

Nashville Elementary School Level Improvement Plan

The mission of Nashville Elementary School is to promote the opportunity for all students
To be proficient in literacy and mathematics while working with parents, staff, and community to develop
respectful, resourceful, responsible and successful citizens.

Step 1: Plan

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| <p>Needs Assessment:</p> <ol style="list-style-type: none"> 1. ESSA 2. ACT Aspire Score 3. Student Interim Score Data | <ul style="list-style-type: none"> ● ESSA explains what we need to work on as a District/Building in order to do what is best for students. ● Aspire Scores tell us how students ended the previous school year in core areas of learning. <ul style="list-style-type: none"> ○ NES scores showed growth in our current test scores. ○ Current score reports explain ways we can build on that growth to promote new growth for the next testing cycle. ● ACT Aspire scores tell us if our students are academically ready. <ul style="list-style-type: none"> ○ Our ACT Aspire scores also showed significant growth or each student. ● Student Interim Data, Istation Data is ongoing throughout the year, and this data gives us a real-time look into how our students are doing daily/weekly/monthly, etc. |
| <p>Goal/Anticipated Outcome:</p> | <ul style="list-style-type: none"> ● Continue the Professional Development of ALL teachers in the Science of Reading and begin putting the theory into practice in the classroom. ● Raise Reading scores higher than the 2022 Spring scores after continuing implementation of our McGraw Hill Wonders Reading Program and using it with fidelity which is on the approved ADE list. ● Professional Development with Math teachers in Quest Training with DMEC to increase Math learning in reasoning and problem solving to elevate student achievement. ● Help students to achieve higher test scores/better grades by participating in Intervention for 4th grade through 6th grade students who will take the ACT Aspire. ● Focus on raising our special education sub-pop scores on the ACT Aspire. ● Continue to increase strategies to engage all students across all content areas. ● Implement and have in a place (face to Face, Blended and Virtual) programs that will deliver curriculum if needed during anytime school is dismissed due to unforeseen reasons. ● We need to be able to pivot to on line curriculum without delay or any drop off in student learning. |

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| McGraw Hill Wonders | ELA Teachers Kim Slayton Tyra Hughes Rick Rebsamen Krisanna Miller | McGraw Hill Wonders Curriculum Chrome books Istation IXL | Student grades. Teacher observation. | Ongoing throughout the school year. |
| Implementing Chromebooks in Math/ELA/Science | Tyra Hughes Tech Department All Staff | Chromebooks IXL | Students will use this technology to complete curriculum online. | By May 2023 |
| Intervention Focus on teaching strategies in our special education population | Rick Rebsamen Tyra Hughes All Staff LaDonna Curtis | Chromebooks Istation IXL Intervention Curriculum | <ul style="list-style-type: none"> ● Improved ACT Aspire Scores ● Improved grades ● Improvement student engagement | August 2022 through April 2023 |
| Implement Science of Reading theory and practices in the Classroom | Classroom Teachers Kim Slayton Tyra Hughes Rick Rebsamen Krissana Miller | Continued Professional Development for all teachers in the Science of Reading | <ul style="list-style-type: none"> ● Improved ACT Aspire Scores ● Improved grades ● Improvement reading levels | Ongoing throughout the school year. |
| Implement new Math curriculum Illustrative Math | Classroom Teachers Kim Slayton Tessa Dean Rick Rebsamen Tyra Hughes | Illustrative Math Quest Training | <ul style="list-style-type: none"> ● Improve understanding of Math concepts ● Perform better on assessments | Ongoing throughout the school year. |

Step 3: Check

Evaluation Timeline and Procedures

| Intervention/Practice Components to be Evaluated | Specific Person(s) to be Responsible | Procedure for Evaluation | Evaluation Findings | Target Date or Timeline End Date |
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| Attendance Accountability | Rick Rebsamen Tyra Hughes | Phone call Home. Attendance contract. FINS Petition | | May 2023 |
| Intervention | Rick Rebsamen Tyra Hughes | Review test scores Review final grades | | July 2023 |

**Comprehensive Literacy Plan
Grades 4-6**

Curriculum Goals will align with the literacy needs and the science of reading curriculum-related literacy supports.
Teachers will continue to be trained in the Science of Reading Theory and Practices.

- Utilize a written curriculum map that is aligned to the Science of Reading
- Screen all 3-6 students for reading difficulties –Istation
 - Phonological and Phonemic Awareness
 - Sounds and symbol recognition
 - Alphabet knowledge
 - Decoding skills
 - Rapid naming
 - Encoding Skills
- Ensure adequate time for literacy instruction
 - Self-contained classroom setting
 - Word study (30 minutes)
 - Comprehension (40 minutes)
 - Small Group Reading (30 minutes)
 - Writing (35 minutes)
 - Departmentalized setting
 - Word Study (15 minutes)

- Comprehension (30 minutes)
- Writing (25 minutes)
- Remediation Time (20 minutes)
- Develop Intervention Plans for students identified at risk for reading difficulties
 - Determine appropriate support for struggling learners
 - Administer diagnostic assessments to determine specific skill deficits
 - Provide evidence-based interventions through a multi-tiered system of support
 - Progress monitor each tier of instruction
- Integrate literacy skills in content areas through activities that involve reading, comprehension, writing, speaking and listening
 - Utilize texts to build students' backgrounds and topical knowledge in each content area
 - Students should be reading grade level texts in all content areas
 - Use robust domain –specific vocabulary
- Create an environment that fosters curiosity and learning through collaborative communication

Justification for the Implementation of Istation

Justification of Program Efficacy:

Effective Reading Content

Decades of research provide guidance for what skills students need to become fluent, comprehending readers (Adams, 1990, 1998). The most recent reviews of evidence supporting research-based reading instruction, the National Academy of Sciences (Snow, Burns, & Griffin, 1998) and National Reading Panel (2000), provide clear direction to educators on the need for explicit, systematic instruction in the key skill content areas:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Istation Reading Curriculum includes a detailed scope and sequence that is divided into layers of instruction, or cycles. Each cycle addresses these five components of reading.

Phonemic Awareness:

Phonemic awareness, or knowing that spoken words are made from individual sounds, and the ability to put together phonemes to create different words, is one of the best predictors of reading success. Most students need explicit instruction in phonemic awareness.

istation Reading Curriculum provides instruction and practice in awareness of words and syllables leading into phonemic awareness activities that teach identification, segmentation, and blending of initial, medial and final sounds as well as phoneme substitution. Instruction begins with phonemes only; it gradually introduces phonemes with graphemes. Activities also include poetry, alliteration, and identification of onset and rime.

Phonics:

Skillful readers identify individual words quickly and accurately. Students who recognize words are able to focus their attention on word meaning. Students who are better able to sound-out words have higher reading achievement and are better at reading comprehension. Early systematic and explicit instruction in letter to sound relationships is most effective, especially for students experiencing reading difficulties. istation Reading Curriculum systematically and explicitly guides students through learning the alphabetic principle - letter names and the sound to letter relationships, including short and long vowels, consonant blends and digraphs, and r-controlled and variant vowels. Further instruction in decoding and word recognition skills includes sight word instruction in high frequency words (words that are not phonetically regular but are frequently used in English text) and structural analysis (compound and multi-syllabic words). Students learn these relationships through activities that use words in isolation and then apply them in sentences, short passages and books.

Fluency:

Fluency is the ability to accurately read text, quickly and with proper expression and comprehension. Fluency is necessary for comprehension. Fluent readers do not have to concentrate on decoding words, so they can focus their attention on what the text means. Therefore, automaticity in word reading is critical. Practice in reading different texts is required for students to become fluent readers. istation Reading Curriculum provides students with many ways to develop their fluency. Rapid naming activities (letters, sounds, and words) provide cumulative skill practice to help students develop automaticity while increasing accuracy and rate. Controlled reading passages provide students with fluency practice, while also measuring student accuracy and rate. Fluent reading is modeled and practiced in sentences, passages, and books. Guided oral reading practice for fluency is one of the key features of text reading in the program.

Vocabulary:

Vocabulary, or word knowledge, is critically important for text comprehension. Students who know more words can comprehend text better than students with more limited vocabulary size. Because students' vocabulary size is developed based in large part on the amount of reading they do, students with limited exposure to text can also benefit from explicit vocabulary instruction.

Istation Reading Curriculum has a carefully constructed vocabulary component intertwined with every decoding and reading activity. Students are taught a range of content words (nouns, verbs, adjectives and adverbs) through the use of expertly drawn illustrations and explanatory animations, coupled with direct and indirect instruction in word meanings.

The words used within Istation Reading Curriculum's books and skill activities are purposefully selected based on their academic utility. For K-1 level materials, words used are those found most frequently in K-2 reading materials (Hiebert, 2005; Johnson, Moe, & Baumann, 1983; Zeno, Ivens, Millard & Duvvuri, 1995). Less common vocabulary is previewed in mini-lessons prior to reading. These vocabulary previews provide pictures that show word meaning with accompanying definitions and contextualized sentences. For Grade 2 and 3 materials, more rare words are used, with concept maps, word webs, and other graphic organizers as the focus of mini-lessons to teach vocabulary prior to reading.

Comprehension:

In its broadest sense, reading comprehension is understanding the meaning of text. It is the ultimate goal of reading instruction and it is what will allow students to learn subject matter from texts as they proceed through schooling. While many students acquire comprehension strategies informally, explicit instruction in applying a variety of reading comprehension strategies helps students read for meaning.

Istation Reading Curriculum has carefully leveled texts, with a range of difficulties, so that students read and comprehend text at their independent and instructional levels. When they recognize words quickly, they can focus attention on meaning. Explicit instruction in comprehension strategies is provided through direct instruction as well as through the use of dialogic reading with animated, fanciful characters that point out information in text, provide additional clarification, and ask students questions during reading. Explicit comprehension instruction is provided for character, setting, story structure, details, compare and contrast, problem and solution, and cause and effect. Students are able to demonstrate their comprehension across multiple genres (narrative, expository) and with a variety of formats (sentence, passage, and story comprehension)