orthography	BOY, MOY and EOY
3rd grade	DRA2	To track and monitor students progress in reading proficiency	Full DRA2 at end of 1st quarter; every 3 weeks progress monitor students below benchmark; progress monitor all students quarterly
	BEAR spelling	To track and monitor students progress in orthography	BOY, MOY and EOY
4th grade	DRA2	To track and monitor students progress in reading proficiency	Full DRA2 at end of 1st quarter; every 3 weeks progress monitor students below benchmark; progress monitor all students quarterly
	BEAR spelling	To track and monitor students progress in orthography	BOY, MOY and EOY
Dyslexia screener	State mandated screener	To identify students who show characteristics of dyslexia	See above chart under the: Assessment Action Plan