

Barton-Lexa School District

2019-2020

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
- 2019-2020 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:

2019-2020 Goals:

- Full implementation of R.I.S.E. training in K-2 including the use of decodable texts and sounds walls
- *Fulfillment of training in the R.I.S.E. initiative in order to obtain awareness/proficiency in grades 3-6
- *Fulfillment of training in the R.I.S.E. initiative in order to obtain awareness in grades 7-12
- Full 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.

- ACT Aspire Periodics (grades 3-6)
- (DIBELS) Dynamic Indicators of Basic Early Literacy Skills (grades K-6)
- (CTOPP) Comprehensive Test of Phonological Processing (grades K-6)
- (PAST) The Phonological Awareness Skills Test (grades K-6)
- (STAR Assessment) Renaissance Learning (grades K-12)
- (DSA) Developmental Spelling Assessment (grades K-6)
- ISTATION: On Demand, Individualized Assessments (grades K-6)
- ISTATION Subtest (grades K-6)
- Phonological-Phonemic Areas, Comprehension, Vocabulary, Fluency, Spelling, Letter Knowledge
- 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

* **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.

Yearly Goals:

1st Quarter

- Pre-test students to determine individual, instructional levels and use periodic testing/Istation K-6
- 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 implement “Words Their Way” to be incorporated in their ELA standards.
- Teachers will administer the STAR Reading assessment to all students K-12.(ASK Amy about what we do with data)
- Teachers will administer the phonics 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 through grades.
- PLCs and Classroom Observations for fidelity of implementation
 - Student work and assessments used as a focus for PLCs
 - Phonics/Syllabication daily instruction K-6

-Reading Literacy Block:

- Daily implementation of reading/literacy block including a gradual release mini-lesson with independent practice using the classroom library, school library, or school bookroom
- Reading notebooks which include all reading standards
- Small group instruction based on assessment

-Step Up to Writing (research attached)

- Daily implementation of writing practices

2nd Quarter

- K-2 teachers will continue to utilize letter/sound, phonological/phonemic awareness, and decoding assessments to report student reading progress to parents through grades.

- PLCs and Classroom Observations for fidelity of implementation

-Student work and assessments used as a focus for PLCs

-Phonics/Syllabication daily instruction K-6

-Reading Literacy Block:

- Daily implementation of reading/literacy block including a gradual release mini-lesson with independent practice using the classroom library, school library, or school bookroom
- Reading notebooks which include all reading standards
- Small group instruction based on assessment

-Step Up to Writing (research attached)

- Daily implementation of writing practices

3rd Quarter

- Teachers will administer the STAR Reading assessment to all students K-12 to monitor student's progress in reading.

- K-2 teachers will continue to utilize letter/sound, phonological/phonemic awareness, and decoding assessments to report student reading progress to parents through grades.

- PLCs and Classroom Observations for fidelity of implementation

-Student work and assessments used as a focus for PLCs

-Phonics/Syllabication daily instruction K-6

-Reading Literacy Block:

- Daily implementation of reading/literacy block including a gradual release mini-lesson with independent practice using the classroom library, school library, or school bookroom
- Reading notebooks which include all reading standards

- Small group instruction based on assessment

-Step Up to Writing

- Daily implementation of writing practices

4th Quarter

- Post-test students to determine individual, instructional levels.
- Teachers will administer the STAR Reading assessment to all students K-12.
- K-2 teachers will utilize letter/sound, phonological/phonemic awareness, and decoding assessments to report student reading progress to parents through grades.
- PLCs and Classroom Observations for fidelity of implementation

-Student work and assessments used as a focus for PLCs

-Phonics/Syllabication daily instruction K-6

-Reading Literacy Block:

- Daily implementation of reading/literacy block including a gradual release mini-lesson with independent practice using the classroom library, school library, or school bookroom
- Reading notebooks which include all reading standards
- Small group instruction based on assessment

-Step Up to Writing

- Daily implementation of writing practices

2019-2020 District Literacy Assessments

- **STAR Reading-** Grades K-12
 - Screening Window
 1. Fall
 2. Winter
 3. Spring
 - Data maintained at the school/classroom level by media specialist, Tania Hill
 - District Literacy Committee which consists of Tammie Moore-Federal Programs, Donna Vondran- Test Coordinator, Katy Nichols-Elementary teacher, Jennifer Gibbs-Elementary teacher, Paulette Parker-HS English teacher, Haley Montgomery-HS English teacher, Amy Kinney-RTI specialist, and administration will analyze and report STAR assessment data
- **DIBELS NEXT-** Grades K-6
 - Screening Window
 1. Fall
 2. Winter
 3. Spring

- Data maintained at the school/classroom level used to determine appropriate interventions and the need for additional assessments using a diagnostic tool
- **Phonics Screener** Grade K-2
 - Monthly
- **Phonetic Connections** K-2
- **Developmental Spelling Assessment(DSA)** Grades K-6
 - Screening Window
 - Winter
 - Spring
 - Data maintained at the school/classroom level used to determine appropriate interventions and the need for additional assessments using a diagnostic tool
- **Step Up to Writing**
 - Pre-writing assessment through teacher observation
 - Post-writing assessment through teacher observation
 - Yearly summative
- **Istation** K-6
 - **K-2 state mandated assessment three times a year?**
 - Daily, weekly, monthly assessments to determine individualized instruction
- **IReady** grades 7-8
 - Data maintained at the school/classroom level used to determine appropriate interventions

