

Jasper Elementary Literacy Plan 2021-2022 School Year

CURRICULUM PROGRAM

Smart Goals:

- The number of students that read on grade level K-6 will grow from 59% to 70% by the end of the second semester as measured by the STAR Reading Assessment in May 2021.
- The number of students that score at or above benchmark on NWF K-2 Dibels will grow from 39% to 50% by the end of the second semester as measured by the DIBELS Next Assessment in May 2021.

2020-2021 Data:

- 59% of students were identified as reading on grade level as identified by the STAR Reading or STAR Early Literacy Test in January 2021.
- 39% of students grades K-2 scored at or above Benchmark as identified by the DIBELS Next Assessment in January of 2021

Cycle of Inquiry:

- A literacy team is in place to oversee the elementary school literacy program. The team is composed of the principal, counselor, lead teachers and a teacher representative from each grade level.
- K-2 PLC Teams and 3-6 PLC Teams meet weekly to review student performance to guide instructional practice. The K-6 Literacy team will meet quarterly to review student performance and determine efficacy of literacy plans/curriculum.

- School Data/RTI teams will review student assessment, progress monitoring, and teacher recommendation to determine placement in enrichment/intervention programs.

Curriculum:

Five Components of Effective Literacy Instruction:

- Phonemic Awareness - Heggerty
- Phonics - Phonetic Connections in conjunction with Benchmark Literacy Curriculum.
- Vocabulary, Fluency, Comprehension - Benchmark Literacy

The goal of the 2021-2022 School Year is to ensure that all teachers begin to demonstrate proficiency in the Science of Reading (SoR) and implement all Components of Effective Literacy Instruction.

Screeners Used:

To ensure that students are appropriately identified for intervention, Jasper Elementary uses the following Screeners to predict risks.

- DIBELS, RAN, Maze

Diagnostic Assessments:

To ensure that interventionists and classroom teachers are aware of specific gaps and missing skills, Jasper Elementary uses the following Diagnostic Assessments to develop interventions.

- PAST, PF, DSA

Process for Providing Support:

Screeners are initiated for all students in grades K-2 to identify students who need further assessment. In grades 3-6 teacher or parent referral for screeners are based on academic performance or STAR Reading/ACT Aspire test results. Once students are identified, Diagnostic

Assessments are used to identify the specific skills on which to focus. At this point the RTI/DATA Team meets to determine which level of intervention is needed. Classroom teachers provide Tier 1 and Tier 3 interventions, while interventionists provide Tier 2 or enrichment. Parents are encouraged to attend RTI Team meetings and are given strategies that could be helpful at home. Intervention (WIN) Time is scheduled into the school day for each grade-level. During WIN time, all available personnel (media specialist, PE Teacher, GT Teacher, paraprofessionals, etc.) are asked to provide either enrichment or intervention activities - under the guidance of the teacher/interventionist.

Progress Monitoring Process:

Jasper Elementary teachers use multiple forms of Progress Monitoring. Teachers input data from these sources into a data sheet in the Fall, Winter, and Spring. Students who are Tier 2 are monitored monthly while students receiving Tier 3 Services are monitored bi-weekly or weekly.

- DIBELS, Maze, Daze, STAR, Benchmark Curriculum Assessments, CFAs

Determining and Communicating Reading Levels:

Parents are given reading levels for grades K-6 based on STAR Assessment at Parent/Teacher Conferences twice a year. This grade level is placed on student report cards. In grades 1-6, student reading levels are identified as:

- Below Grade Level
- On Grade Level
- Above Grade Level

In Kindergarten student reading levels are identified as:

- Early Emergent Reader
- Late Emergent Reader
- Early Transitional Reader

During PLC Team meetings, all teachers review data and are given student reading levels by the literacy teacher.

Dyslexia Program

Link to Dyslexia Plan:

https://docs.google.com/document/d/1wWVScXxuS2jLJn6RzOfJOKeLFn5pDghdnAu4_9PO8hs/edit?usp=sharing

Jasper Elementary is currently using Wilson Reading to provide Dyslexia Services.

Special Education Program

Jasper Elementary Special Education Teacher is using Wilson Reading to provide literacy services to students with gaps.

PROFESSIONAL DEVELOPMENT PROGRAM:

- Local Professional Development Opportunities include PLC Team Meetings where teachers work together to review data and determine best practices to target our specific needs. Professional Development Days are scheduled into the 2021-2022 School Calendar to allow for internal PD that relates to specifying essential standards for literacy, unpacking those standards, determining proficiency, and developing Common Formative Assessments. After school Professional Development is scheduled periodically to ensure that up-to-date literacy information is disseminated in a timely manner.
- State Professional development is provided through AETN IDEAs and through the Coop. All Teachers have earned the required hours of The Science of Reading Professional Development and will continue to take refresher courses as needed.
- We have and will continue to build our professional knowledge through the PLC process. Lead teachers have attended National Conferences for the implementation of a true PLC

school. We will continue looking at needs and ensure that faculty have opportunities to address these needs through National Professional Development.

- All curriculum and professional development opportunities are based on research and use evidence based strategies.
- We are beginning to utilize instructional rounds within our school. Currently teachers are required to visit others' classrooms twice a year and look for positives or effective teaching strategies. We will continue to develop our use of instructional rounds as we work to meet the requirements of The Science of Reading and continue developing our school as a PLC.
- SoR Training: All certified staff are identified on a SoR Pathway.
 - <https://docs.google.com/spreadsheets/d/1ELB0Zd0NXmxtjWpZoE0huc2U4Hc9gHz1Q20RO0RmxxQ/edit?usp=sharing>
 - The Elementary School Principal has attended K-2 and 3-6 RISE training and the SoR Assessor Training.