



CHATTAHOOCHEE COUNTY SCHOOL DISTRICT

»» LITERACY PLAN



CCSD Introduction

The mission of the Chattahoochee County School District is to prepare ALL students for college and career readiness as they grow to be productive contributors in society. In Chattahoochee County Schools, we believe that it is imperative for all students to emerge as literate members of our community considering their individual learning through active engagement of meaningful tasks and experiences. Literate learners are able to listen, speak, read, write, and reason effectively, think critically, access and evaluate information, and transfer learning to new situations to be college or career ready. The Chattahoochee County Schools community is committed to ensuring that each student reach or exceed grade level standards and benchmarks. These benchmarks are crucial in reading; research strongly points to the fact that students who are not reading at or above grade level by Third Grade have difficulty catching up later in school.

To ensure growth in literacy, Chattahoochee County Schools administers the NWEA MAP (Measurements of Academic Progress) Growth Assessment to all students in grades K-8. This assessment is a measurement of individual student growth across time. The NWEA MAP assessment is given to all K-8 students three times annually-fall, winter, and spring. Each student receives a RIT (Rasch Unit) score, which is a measurable scale used to simplify the interpretation of test scores. Nationally normed group averages for each grade are adjusted every three years. CCSD has given this assessment for three years and continually monitor the students' individual RIT scores as compared to the national average.

Chattahoochee County Schools is devoted to ensuring that all students are grade-level proficient in reading. We realize that all students are unique and that each arrives with certain literacy capacities. For example, some Kindergarteners know letter names, some read fluently, and some are beginning to develop print awareness.

We believe that the core curriculum and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency. Our ongoing commitment to excellence in teaching and learning to ensure reading proficiency for all students is grounded in the following tenets:

- Ongoing assessment of each student
- Georgia Standards of Excellence K-12 in English Language Arts
- District/School Improvement Planning
- Classroom curriculum and materials (research-based, implemented and revised through a curriculum review process)
- Research-based teaching and learning practices
- Professional Learning Communities (PLCs)



ASSESSING LITERACY PROFICIENCY

Assessments

CCSD uses multiple data points to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s) and other trained professionals. These provide teachers, parents/guardians and students with specific information beginning the first month of Kindergarten and continuing over the course of each year. Teachers also informally assess and work with students to build confidence and a love for reading. The table below outlines the assessment schedule and the areas addressed.

K-8	Measures of Academic Progress	3x year	Nationally Normed	Reading Comprehension Vocabulary Informational Text Problem Solving Language
K-2	Measures of Academic Progress Dyslexia Screener	2x year	Diagnostic Screener	Foundational Phonics Skills Rapid Naming
K-5	Benchmark Assessment System	3x year	Formative, Growth Assessment	Instructional Reading Level Independent Reading Level For Non-Fiction Text Fluency

Intervention

Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade level standards and plan instruction to target student learning goals. Staff regularly review student data to help inform the literacy instruction that is most appropriate for all students. Intervention services are considered for students who score in the lowest quartile (25th percentile and below).

Results from assessments outlined above are frequently disaggregated and analyzed at the district, school, grade level and classroom levels, and are monitored for grade-level performance. This analysis occurs in school and program improvement/curriculum planning. The results guide instructional decision-making. As well, this analysis identifies students in need of additional instruction and time to reach grade level proficiency in reading as well as those who require advanced acceleration. Students enter and exit interventions throughout the school year by incorporating flexible grouping to ensure that students are working toward proficiency whenever data indicates they need additional instruction and time to achieve grade level benchmarks.

Additionally, interventions are recommended for specific students based on the results of data including a lack of progress or growth in critical skill areas needed to reach grade-level proficiency.



PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

A strong partnership with parents/guardians is crucial. Parents are informed of student progress with regular progress reports and teacher communications at a minimum of six times per year. Parents/guardians are informed primarily by the classroom teachers. Parents/guardians are informed of the assessment data in a timely manner via fall and winter parent/teacher conferences, report cards and electronic communication. If a parent/guardian is unable to attend conferences, every effort is made for timely communication in person, by phone, or electronic means. When students are identified as in need of additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in discussion of the student's performance as well as the intervention plan that is designed to support the student to reach grade level achievement.

CORE INSTRUCTION, INTERVENTIONS, AND SUPPORTS

- a. NWEA (Grades K-8) will be administered three times per year to measure individual student growth over time.
- b. Literacy Emphasis by Grade Span

1. Grades K-2

- a. Teachers in K-2 will implement daily explicit, systematic, and cumulative instruction in Phonological Awareness (identifying and manipulating units of oral language such as words, syllables, onsets, and rimes) and Phonemic Awareness (producing, counting, isolating, segmenting, adding, deleting, blending, and manipulating individual phonemes; phoneme-grapheme mapping for regular and irregular words, explicit teaching of the six syllable types, syllable division rules, explicit teaching of rules for decoding and encoding) using the Phonics Workshop
- b. Students will participate in daily opportunities to increase their oral language and vocabulary through explicit and implicit techniques through read aloud and other pre-planned lessons
- c. Students will participate in whole group and small group Reading instruction. Teachers will provide a daily whole group shared reading (K-1) or reading mini-lesson (2) focusing on aligned power standards/unit plans to develop standards relating to the comprehension of literary or informational texts, language, vocabulary, concepts about print, or other skills and strategies proficient readers apply. Teachers will use Benchmark Education's Reading Workshop curriculum as well as big books, poems, nursery rhymes, and other texts to support instruction. Teachers will also provide targeted differentiated small group reading instruction so students can apply decoding skills to read texts. Students will begin by reading decodable texts until they demonstrate the necessary knowledge and skills to transition into leveled texts.



- c. K-5 interventionists, EIP, special education teachers, and paraprofessionals will be trained in select interventions including Wilson Reading which will train them in the scientific-based practices for teaching phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers will be provided with all materials and resources aforementioned as well.
- d. Teachers will provide explicit daily instruction in Language, Grammar, and Writing following the district power standards/unit plans and grammar alignment plan for each grade level. This instruction will include a gradual release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application.
- e. Teachers will create a literate environment in their classrooms by including, but not limited to, a sound wall, co-constructed anchor charts, and age-appropriate multi-sensory stations/centers.
- f. K-5 interventionist, EIP, special education teachers, and paraprofessionals will be trained in select interventions including SonDay Phonics which will train them in the scientific-based practices for teaching phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers will be provided with all materials and resources aforementioned as well.

2. Grades 3-5

- a. Teachers will provide explicit daily instruction in Language, Grammar, and Writing following the district power standards, unit plans, and grammar alignment plan for each grade level. This instruction will include a gradual release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application.
- b. Students will participate in whole group and small group Reading instruction. Teachers will provide a daily whole group reading mini-lesson focusing on aligned power standards/unit plans to develop standards relating to the comprehension of literary or informational texts, language, vocabulary, and other skills and strategies proficient readers apply. Teachers will use the Reader's Workshop resource from Benchmark Education to support instruction. Teachers will also provide targeted differentiated small group reading instruction for students to apply foundational reading skills.



3. Grades 6-8

- a. Teachers will provide explicit daily instruction in Language, Grammar, and Writing following the GA DOE power standards from GSE, unit plans, and grammar alignment for each grade level. This instruction will include a gradual release model with modeling, guided practice, checks for understanding, writing conferences, and independent student application. Explicit teaching of reading strategies for fiction and nonfiction using questioning strategies will be expected in all content courses.
- b. All ELA teachers of grades 6-8 will provide explicit teaching of a three-stage close-read model: first close reading for key ideas and details, then close reading for craft and structure, followed by close reading of paired passages for integration of knowledge and ideas.
- c. All ELA teachers of grades 6-8 will instruct students in the use of a standardized annotation method to be shared and implemented cross-curricular.
- d. Students experience science through phenomenon using scientific reasoning to justify conclusion. Students must express in writing all conclusions with supporting evidence in a cohesive, coherent way.

4. Grades 9-12

- a. All ELA teachers of grades 9 -12 will provide explicit teaching of reading strategies for fiction and for nonfiction that utilize the sign posts All ELA teachers of grades 9-12 will implement explicit teaching of a cross curricular, horizontally and vertically aligned curriculum of vocabulary through Greek and Latin roots.
- b. Teachers of math, science, and social studies in grades 9-12 will also implement explicit teaching of vocabulary through a morphological approach.
- c. All ELA teachers of grades 9-12 will provide students with regular writing assignments for developing explicitly taught grammar skills while providing individual and unique feedback to each student for revision purposes. The Guiding Coalition of ELA will maintain cross-curricular expectations for writing well developed paragraphs with proper punctuation and grammar.
- d. All ELA teachers of grades 9-12 will implement unit plans with a common structure and pacing for all grade levels of ELA which includes morphology; grammar; paragraph writing, one-on-one writers' conferences, feedback and revision; signpost and questioning reading strategies; and close reading strategies for standards.



Units will include the following:

- a. Unit 1: Reading Fiction
- b. Unit 2: Reading Nonfiction
- c. Unit 3: Extended Application of Reading Skills The informational texts from unit 2 as well as those making up all paired passages will be provided through a partnership with ActivelyLearn and will align with the morphology and grammar being taught simultaneously with the close reading strategies.
- d. Students must express in writing all conclusions with supporting evidence in a cohesive, coherent way.

In grades K-5, CCSD uses Benchmark Education literacy due to the evidence-based reading instruction and curriculum resources created on the tenets of the Science of Reading and in alignment with the Georgia Standards of Excellence. Highly trained educators, explicit instruction in the five pillars of reading, and comprehensive literacy instruction with high-quality resources are consistent across all classrooms in the district.

The curriculum provides grade-level materials for all students along with leveled texts to match student reading abilities for small group and independent instruction. There are also specialized instructional materials for English Language Learners as well as intervention materials. This curriculum has been aligned to the Georgia Standards of Excellence and incorporates scientifically based reading instruction. Teachers receive training on how to consistently implement this program resource. All students benefit from whole group and small group instruction and other interventions as deemed necessary. Grade levels spend a minimum of two hours daily on reading instruction employing whole group, small group and individual instruction as needed. Grades 6-8 utilize Achieve3000 as a systematic, curriculum resource for ELA. For explicit intervention in small group instruction, K-8 utilize the Leveled Literacy Intervention curriculum resource. Additionally, skill-based need instruction is provided using the science of reading structured interventions such as SonDay Phonics or Wilson Reading.



CCSD's framework for literacy development provides a tiered model of instruction and supports for all students. Core elements include: clear identification of students' needs, a tiered system of support that is based on strong core instruction, regular, frequent monitoring of all students and changing interventions when students are not making progress to their expected level. Interventions and instructional supports are available to students not reading at or above grade level in grades Kindergarten through Grade 8. Secondary students who experience reading difficulties are supported through individual plans developed to address a student's specific needs-based skill.

All students are instructed in their targeted growth areas by a certified teacher.

Additional instruction is provided in a variety of formats:

- Additional instructional flexible group with classroom materials
- Example: Phonemic Awareness lessons
- Example: Phonics work with Phonics Readers and making words
- Example: Fluency work with repeated reading of classroom text
- Example: Comprehension work with strategy application, discussion and writing to read strategies
- Direct instruction with a research-based reading intervention program and practice with teacher
- *LLI small group intervention*
- Direct instruction in targeted goals with EIP, REP or certified special education teacher
- SonDay Phonics

Identification and Support for Students with Dyslexia

Students who demonstrate persistent difficulty with phonological awareness and processing language despite ongoing interventions but have strengths in oral communication, reasoning, and complex thinking may exhibit characteristics of dyslexia. These K-2 students will be further assessed for characteristics of dyslexia using a screening tool such as the MAP screener for Dyslexia. All Kindergarten students are screened during semester one to determine if there are potential concerns for dyslexia. For students with these and other observable behaviors, interventions at any tier will focus on increasing accuracy and efficiency in decoding and will include appropriate accommodations for slow and labored reading rates (i.e. alternate forms of text, extended time, smaller reading chunks).

PROFESSIONAL DEVELOPMENT

The district-wide calendar includes monthly early release for the purpose of professional learning each year. In addition, a four-day minimum is scheduled for full day professional learning. Each school site embeds professional learning time through established PLC Guiding Coalitions into a combination of meeting schedules for all staff, grade-level teams, and professional learning communities. In addition to a variety of literacy-focused professional development activities designed and facilitated by instructional coaches and contracted literacy specialists, teachers in K-5 are engaged in an in-depth study of literacy practices as part of a continuous improvement process for instructional review to include classroom coaching and modeling.