

Barton School District

2021-2022

Literacy Plan



Introduction:

The Barton Lexa School District Literacy Plan provides information on district yearly goals, assessments, student achievement expectations, and data reporting protocols for classroom, grade, school, and district level analysis. The plan also prescribes expectations and protocols to monitor the fidelity of Readers and Writers Workshop that is the foundation of the R.I.S.E reading initiative.

Outline of Initiative Plan:

- Fidelity of Implementation
- Yearly Goals
- 2021-2022 District Literacy Assessments
- Determining Growth
- Classroom, School, and District Reporting Forms

Fidelity of Implementation

Barton Lexa School District provides all schools with evidenced based reading research training, including Step Up to Writing, LETRS Foundations K-6, and the R.I.S.E initiative, which is Arkansas' state literacy initiative. In house training for Step Up to writing is done by Paulette Parker, who is a Literacy teacher grades 7-12. All other training is done by Amy Kinney, who is the RTI Coordinator and Dyslexia Interventionist for grades K-6. This type of instruction is with embedded support from the state department. Through specific PLCs developed around R.I.S.E initiative topics, classroom observations, modeled instruction and using scientific researched curriculum, teachers are able to obtain information needed in order to provide their students with an education, which in return will help them to become lifelong learners.

District Yearly Goals:

2021-2022 Goals

- Implementation of R.I.S.E training in K-2 including use of decodable texts and sound walls
- *Fulfillment of training in the R.I.S.E. initiative in order to obtain proficiency in grades 3-6, and K-12 SPED
- *Fulfillment of training in the R.I.S.E. initiative in order to obtain awareness 7-12
- Implementation of Step Up to Writing across all curriculum areas including core and non-core instruction
- Small group instruction based on student needs as exhibited through data from various assessments and screeners in grades K-12
- Continued monitoring and sustainability of Reading and Writing through various strategies in grades K-12
- Full implementation of the RTI (Response to Intervention) program in grades K-6
- Developing the RTI program in grades 7-8 and learning labs grades 9-12
- ACT Prep (11th grade)

* **Fulfillment of training** will take place through specific topic PLCs based on teachers' needs, questions, and or reflections. Teachers will receive feedback from classroom walkthroughs, modeled instruction by Amy Kinney, who is the R.I.S.E Initiative trainer as well as from the R.I.S.E Assessor, Yvonne Wooten. Teachers will have multiple opportunities to ask questions, gain a clear understanding of various concepts, evaluate themselves as a teacher, and gain additional knowledge about concepts specifically embedded into the science of reading.

1st Quarter:

- Students in grades K-6 will test to determine individual, instructional levels with periodic testing and Istation Assessments.
- Students in grades 7-8 will take the Pre/Diagnostic IReady Assessment to determine instructional levels.
- Teachers will use the first few weeks of school to teach the routines and procedures that will carry out throughout the year to ensure proficiency in reading and writing.
- Teachers will incorporate “Words Their Way” into their ELA standards grades 3-6
- Teachers will administer the STAR Reading assessment to all students K-6.
- Teachers will administer the phonics and comprehension assessment to the students in grades K-6 based on need to determine the correct placement in decodable texts/level readers for reading instruction.
- K-2 teachers will utilize letter/sound, phonological/phonemic awareness, and decoding assessments to report student-reading progress to parents.
- Grades 3-12 teachers will use able data to report student’s progress to parents.
- R.I.S.E Trainer and Assessor will perform PLCs and Classroom Observations for fidelity of implementation of the Literacy Block Components grades K-6
- Curriculum Specialist will perform PCLs and Classroom Observation for mandates, products, or methods that the district has in place K-12.

2nd Quarter:

- Students in grades K-6 will test to determine individual, instructional levels with periodic testing and Istation Assessments.
- Teachers will administer the phonics and comprehension assessment to the students in grades K-6 based on need to determine the correct placement in decodable texts/level readers for reading instruction.
- K-2 teachers will utilize letter/sound, phonological/phonemic awareness, and decoding assessments to report student-reading progress to parents.
- Grades 3-12 teachers will use able data to report student’s progress to parents.
- R.I.S.E Trainer and Assessor will perform PLCs and Classroom Observations for fidelity of implementation of the Literacy Block Components grades K-6.

- Curriculum Specialist will perform PCLs and Classroom Observation for mandates, products, or methods that the district has in place K-12.

3rd Quarter:

- Students in grades K-6 will test to determine individual, instructional levels with periodic testing and Istation Assessments.
- Students in grades 7-8 will take the Mid/Diagnostic IReady Assessment to determine instructional levels.
- Teachers will administer the STAR Reading assessment to all students K-6.
- Teachers will administer the phonics and comprehension assessment to the students in grades K-6 based on need to determine the correct placement in decodable texts/level readers for reading instruction.
- K-2 teachers will utilize letter/sound, phonological/phonemic awareness, and decoding assessments to report student-reading progress to parents.
- Grades 3-12 teachers will use able data to report student's progress to parents.
- R.I.S.E Trainer and Assessor will perform PLCs and Classroom Observations for fidelity of implementation of the Literacy Block Components grades K-6.
- Curriculum Specialist will perform PCLs and Classroom Observation for mandates, products, or methods that the district has in place K-12.

4th Quarter:

- Students in grades K-6 will test to determine individual, instructional levels with periodic testing and Istation Assessments.
- Students in grades K-6 will test to determine individual, instructional levels with periodic testing and Istation Assessments.
- Students in grades 7-8 will take the End/Diagnostic IReady Assessment to determine instructional levels.
- Teachers will administer the STAR Reading assessment to all students K-6.
- Teachers will administer the phonics and comprehension assessment to the students in grades K-6 based on need to determine the correct placement in decodable texts/level readers for reading instruction.
- K-2 teachers will utilize letter/sound, phonological/phonemic awareness, and decoding assessments to report student-reading progress to parents.
- Grades 3-12 teachers will use able data to report student's progress to parents.
- R.I.S.E Trainer and Assessor will perform PLCs and Classroom Observations for fidelity of implementation of the Literacy Block Components grades K-6.
- Curriculum Specialist will perform PCLs and Classroom Observation for mandates, products, or methods that the district has in place K-12.

2021-2022 District Literacy Assessments

STAR Reading (K-6)

- Screening Window-Fall, Winter, and Spring
- Data maintained at the classroom level by teacher.
- Data collected at the school level by the media specialist, Tania Hill and RTI Coordinator, Amy Kinney.

IReady (Grades 7 and 8)

- Screening Window-Fall, Winter, and Spring
- Data maintained at the classroom level by teacher.
- Data collected at the school level by the RTI Coordinator, Amy Kinney.
- Data used to determine appropriate interventions or the need for additional assessments using specific diagnostic tools.

Istation (K-6)

- Screening Window-September, January, and April
- Monthly Progress Monitoring and On Demand Assessments
- Data maintained at the classroom level by teacher.
- Data collected at the school level by the RTI Coordinator, Amy Kinney.
- Data used to determine appropriate interventions or the need for additional assessments using specific diagnostic tools.

ACT Aspire (Grades 3-10)

- Screening Window-4 Periodics throughout the school year
- Data maintained at the classroom level by teacher.
- Data collected at the school level by the RTI Coordinator, Amy Kinney.
- Data used to determine appropriate interventions or the need for additional assessments using specific diagnostic tools.

STEP-Up to Writing (Grades 3-12)

- Pre-Writing assessment through teacher observation
- Post-Writing assessment through teacher observation
- Yearly Summative through teacher observation

Phonetic Connections/Heggerty Curriculum (K-2)

- Daily instruction
- Progress Monitored-Beginning, Middle and End of Year
- Data maintained at the classroom level by teacher.
- Data collected by the RTI Coordinator, Amy Lanham.
- Data used to determine appropriate interventions or the need for additional assessments using specific diagnostic tools.

Developmental Spelling Assessment (K-6th)

- Screening Window (Fall and Spring)
- Data collected by the classroom teacher and RTI Coordinator, Amy Lanham.
- Data used to determine appropriate interventions or the need for additional assessments using specific diagnostic tools.

Additional Screeners

Screeners used to measure targeted weaknesses in Reading. These areas of weakness are Phonological-Phonemic Awareness, Comprehension, Vocabulary, Fluency, Spelling, and Letter Knowledge.

- (CTOPP) Comprehensive Test of Phonological Progressing

- (RAN) Rapid Atomized Naming

- (PAST) The Phonological Awareness Skills Test

- (DSA) Developmental Spelling Assessment grades K-6

District Literacy Committee Members:

Tammie Moore-Federal Program Director

Megan Guthrie-Test Coordinator, Curriculum Specialist

Amy Kinney-RTI Coordinator, R.I.S.E Trainer

Michael Burchett-Elementary Literacy Teacher

Jennifer Gibbs-Elementary Literacy Teacher

Paulette Parker-High School English Teacher

Haley Montgomery-High School English Teacher