

Literacy Support Plan
 Smackover Elementary School
 2021-2022

Kindergarten - 2nd Grade	
Task	Notes
Utilize a written curriculum map that aligns with the science of reading	<p>Grade level teachers working in professional learning communities developed literacy curriculum maps which are aligned with the science of reading.</p> <p>The curriculum maps are reviewed annually and are updated as needed.</p>
Provide classroom teachers with a <u>strong, systematic and explicit</u> phonemic awareness program	Classroom teachers have received training and use Heggerty Phonemic Awareness.
Provide classroom teachers with a <u>strong, systematic and explicit</u> phonics programs	<p>K-2 teachers will use Saxon Phonics which is an approved program based on the science of reading. Teachers will review the deficient areas in Saxon Phonics as identified by DESE and will make relevant changes based on the science of reading during the summer of 2021.</p> <p>3rd grade teachers will receive training on 95% Group Phonics during the summer of 2021. They will pilot 95% Group Phonics during the 2021-2022 school year.</p>
Screen all K-2 students for reading difficulties (Act 1268 dyslexia requirements)	<p>According to Ark. Code Ann. § 6-41-603, a school district shall screen:</p> <ol style="list-style-type: none"> 1. Each student in kindergarten through grade two (K-2); 2. Kindergarten through grade 2 (K-2) students who transfer to a new school and have not been screened; 3. Kindergarten through grade 2 (K-2) students who transfer from another state and cannot present documentation that the student has had similar screening; <p>The following screeners are used:</p> <p>Kindergarten</p> <ul style="list-style-type: none"> ● Phonological and phonemic awareness - DIBELS Phoneme Segmentation Fluency

	<ul style="list-style-type: none"> ● Sound symbol recognition - DIBELS Nonsense Word Fluency ● Alphabet knowledge - DIBELS Letter Naming Fluency ● Decoding skills - DIBELS Nonsense Word Fluency ● Rapid naming - AR-RAN ● Encoding skills - Kindergarten Inventory of Spells (KIDS) - Word Journeys <p>1st Grade</p> <ul style="list-style-type: none"> ● Phonological and phonemic awareness - DIBELS Phoneme Segmentation Fluency ● Sound symbol recognition - DIBELS Nonsense Word Fluency ● Alphabet knowledge - DIBELS Letter Naming Fluency ● Decoding skills - DIBELS Nonsense Word Fluency ● Rapid naming - AR-RAN ● Developmental Spelling Assessment (DSA) <p>Second Grade</p> <ul style="list-style-type: none"> ● Phonological and phonemic awareness - Phonological Awareness Skills Screener (PASS) ● Sound symbol recognition - DIBELS Nonsense Word Fluency ● Decoding skills - DIBELS Oral Reading Fluency ● Rapid naming - AR-RAN ● Encoding skills - Kindergarten Inventory of Spells (KIDS) - Word Journeys
<p>Ensure adequate time for literacy instruction</p>	<p>Literacy Instructional Block for Kindergarten through 2nd grade classrooms includes:</p> <ul style="list-style-type: none"> ● Phonological Awareness - 10 minutes ● Phonics (Letter ID, Decoding, Handwriting, and Encoding)- 30 minutes ● Comprehension (Read Aloud, Shared Reading, Oral Language, and Vocabulary) - 40 minutes ● Small Group Reading - 60 minutes ● Writing 45 minutes <p>Comprehension and writing instruction rely heavily on the explicit instructional model to support the gradual release of control from the teacher to the student:</p> <ul style="list-style-type: none"> ● Explanation ● Modeling

	<ul style="list-style-type: none"> ● Guided Practice ● Independent Practice
<p>Develop intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> ● Administer diagnostic assessments to determine specific skill deficits ● Provide evidence-based interventions through a multi-tiered system of support (RTI) ● Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support 	<p>Smackover Elementary School has a multi-tiered system of support for identified readers based on diagnostic assessments.</p> <ul style="list-style-type: none"> ● Tier 1 - Core Instruction ● Tier 2 - Supplemental Intervention ● Tier 3 - Intensive Intervention <p>Students are screened annually in accordance with the Right to Read Act. Following the screening, intervention team meetings are held by grade level to identify students in need of additional support.</p> <p>Supplemental intervention with approved programs based on the science of reading is provided (Sounds Sensible and S.P.I.R.E.) to identified students by trained personnel. Progress monitoring is regularly reviewed by grade level teachers and a certified academic language therapist.</p> <p>Students who do not make adequate growth as measured by progress monitoring or success in the classroom are referred for further diagnostic testing by a certified academic language therapist.</p> <p>Diagnostic assessments include:</p> <ul style="list-style-type: none"> ● Phonological and Phonemic Awareness - CTOPP 2 Elision, Blending Words, and Phoneme Isolation ● Rapid Naming - CTOPP2 - Rapid Naming ● Letter Knowledge - Woodcock Letter ID ● Decoding - Woodcock Word Attach ● Word Recognition - Woodcock Word Identification ● Fluency - GORT Fluency ● Spelling - TWS-5 ● Reading Comprehension - GORT Reading Comprehension <p>An intervention team committee meeting will convene to determine if the student should be identified as having the characteristics of dyslexia. If so, then the student is placed in an approved science of reading tier 3 (S.P.I.R.E or Take Flight) intensive intervention appropriate to the age and ability of the child.</p>

<p>Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening</p> <p>Utilize texts to build students' background and topical knowledge in each content area</p>	<p>Classroom teachers have been trained to integrate literacy skills throughout the content area. Students are expected to regularly read and respond to non-fiction text, write short expository texts, participate in shared and individual research projects, and make short presentations based on their research.</p>
<p>Create a collaborative environment that fosters curiosity and learning through talk and inquiry</p>	<p>Classroom teachers have been trained in creating a collaborative environment that supports oral language development and inquiry. The science curriculum uses Project Lead the Way's Project Based Learning Model which utilizes the following pattern to develop content knowledge and skills and then releases the learner to work in groups to solve an engineering problem:</p> <ol style="list-style-type: none"> 1. Activity 2. Activity 3. Activity 4. Project 5. Problem
<p>3rd - 4th Grade</p>	
<p>Utilize a written curriculum map that is aligned to the Science of Reading</p>	<p>Grade level teachers working in professional learning communities developed literacy curriculum maps which are aligned with the science of reading.</p> <p>The curriculum maps are reviewed annually and are updated as needed.</p>
<p>Screen all 3-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)</p>	<p>Initial screening is not required for all students in grades three and higher. However, Ark. Code Ann. § 6-41-603 states that a student in grade three or higher experiencing difficulty, as noted by a classroom teacher, in phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, and encoding skills should be screened using assessments chosen by the school's RTI team.</p> <p>The following assessments have been selected for students in 3-4 grades:</p> <ul style="list-style-type: none"> ● Phonological and phonemic awareness - PAST ● Alphabet knowledge -

	<ul style="list-style-type: none"> ● Decoding skills - DIBELS: Oral Reading Fluency ● Rapid naming - AR-RAN ● Encoding skills - Developmental Spelling Assessment (DSA)
<p>Ensure adequate time for literacy instruction</p>	<p>Departmentalized setting</p> <ul style="list-style-type: none"> ● Word Study (20 minutes) - (basis in morphology) ● Comprehension, Unit-Based (45 minutes) ● Writing (45 minutes) ● Small Group Instruction Time (30 minutes) <p>Comprehension and writing instruction rely heavily on the explicit instructional model to support the gradual release of control from the teacher to the student:</p> <ul style="list-style-type: none"> ● Explanation ● Modeling ● Guided Practice ● Independent Practice
<p>Develop intervention plans for students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> ● Develop a decision-making tree to determine appropriate support for struggling learners ● Diagnostic Decision Tree for Reading Link ● Administer diagnostic assessments to determine specific skill deficits ● Provide evidence-based interventions through a multi-tiered system of support (RTI) ● Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support 	<p>Smackover Elementary School has a multi-tiered system of support for identified readers based on diagnostic assessments.</p> <ul style="list-style-type: none"> ● Tier 1 - Core Instruction ● Tier 2 - Supplemental Intervention ● Tier 3 - Intensive Intervention <p>Students are screened annually in accordance with the Right to Read Act. Following the screening, intervention team meetings are held by grade level to identify students in need of additional support.</p> <p>Supplemental intervention with approved programs based on the science of reading is provided (Sounds Sensible and S.P.I.R.E.) to identified students by trained personnel. Progress monitoring is regularly reviewed by grade level teachers and a certified academic language therapist.</p> <p>Students who do not make adequate growth as measured by progress monitoring or success in the classroom are referred for further diagnostic testing by a certified academic language therapist.</p> <p>Diagnostic assessments include:</p>

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<p>Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening</p> <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 throughout each school day ● Use robust domain-specific vocabulary 	<p>Classroom teachers have been trained to integrate literacy skills throughout the content area. Students are expected to regularly read and respond to non-fiction text, write short expository texts, participate in shared and individual research projects, and make short presentations based on their research.</p>
<p>Create an environment that fosters curiosity and learning through collaborative communication</p>	<p>Classroom teachers have been trained in creating a collaborative environment that supports oral language development and inquiry. The science curriculum uses Project Lead the Way's Project Based Learning Model which utilizes the following pattern to develop content knowledge and skills and then releases the learner to work in groups to solve an engineering problem:</p> <ol style="list-style-type: none"> 1. Activity 2. Activity 3. Activity 4. Project 5. Problem