

# **Lakewood's 2022-2023 School Plan for Literacy**

## **FOCUS OF IMPROVEMENT**

Area of focus:

**Literacy**  
**Kindergarten to Grade 5**

What we hope to improve:

**To strengthen students' decoding skills and word recognition so that they are able to read and write proficiently.**

Specific evidence of improvement in student learning:

**In reading and writing, students will be able to:**

- \*Blend and segment sounds (McCracken)**
- \*Hear and record sounds (Marie Clay – Observation Survey)**
- \*Manipulate sounds (Kilpatrick)**
- \*Chunk words into parts (i.e., dividing the word into parts that can be decoded)**
- \*Divide the word by its' syllables (syllabication)**
- \*Divide the word by its' smallest units of meaning (morphology)**

How this will be assessed:

- \*On-going formative assessments**
- \*Evidence of learning and assessments throughout all three terms**

How the learning will look, sound, and feel:

**Students will have:**

- \*Increased stamina**
- \*Proficient word attack skills**
- \*An expanded sight word bank**
- \*Independent application of decoding and word recognition skills ("word reading")**
- \*Participated in daily explicit phonological word work with embedded shared reading and writing activities**
- \*Increased willingness and confidence to engage and take risks when students are applying their word study skills to decode and encode when reading and writing real texts**
- \*Increased joy and engagement when reading and writing independently and/or with peers**

## **ROLES AND RESPONSIBILITIES**

Specific evidence of improved teacher practice?

**Teachers will:**

- \*Start with assessment to guide and plan instruction**

- \*Assess informally throughout instruction**
- \*Re-assess when they know all goals have been met**
- \*Use a curriculum with a clear scope and sequence (Example: Tyner, Mesmer, McCracken, Bear)**
- \*Ensure larger chunks of phonological awareness are under control if their students are struggling at the phoneme level**
- \*Commit to intentional, explicit, systematic, efficient and effective instruction and instructional routines**
- \*Pay attention to articulatory gestures (where in the mouth a sound is produced and how the sound is produced) and whether a sound is voiced or unvoiced in instruction.**

**What the learning will look like, sound like and feel like?**

**Teachers will:**

- \*Have knowledge of decoding and word recognition instruction with support from the divisional Literacy Coach**
- \*Have developed a way of tracking student evidence of learning to determine strengths, challenges and next steps**
- \*Honestly appraise their current practices with an open heart and an open mind**

**Specific evidence of improved team practice?**

**The Team will:**

- \*Use consistent language across all grade levels**
- \*Feel confident using a clear scope and sequence (Tyner, Mesmer, McCracken and Bear)**
- \*Ensure that review is part of their daily instruction**
- \*Ensure that they are informally assessing instruction on an on-going basis**
- \*Meet in grade groups and review student evidence and discuss strengths, challenges and next steps**
- \*Meet in vertical groups to share their celebrations, wonderings, and "stretches"**

**What the learning will look like, sound like and feel like?**

**The Team will:**

- \*Honestly appraise their current practices with an open heart and an open mind**
- \*Recognize and reflect on their own triggers and biases**
- \*Actively work to lower their defenses so they can raise their own awareness**
- \*Reconsider, reprioritize, or simply let go of less helpful practices to make space for some that are more effective**