

CYPRESS RUN EDUCATION CENTER SCHOOL-WIDE LITERACY PLAN

The Science of Reading: Reflect on Your Process and Practices

Keep Doing	Stop Doing	
<p><u>Keep</u> activating and building background knowledge.</p> <p><u>Keep</u> providing explicit direct instruction.</p> <p><u>Keep</u> referring to the WIDA “Can-Do” Descriptors when working with and evaluating ELL students.</p> <p><u>Keep</u> utilizing gradual release.</p> <p><u>Keep</u> configuring your board and including a Language/Reading objective.</p>	<p><u>Stop</u> using strategies that pull the beginning reader away from the text to guess instead of using the words on the page.</p> <p><u>Stop</u> excluding our ESE and ELL students from high literacy expectations and conversations.</p> <p><u>Stop</u> rushing through the curriculum simply to get it done without verifying mastery of skills and knowledge.</p> <p><u>Stop</u> isolating teaching; share and show so that others know about the great things happening in our building across the content.</p> <p><u>Stop</u> complaining that students’ reading levels are low while not providing the tools necessary for them to improve their levels.</p> <p><u>Stop</u> giving students busy work; make it intentional so that our students can demonstrate success.</p>	
Start Doing		
<p>Gradual Release with a Structural Literacy Focus:</p> <ul style="list-style-type: none"> • I Do: Teacher... <ul style="list-style-type: none"> ✓ Provides direct instruction. ✓ Establishes goals and purpose. ✓ Models. ✓ Thinks aloud. • We Do Together: Teacher... <ul style="list-style-type: none"> ✓ Provides interactive instruction. ✓ Works with students. ✓ Checks, prompts, and clues. ✓ Provides additional modeling. • You Do It Together: Teacher... <ul style="list-style-type: none"> ✓ Provides feedback. ✓ Evaluates. ✓ Determines levels of understanding. • You Do: Teacher... <ul style="list-style-type: none"> ✓ Moves amongst groups. ✓ Clarifies confusion. ✓ Provides Tier 2 instruction. 	<p>Writing across the Curriculum: Teachers across the curriculum will utilize a set of teaching and learning strategies designed to encourage students to use writing as a tool for thinking, processing those thoughts, and transferring the thoughts into written form.</p> <p>Vocabulary/ Word Wall: Word wall should include explicit instruction on etymology, roots, prefixes, and suffixes as it relates to the content vocabulary. The teacher <u>explicitly</u> states what is being taught and <u>effectively</u> models how it is used by a skilled reader.</p> <p>Interdisciplinary Metacognition across the Curriculum: Teachers will instruct students how to interact purposefully with the text. Students should always have a pen, marker, or highlighter in their hands while reading. The teacher will guide students in skills such as highlighting, summarizing, questioning, and note-taking.</p>	

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Projected Timeline		
AUGUST / SEPTEMBER <u>Read Aloud</u> (fluency) and Explicitly Pre-Teach Vocabulary (include word walls: vocabulary)	OCTOBER/ NOVEMBER Building Background Knowledge (facts, concepts) / Make Predictions about the Text (Inferences, Reasoning)	NOVEMBER/ DECEMBER Text Markers/ Close Reading (multiple reads of the text, ahh ha moments, confusing words, confusing parts)/ Questioning the text (comprehension).
JANUARY/ FEBRUARY Read Aloud (for fluency and rapid word recognition) and Pre-teach Vocabulary/ Phonemic Awareness (word walls, Frayer Model).	MARCH/ APRIL Make Predictions about the Text/ Questioning the Text (comprehension/ constructing meaning).	MAY/ JUNE Text Markers/ Close Reading (ahh ha moments, confusing words, confusing parts).

Implementation Plan: Strategic Action Planning	
STUDENT GOALS:	By June 2026, students will increase in literacy proficiency based on the 2025-2026 FAST PM III assessment data.
TEACHER GOALS:	By June 2026, all teachers will implement interdisciplinary metacognition across all disciplines with fidelity as evidenced by administrative classroom observations.
RESOURCES TO ACHIEVING THE GOAL:	<ul style="list-style-type: none"> ○ SOR Implementation Plan ○ PLC Meetings for teacher collaboration ○ Literacy Coach, ESE Support, ELL Support, School Administrators, and District Support Personnel
BARRIERS TO ACHIEVING THE GOAL:	<ul style="list-style-type: none"> ○ Adequate training for teachers ○ Limited common planning time ○ Resources and materials to implement strategies
STRATEGIES/RATIONALE (IF/THEN):	<ul style="list-style-type: none"> ○ <u>Students will show academic success</u> if provided the opportunity to practice and apply strategies and skills taught systematically and explicitly. ○ If teachers implement strategies and skills learned during Professional Development, <u>students' reading levels will increase and writing ability will improve.</u> ○

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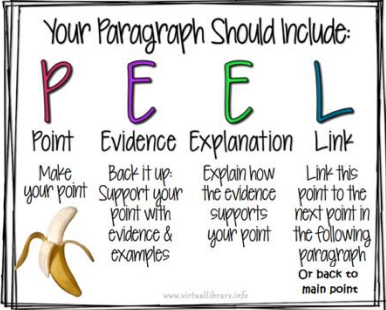

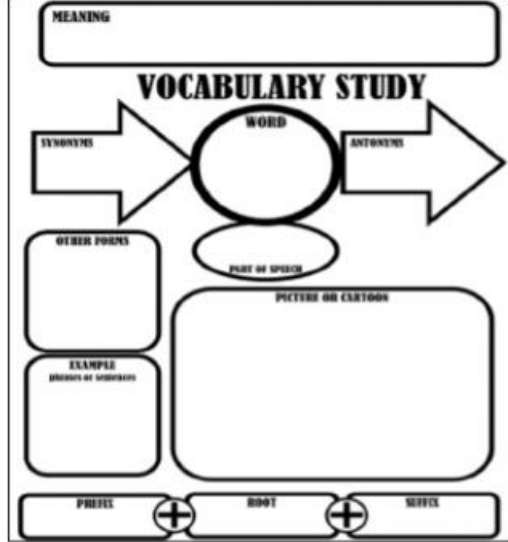
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Implementation Plan Continued				
ACTION STEPS:	Gradual Release with a Structured Literacy Focus	Writing across the Curriculum	Explicit Vocabulary (Word Wall)	Interdisciplinary Metacognition across the Curriculum
PERSON RESPONSIBLE :	<u>Admin</u> : Ms. Jackson <u>Literacy Coach</u> : Ms. Hutchinson	<u>Admin</u> : Ms. Jackson <u>Literacy Coach</u> : Ms. Hutchinson	<u>Admin</u> : Ms. Jackson <u>Literacy Coach</u> : Ms. Hutchinson <u>Department</u> : Ms. Wilson, Mr. Freudenberg, Ms. Defay, Ms. Dawson	<u>Admin</u> : Ms. Jackson <u>Literacy Coach</u> : Ms. Hutchinson
ACTION SCHEDULED:	Teachers will participate in Professional Development training.	Teachers will participate in ongoing training (in-house training and SOR).	Teachers will participate in ongoing training (in-house training and SOR).	Teachers will participate in Professional Development Training (SOR).
EVIDENCE:	<ul style="list-style-type: none"> ○ Gradual release steps are noted in teachers' <u>lesson plans</u>. ○ Gradual release steps are included on <u>board configuration</u>. ○ Teachers use gradual release <u>language as part of daily conversations</u> with students. 	<ul style="list-style-type: none"> ○ Student <u>work samples</u> demonstrate writing strategies utilized across the curriculum. 	<ul style="list-style-type: none"> ○ Word walls include <u>content-specific and standard-specific vocabulary</u>. ○ <u>Student work</u> provides evidence of explicit vocabulary being taught. 	<ul style="list-style-type: none"> ○ Student work product will exhibit evidence of <u>purposeful interaction with the text</u>. This could look like: <ul style="list-style-type: none"> ✓ Highlighting ✓ Summarizing ✓ Questioning ✓ Note-taking

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STATUS:	Some Evident; In Progress	In Progress	Some Evident; In Progress across Content	In Progress
REVIEW DATES:	Monthly Reviews	Quarterly Reviews: October, January, March, and May	Monthly Reviews	Quarterly Reviews: October, January, March, and May

<p>S.O.R Component Text Comprehension & Written Expression</p>	<p>S.O.R Component Text Comprehension & Written Expression</p>	<p>S.O.R Component Text Comprehension & Written Expression</p>	<p>S.O.R Component Vocabulary and Morphology</p>																											
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