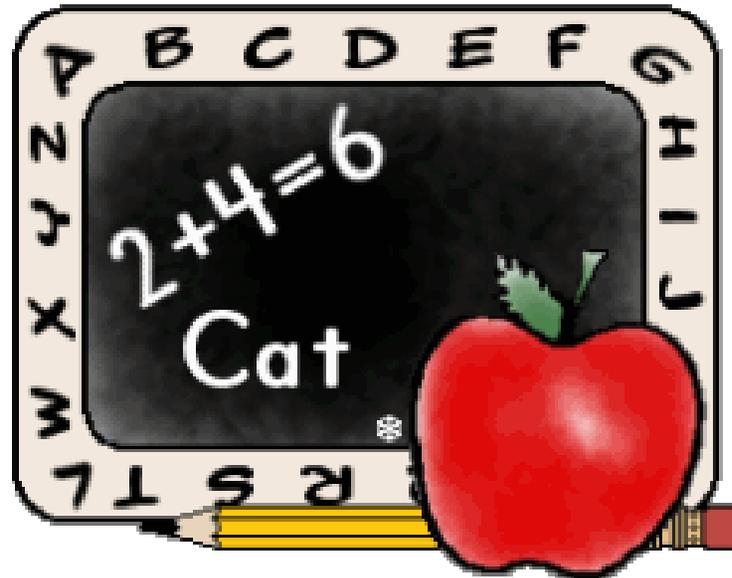


Highland Elementary School Literacy Plan



75 Tick Ridge Road
Waynesburg, KY 40489

Mission Statement

The mission of the Highland Elementary Literacy Plan is to educate all students to proficiency and beyond in order to prepare them for success in higher education, careers, and responsible citizenship through the following goals:

- Rigorous, relevant, and aligned curriculum
- Research-based instructional practices
- A common, high-quality, balanced assessment system
- A tiered system of support for all students

Vision

The Highland Elementary Literacy Plan guarantees high quality literacy learning in every classroom, every day, for every student.

Core Beliefs

Core Belief #1: Children come first.

- Our Literacy Plan addresses individual differences, demands/requires high expectations, is culturally responsive and exhibits respect for each child.

Core Belief #2: The classroom is the most important place in the district.

- Our Literacy Plan ensures that training and support are made available to teachers so they provide students with engaging, relevant learning experiences resulting in high levels of achievement.

Core Belief #3: Leadership and accountability are keys to our success.

- Our Literacy Plan requires that those in leadership roles have the knowledge, skills and dispositions necessary to bring all children to proficiency and beyond in literacy and to be held accountable for their success.

Core Belief #4: Lincoln County Schools District Academic team supports student achievement.

- Our LC District Academic Team supports student achievement by ensuring that our Literacy Plan provides a clear message and a systemic structure for aligning and delivering the district's literacy curriculum, assessment tools, professional development, and technology, and holds all stake holders accountable for all students' academic proficiency.

Core Belief #5: Families are valuable partners.

- Our Literacy Plan values families and therefore is committed to involving them in impactful literacy discussions, resourceful professional development, and purposeful volunteer opportunities at the district and school level.

Core Belief #6: Community partnerships add value.

- Our literacy plan and goals will be communicated to and aligned with community partnerships in order to provide a coherent continuum of services for students and their families.

5 Key Areas of Focus

1. Curriculum = Implement a rigorous, relevant, standards-based curriculum.
2. Instruction = Employ engaging, research-based instructional practices; this includes attention to classroom environment.
3. Assessment = Utilize a common, high quality, balanced assessment system while ensuring assessment literacy.
 - Diagnostic
 - Formative
 - Progress-monitoring
 - Benchmark
 - Summative (*Assessment of Learning*)
4. Professional Development = Deepen research-based instructional knowledge and practice aligned with the Writing and Response to Intervention Plan
5. Intervention = Provide a tiered system of support for all students

Highland Elementary School: A Vision of Reading

I. Commitment to the importance of reading throughout the general curriculum

- A. Every student must have strong literacy skills for school and life.
- B. Current reading programs, approaches and resources must be comprehensive and effectively directed, coordinated and combined to meet the needs of all students.
- C. An extended time, dedicated specifically to literacy development, is provided so that students receive instruction during reading, English language arts and/or content area classes.
- D. Principals/school leaders and teachers must have a firm understanding of stages of reading development, the five areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and understand how to teach reading to a wide range of students.

II. Effective reading classrooms

- A. Teachers use research-based teaching methods to provide direct, explicit instruction for reading skills and strategies and develop students' critical thinking skills.
- B. Teachers create a literacy-rich supportive classroom environment.
- C. Teachers help struggling readers.
- D. Students read and respond to readings in all subjects.
- E. Students are motivated to read and learn and have opportunities and supports for independent, self-directed learning.
- F. Students collaborate with each other in pairs of small groups around a variety of texts.
- G. Students engage in reading authentic diverse texts, which vary in difficulty and topic, to create fluent and proficient readers.
- H. Students respond to text in a variety of manners (such as orally or in writing in response to reading).
- I. Teachers provide learning experiences that involve the use of technology as a tool for instructional purposes. They teach students to effectively navigate using 21st Century literacy tools.
- J. Informal formative assessments are used on a daily basis to make instructional decisions.
- K. Teachers express confidence in meeting the instructional needs of students with diverse abilities and backgrounds.
- L. Classrooms have well-stocked classroom libraries that offer a representation of a wide range of cultural, linguistic and diverse groups.
- M. Reading skills and strategies are learned in school and practiced both in and out of school.
- N. Teachers have common expectations for good reading.
- O. Teachers are experts in recognizing and analyzing a variety of reading difficulties and in addressing both process and skills — applying research learned about how good readers read.
- P. Reading is an ongoing, daily practice using reading process strategies.
- Q. Teachers model fluent reading, good reader behaviors and the use of effective strategies and skills.
- R. Teachers differentiate instruction based on students' needs.
- S. Teachers use teaching aides and devices to help students understand and remember content.
- T. Teachers use flexible grouping as a tool and an aid to instruction to help all students achieve.
- U. Teachers and others enjoy reading and share their joy with students.

III. Reading across disciplines

- A. There is a strong literacy focus in content-area classes.
- B. Literacy is embedded in content area classroom instruction.
- C. Content area teachers provide instruction and reinforce literacy skills and strategies that are effective for their subject areas to have students read like subject-area experts.
- D. Content teachers use teaching aides and devices to help students understand and remember content.

IV. Professional development

- A. Professional development models and activities must promote lasting change and offer research-based strategies and demonstrations of best practice.
- B. There is a team-oriented approach that includes classroom teachers, literacy coaches/leaders, administrators and other literacy support staff for sustained learning (learning communities/teams to sustain participants in their efforts to reflect, examine, experiment, and change—shared expertise and collegiality).
- C. Teams meet regularly to discuss student progress and to align instruction.
- D. There is time, resources and common focus on reading.
- E. Professional development honors the principles of adult learning.
- F. There are consistent, long-term on-going opportunities for learning and professional growth.
- G. Professional development is connected and job-embedded.

V. School-wide reading reforms

- A. The principal/school leader has a clear commitment and enthusiasm for reading and has an essential role in making decisions to ensure optimal programming and use of resources for student learning.
- B. The principal/school leader provides leadership for sustaining a vision of shared expectations for high quality learning.
- C. The principal supports the literacy team.
- D. Teacher leaders are enlisted as advocates for improving the teaching of reading in all classrooms.
- E. A comprehensive and coordinated literacy program is provided.
- F. There are multi-tiered interventions based on students' needs.
- G. Targeted interventions are provided for struggling readers.
- H. Focused small group interventions in the core reading elements (phonemic awareness, phonics, fluency, vocabulary and comprehension) are provided.
- I. Strategic interventions are available to provide intense, individualized instruction when students learn strategies to become independent learners.
- J. Students read in school every day.
- K. There are long-term plans for reading that are communicated to the entire school community.
- L. The rationale for why reading matters is clearly articulated to staff and parents.
- M. Time and resources are provided for professional development, research materials and workshops for teachers to develop as readers and learn about research-proven classroom strategies.
- N. Challenges such as scheduling, use of space and funding are navigated using innovative, student-centered solutions.
- O. The status of reading and teaching is assessed and reviewed.

VI. Reading assessment

- A. Reading programs and interventions are evaluated and re-evaluated on an on-going basis.
- B. There are on-going assessments of students' strengths and needs.
- C. The purpose and intended use of the assessments are clearly defined and communicated.
- D. Assessments are built around clear standards.
- E. Formative assessment occurs on a frequent basis. Data are used to inform instruction and make adjustments in instruction to meet student needs.
- E. Multiple assessments of reading are used to assess abilities and developmental levels.
- F. Students are actively engaged in the assessment process.
- G. Students are provided with skills, knowledge and confidence necessary to become independent readers.

From: Putting Reading First, Third Edition (2006); Reading Next (2004); Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science, Draft (2010); IRA/NCTE Standards for the English Language Arts (1996); Time to Act (2010); Stages of Reading Development (1983); CORE Teaching Reading Sourcebook for Kindergarten Through Eighth Grade (2000)

Literacy Planning Template

Literacy Lead- Darren Yaden & Suzanne Montgomery

Literacy Team Members-Darren Yaden, Suzanne Montgomery, Lisa Siler, Amy Holtzclaw

Introduction: Outlines the common definition and description of what is meant by literacy; the vision for literacy in the school and the literacy planning process used to develop the long-range plan.

Standard	Strengths	Weaknesses	Plan of Action	Responsible Person/Cost/Resources	Timeline
1: Aligned Curriculum	<p>Consider all strands of literacy (reading, writing, speaking & listening) and integration of technology and 21st century skills</p> <p>-Ensure school curriculum is aligned to KY Core Academic Standards</p> <p>-Implement and monitor a research based, differentiated curriculum that allows for continuous progress for all students to meet their learning needs</p> <p>-Use various forms of grouping (e.g., whole group, small</p>	<p>Consider all strands of literacy (reading, writing, speaking & listening) and integration of technology and 21st century skills</p>	<p>Questions to consider: -To what do we contribute our strengths that we will continue? -What practices or processes are ineffective that we will discontinue? -What new practices, strategies, or processes will we implement to address our needs?</p> <p>Our curriculum is currently aligned with the Program of Studies developed by KDE for each grade level K-5</p> <p>Our current curriculum is differentiated through the use of skill groupings for Reading, Math, Science, and Social Studies. In addition, we support the needs of our gifted and talented and students with disabilities populations by the collaboration of resource teachers and the Academic Program Consultant.</p>	<p>Suzanne Montgomery, Academic Program Consultant- Cost \$0.00 Resources – Staff Work day allotments from District and Professional Development Time</p>	<p>Currently completed</p>

<p>group, paired, partner) to meet individual students' diverse needs</p> <p>-Challenge and develop students' abilities to think critically at high levels</p> <p>-Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem based approaches and higher order thinking skills</p> <p>-Use screening, diagnosis and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet students' instructional needs and strengths</p> <p>-Provide resources/ materials to align to students'</p>		<p>All students are challenged daily with higher order thinking projects, lessons, writing, and problem solving strategizing. This is evidenced in our daily lesson plans, learning targets, and classroom activities.</p> <p>Highland Elementary currently uses Discovery Education's Predictive Assessment Series as a universal screener. Each classroom teacher adjusts instruction to meet the needs of each child through the use of individual learning probes. We provide a variety of resources in our school library and classrooms to align with a variety of instructional levels. We use formal grading, formative and summative assessments, and informal anecdotal records to document student progress toward our instructional goals.</p>		
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	<p>instructional levels</p> <p>-Provide multiple forms of evaluation with instructional feedback (i.e., ongoing formative, informal, formal)</p>	<p>Align and articulate horizontally and vertically within the school and with other schools in the district to provide a fluid transition from class-to-class, grade-to-grade, and school-to-school</p> <p>-Include explicit instruction of content literacy strategies</p> <p>-Monitor, evaluate and review systemically</p>	<p>1. Our school instructional staff has been introduced to the Common Core Standards for English and Language Arts. After the deconstruction of standards for each grade level, learning targets will be written. This will be completed at a district level cadre. Formative assessments will be designed to see if students have mastered the learning targets for daily instruction. School curriculum work will include SBDM adoption of a standards based curriculum and setting of timelines to address these in daily instruction. Further work will include an extended syllabi for each grade and development of units of study.</p> <p>2. Professional learning will be offered at the school level to have teachers gain expertise in content literacy strategies.</p> <p>3. A system will be put in place to monitor, evaluate and systematically review curriculum delivery through the Professional Learning Communities.</p>	<p>District Level Cadre</p> <p>Darren Yaden , Suzanne Montgomery</p> <p>SBDM Council</p>	<p>2010/2011 Academic year</p> <p>June /2010</p> <p>2011/2012</p>
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<p>2: Multiple Assessments</p>	<p>-Design assessments to measure effective instructional practices</p> <p>-Use regular progress monitoring to demonstrate that students are progressing</p> <p>-Make results of assessments available to families in a timely fashion</p>	<p>-</p> <p>Allow students to demonstrate learning through varied and differentiated assessments</p> <p>-Design assessments in a collaborative process and embed within instruction</p> <p>-Provide an assessment process that includes self-reflection by students as well as informal and formal assessments toward learning goals</p> <p>-Use assessments to identify students who need differentiated literacy support, including students who are most at risk;</p>	<p>Highland Elementary currently has common assessments aligned with the Kentucky Program Of Studies. Our staff has developed and refined these over time.</p> <p>1. Our Professional Learning Communities will develop Common Assessments aligned with the new Common Core Standards for English / Language Arts.</p> <p>2. Formative assessment will be utilized daily in every classroom. Students will be involved in self assessment. Professional Learning will include embracing the body of research in Classroom Assessment for Student Learning: Doing It Right – Using it Well by Rick Stiggins, Judith Arter, Jan Chappuis, Steve Chappuis.</p> <p>3. Data analysis of the following will be used to guide instruction: Predictive Assessment Series , GRADE ,DIBELS, No Child Left Behind Report , Kentucky Core Content Test. Teachers will be guided in Professional Learning Communities to use data in a variety of ways-</p> <ul style="list-style-type: none"> To identify where we are now To see where we need to be 	<p>All teaching staff</p> <p>All instructional staff</p> <p>All instructional staff</p> <p>All Instructional Staff</p>	<p>Currently completed</p> <p>August – December 2011</p> <p>January - May 2011</p> <p>Present Practice – Will be continued through the work of our PLCs</p>
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		<p>at key transition points; gifted and talented</p> <p>-Collect quantitative and qualitative data is and analyze for screening and diagnosis of student achievement related to literacy goals</p>	<ul style="list-style-type: none"> • To develop a plan of how to reach goal set for the individual student , classroom , and school • To identify curriculum gaps • To form flexible student groups for literacy skills, differentiating based on student needs. • To adjust instruction 		
<p>3: Instruction and Targeted Intervention</p>	<p>-Emphasize "learning to read and write" with explicit and systematic instruction of:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Writing (to learn, to demonstrate learning, for publication) <p>-Provide at least a 60-90-minute uninterrupted block for reading/LA</p>	<p>Provide supplemental</p>	<p>Highland Elementary was fortunate to have received a Reading First grant the past five instructional years. That grant has provided our Reading staff eighty hours of professional development each year funded in the five areas of Reading. Our SBDM Council has adopted the use of a Highland Elementary Writing Resource guide which is a compilation of writing strategies utilized by teachers at our school.</p> <p>Current master schedule allots the uninterrupted time for Reading and Language Arts instruction.</p>	<p>Darren Yaden</p>	<p>Currently completed</p>

		<p>and/or intensive literacy instruction <i>beyond</i> the 90 minute core designed specifically to meet the individual needs of students below or above grade level</p> <p>-Include explicit instruction of content literacy strategies</p> <p>-Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem based approaches and higher order thinking skills</p>	<p>1. Our Professional Learning Communities will meet monthly to develop a list of students to target for instructional interventions. We will monitor those students receiving interventions and adjust those interventions on an as need basis.</p> <p>2. Each classroom teacher will include content literacy strategies into daily instruction. They will include, but not be limited too, the Thoughtful Education body of Research.</p> <p>3. Students will apply research skills and prepare content presentations for their peers. These Depth of Knowledge III projects will be done in every classroom. Our school will utilize Norman Webb’s research on Depth of Knowledge to ensure commonality amongst each classroom.</p>	<p>Professional Learning Communities</p> <p>All Staff</p> <p>All staff</p>	<p>August 2010-Present</p> <p>August 2010-Present</p> <p>August 2010-Present</p>
4: Literate Environment	<p>Ensure students have access to appropriate and engaging texts</p> <p>-Create classroom space in which students are open and responsive to diverse ideas, demonstrate teamwork, and treat each other with</p>		<p>Our school library is open every day for checking out books to students. An adult who is knowledgeable about book selection and reading levels is on hand to assist each student with their selections.</p> <p>Each classroom has a set of rules and a behavior management plan in place. The Reading /Language Arts instructional block is a display of student knowledge and insight into a variety of literature. Content area reading is increasing throughout the grade levels, as more instructional materials become available.</p>	<p>School Librarian and Library clerk</p> <p>Classroom teacher</p>	<p>Currently completed</p> <p>Currently completed</p>

	<p>respect</p> <p>-Demonstrate how the staff's work supports the schoolwide literacy plan</p>	<p>-Provide students with literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students</p> <p>-Create an environment that makes learning irresistible (e.g., interactive, on-line communication and collaboration tools, multimedia production tools, use of physical and virtual space)</p> <p>-Ensure the Library Media Center reflects literacy as a priority in the school</p>	<p>1. Each teacher will provide differentiated literacy instruction based on the needs of the students. Each teacher will provide opportunities for students to work cooperatively on literacy projects that support the Common Core Standards for English/ Language Arts.</p> <p>1. Each classroom will have multiple resources to provide students with a literacy-rich environment.</p> <p>2. Provide opportunities during Staff Development days to share literacy ideas that have worked in the teachers' classrooms.</p> <p>3. School librarian will participate and oversee the RIF program .(Reading is Fundamental)</p>	<p>All teachers</p> <p>All teachers</p> <p>School Librarian</p>	<p>August 2010-Present</p> <p>August 2010-Present</p> <p>August 2010-Present</p>
<p>5: School, Family and Community Involvement</p>	<p>-Inform and involve families when making decisions about their child's learning</p> <p>-Provide opportunities for adults to read and write frequently</p>		<p>Highland Elementary School welcomes parents for conferences regarding student needs.</p> <p>Highland Elementary provides opportunities for students to write daily - with meaning and purpose.</p>	<p>All staff</p> <p>All staff</p>	<p>August 2010-Present</p> <p>August 2010-Present</p>

	<p>with students</p> <ul style="list-style-type: none"> -Promote literacy activities/events and make information available about community literacy organizations and events 	<ul style="list-style-type: none"> -Develop reciprocal relationships with families -Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness -Work to strengthen coordination among schools, early literacy programs, family literacy programs, A5 & A6 programs, public libraries and out-of school time programs that provide services to students and/or families 	<p>Family Literacy nights / events are held at the school. This structure was put into place by Reading First, and the practice was valued continued.</p> <ol style="list-style-type: none"> 1. Provide frequent communication to parents (e.g. newsletters, notes, midterms, report cards). 2. Meet parents at their point of need by creation of an open atmosphere for parent conferences. 3. Participate in the English / Language Arts cadre provided by the district to network and exchange ideas amongst schools at the elementary level. District level cadre training will be done at the school level by the APC and teacher representatives for the cadre. 	<p>All staff</p> <p>All teachers</p> <p>All teachers</p> <p>Suzanne Montgomery, Lisa Siler, Amy Holtzclaw</p>	<p>August 2010-Present</p> <p>August 2010-Present</p> <p>August 2010-Present</p> <p>August 2010-Present</p>
<p>6: Professional Growth</p>	<ul style="list-style-type: none"> -Support professional learning experiences with adequate time and resources -Align professional learning to ensure 		<p>Highland Elementary School has regular Professional Learning Communities during the course of the academic year due to support structure from the district level and inclusion of the Staff Work days in the calendar. Technology training is available to teachers during these PLC sessions.</p>	<p>Darren Yaden , Suzanne Montgomery</p>	<p>Current Practice</p>

	<p>students have the skills, knowledge and expertise to succeed in work and life in the 21st century</p> <p>-Utilize a variety of professional learning opportunities (e.g., professional learning communities, online, job-embedded, coaching/mentoring) to enhance teacher practice</p>	<p>Analyze student work/ performance in meeting learning goals as a key facet of professional learning</p> <p>Review the professional learning opportunities and recommend improvements to the literacy plan through SBDM council, in collaboration with the literacy team</p> <p>-Facilitate and organize the school's literacy professional learning opportunities through the literacy team leaders</p> <p>--Provide an evaluation component to professional learning that encourages reflection to determine effectiveness of implementation of</p>	<ol style="list-style-type: none"> 1. Provide time during Staff Development days to share and analyze student work and reflect on success of that activity. 2. Provide opportunities to share with staff implementation of professional learning and the success of the activities. 3. School literacy team will review the current school level professional development plan and make suggestions for strengthening the literacy professional development for the staff to maximize professional learning. 	<p>All Staff</p> <p>All Staff</p> <p>School Literacy team</p>	<p>August 2010-Present</p> <p>August 2010-Present</p> <p>January 2011</p>
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		literacy practices			
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To be completed at the district level:

Literacy Plan Timeline:		
August	September	October
November	December	January
February	March	April
May	June	July

Highland Elementary School Literacy Blueprint



Purpose: Highland Elementary School holds firmly to the belief of developing a strong reading foundation in the primary grades (K-3) in order to build successful readers for life. With that belief in mind, the Highland Elementary School Leadership Team has developed the following Literacy Blueprint for the purpose of sustaining the school's success from its participation in Reading First.

Reading Culture:

- **School Leadership and Administration: The school leadership team, under the guidance of the principal, will:**
 - **ensure that reading instruction time is maximized and protected from interruption (the master schedule will reflect no less than a ninety-minute reading block for grades K-3)**
 - **continue to develop a deep level of knowledge regarding the comprehensive reading program as well a deep level of knowledge regarding intervention**
 - **continue to build knowledge of the elements needed for implementation of a successful core reading program**
 - **visit classrooms during time for supplemental and intensive reading instruction**
 - **provide support by visiting classrooms with low student performance more frequently**
 - **focus on essential teaching behaviors and student performances during classroom visits**
 - **provide feedback to teachers on classroom visits and observations**
 - **set measurable, attainable goals for school improvement and monitor progress**

- **School Organization, Culture, and Support: The Highland Elementary staff will collaborate weekly during grade level team meetings in order to discuss student progress and plan for instruction. The**

school literacy coach will develop objectives, design activities to achieve these objectives, and facilitate these meetings. Additional support staff will be available during the reading block to provide small group instruction. Trained interventionists will offer supplemental and intensive instruction for struggling students. Through encouragement and motivational efforts by teachers, students will aspire to become great readers. Students will be motivated through classroom incentives and will be rewarded for good effort in reading (including, but not limited to, good-faith effort rewards following each testing window using the good-faith effort checklist/criteria developed by the primary reading teachers). Teachers will be provided the necessary Scientifically Based Reading Research, instructional materials, and resources in order to provide effective reading instruction to all students.

- ***Professional Development: Highland Elementary Reading Staff will participate in Scientifically Research Based Professional Development. Professional Development will be selected based on teacher needs as determined through professional development surveys. At least one District Day will offer reading professional development. New teachers will receive formal training on the programs being utilized at Highland Elementary School, training on the five components of reading, and will be assigned a master teacher as a mentor. Professional learning will be supported by the following: weekly grade level team meetings, data analysis, professional learning communities, and book studies. This will be done to address the Senate Bill 1 component that requires professional learning to be job-embedded at the school level.***
- ***Role of Literacy Coach: The reading program at Highland Elementary School will be supported by a literacy coach. Roles and Responsibilities of the literacy coach include the following:***
 - ***observes classroom teachers for explicit instruction and provides feedback to improve instruction (Observations will be conducted on a daily basis utilizing the Kentucky Department of Education’s observational tool and explicit instruction tool to determine teachers’ areas of strengths and weakness.)***
 - ***survey the teachers at the end of each year to determine the materials needed for instruction***
 - ***order and manage instructional materials for reading***
 - ***demonstrates knowledge of Scientific Based Reading Research***
 - ***resolves resistance/reluctance expressed by teachers***

- ***differentiates coaching based upon student data and instructional needs***
- ***receives professional development and support***
- ***provides professional development to teachers on the effective use of the comprehensive reading program***
- ***provides demonstration lessons that model the tenets of SSBR/SBRI (Model lessons will be provided by the Literacy Coach in order to help teachers develop research based strategies to be implemented within their classrooms.)***
- ***uses a variety of coaching techniques in the classroom (including modeling, co-teaching, and observing instruction)***
- ***utilizes the advance coaching model for teacher support:***
 1. ***pre-conference with the teachers to identify areas of needed support***
 2. ***plans and implements a demonstration lesson which allows time for the teacher to observe and take notes***
 3. ***follows up with a meeting to discuss the demonstration lesson***
 4. ***observes the teacher delivery of the lesson***
 5. ***schedules a reflection/post conference time with the teacher to provide feedback, set goals, and determine next steps***
- ***maintains focus of in-class support based on individual classroom needs***
- ***analyzes screening, classroom-based, diagnostic, and outcome assessment data to prepare for data analysis meetings (The Literacy Coach will gather and analyze student data after fall, winter, and spring GRADE and DIBELS assessments. The data will be packaged so that teachers can easily and efficiently utilize the data to make instructional decisions for students)***
- ***collects and analyzes lesson plans once monthly and provides feedback to teachers regarding their planning strategies***

- **School, Family, and Community Involvement:** *Highland Elementary will encourage family and community involvement in its reading program by hosting Family Literacy Events (two per school year), utilizing parent volunteers during the daily reading block, and by inviting professionals in the community to read to students during the school day.*

Teaching and Learning:

- **Comprehensive Reading Program:** *Highland Elementary School will provide a 3-tier system of explicit reading instruction: core instruction, supplemental instruction, and intensive instruction. Technology (use of Mimio, Mobi, CPS, and mini-labs) will be utilized in all three tiers of instruction. The daily core instruction will include instruction in the five components of reading: Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Scientifically researched-based reading programs will be used for all tiers of instruction. Currently, Open Court, Great Leaps, and Reading Mastery are the programs being used. Additional support staff will be utilized in each classroom during the reading block.*
- **Instructional Time and Grouping:** *The Highland Elementary School master schedule will reflect a ninety minute, uninterrupted morning reading block daily which will consist of a maximum 30-minute whole group session followed by 30-minute small group rotations. Students will be grouped for small group, explicit, and differentiated instruction based upon results of diagnostic tests as well as screeners. A research-based reading program will provide the core reading instruction. In addition to the ninety-minute reading block, identified students will receive supplemental and intensive instruction. Intensive and Strategic Instruction will take place outside the 90-minute reading block.*
- **Intervention:** *Students will receive systematic, explicit, and interactive supplemental and/or intensive instruction with feedback based on individual needs identified through GRADE/DIBELS assessments by a trained interventionist (not the regular classroom teacher). Reading teachers will utilize communication folders with the trained interventionist in order for the interventionist to reinforce strategies/skills being targeted during core instruction. Targeted students will receive additional skill practice (as identified on diagnostic tests and screeners) during the whole group instruction time and/or an IARP (individualized reading plan) developed by the reading coach, reading teacher, and interventionist. Currently, Reading Mastery and Great Leaps are the researched-based intervention programs being used.*

The percentile guidelines for identifying students for intensive and/or supplemental instruction are as follows:

- **below the 25th percentile on the GRADE Assessment and/or Intensive on the DIBELS Assessment will receive a minimum of 30-minutes daily of Tier III instruction (Reading Mastery)**
- **between the 26th and 49th percentile on the GRADE Assessment and/or scoring Strategic on the DIBELS Assessment will receive a minimum of 15-minutes daily of Tier II instruction (Great Leaps, Light Span, Study Island, Education City)**
- **Writing Instruction: Primary teachers will follow the guidelines set forth in the Lincoln County School District Writing Policy (see attached copy). Within the comprehensive reading program, students will write to learn and will write to demonstrate learning. A writing to demonstrate learning component will include – open response questions, reflective journal writing, exit slips, flashbacks, etc. Grade level teams will determine which of these components should be emphasized based on the core content, program of studies, and individual student data throughout the year. Weekly lesson plans will include evidence of writing instruction.**

Data Guided Action:

- **Assessment: Primary teachers will administer the GRADE diagnostic assessment two times during the school year with the first administration being in January and the second administration being in April/May. The GRADE assessment will be administered to new students within one week of their enrollment at Highland Elementary. Teachers will administer fluency assessment (DIBELS is the current assessment being used) and will progress monitor students based on their benchmark scores. Fluency benchmark assessments will be administered three times per year: fall, winter, and spring. Intensive students will be progress monitored weekly. Strategic students will be monitored every two weeks. Benchmark students will be monitored monthly. The fluency assessment will be administered to new students within one week of their enrollment at Highland Elementary. In addition to the GRADE/DIBELS assessments, teachers will utilize the PAST and Core Phonics for Assessment screeners. The PAST and Core Phonics assessments will be administered within the first two weeks of school. Updates to these screeners will be conducted twice monthly. According to district policy, teachers will continue to administer the reading component of the PAS (Predictive Assessment Series) three times per year (as scheduled by the district). Teachers will participate in a yearly assessment**

code of ethics/update training. New staff members will be trained on assessment administration prior to the administration windows. All staff will be trained on any new assessments to be administered.

- **Data Utilization:** ***Teachers will meet collaboratively following each assessment window to analyze test data. Specific data analysis templates will be utilized during this process (see attached documents). Teachers will create flexible student groups based on the results of the GRADE/DIBELS assessments. In addition, teachers will use the data to drive instruction. Teachers will utilize the data from the PAST and Core Phonics screeners to guide instruction in the components of phonological awareness and phonics.***

- ❖ **The following pages contain templates to that our school utilized to assist with the implementation of the grant components. We still embrace and use these documents in our daily planning for each student's success. Professional Learning Communities formed during the Reading First Grant still continue the foci and guidance given under the guidelines of the grant.**

Fall Data Analysis for Kindergarten
 GRADE – Level P
 DIBELS – ISF, LNF

Stanine	Phon. Aw.	Vis. Skills	Concepts	List. Comp.	ISF	LNF
1-3					Intensive 0-3	Intensive 0-1
4-5					Strategic 4-7	Strategic 2-7
6-9					Benchmark 8	Benchmark 8

GOAL SETTING

- 1) Number of students currently on level _____
- 2) % of students currently on level _____
- 3) “Ugly” Number _____
- 4) GOAL - % students on level _____
- 5) GOAL – Number of students on level _____

6) Number of students needed to move to meet goal _____

Fall Data Analysis for 1st Grade
GRADE – Level K
DIBELS – LNF, PSF, NWF

Stanine	Phon. Aw.	Early Lit.	Phon./Graph.	List. Comp.	Word Rdng.
1-3					
4-5					
6-9					

NF	PSF	NWF
Intensive 0-24	Intensive 0-9	Intensive 0-12
Strategic 25-36	Strategic 10-34	Strategic 13-23
Benchmark 37	Benchmark 35	Benchmark 24

GOAL SETTING – Fall 1st grade

- 1) Number of students currently on level _____
- 2) % of students currently on level _____
- 3) “Ugly Number” _____
- 4) GOAL – % students on level _____
- 5) GOAL – number of students on level _____
- 6) Number of students needed to move to meet goal _____

“Name Them and Claim Them”

Name	GRADE percentile	LNF	PSF	NWF	Focus of Instruction

**Fall Data Analysis for 2nd grade
GRADE – Level 1
DIBELS – NWF and ORF**

Stanine	Vocabulary	Sentence Comprehension	Passage Comprehension	Listening Comprehension
1-3				
4-5				
6-9				

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NWF	ORF
Intensive 0-29	Intensive 0-25
Strategic 30-49	Strategic 26-43
Benchmark 50	Benchmark 44

GOAL SETTING – Fall 2nd grade

Number of students currently on level _____

% of students currently on level _____

“Ugly” Number _____

GOAL – % students on level _____

GOAL – number of students on level _____

Number of students needed to move to meet goal _____

“Name Them and Claim Them”

Name	GRADE percentile	NWF	ORF	Focus of Instruction

**Fall Data Analysis for 3rd grade
GRADE – Level 2
DIBELS – ORF**

Stanine	Vocabulary	Sentence Comprehension	Passage Comprehension	Listening Comprehension	DIBELS ORF
1-3					Intensive 0-52

4-5					Strategic 53-76
6-9					Benchmark 77

GOAL SETTING – Fall 3rd grade

- ❖ Number of students currently on level _____
- ❖ % of students currently on level _____
- ❖ “Ugly” Number _____
- ❖ GOAL – % students on level _____
- ❖ GOAL – number of students on level _____
- ❖ Number of students needed to move to meet goal _____

“Name Them and Claim Them”

Name	GRADE percentile	ORF	Focus of Instruction

Winter Data Analysis for Kindergarten
GRADE – Level K
DIBELS – ISF, LNF, PSF, NWF

Stanine	Phon. Aw.	Early Lit. Skills	Phon/Graph	List. Comp.	Word Reading
1-3					
4-5					
6-9					

ISF	LNF	PSF	NWF
Intensive 0-9	Intensive 0-14	Intensive 0-6	Intensive 0-4
Strategic 10-24	Strategic 15-26	Strategic 7-17	Strategic 5-12
Benchmark 25	Benchmark 27	Benchmark 18	Benchmark 13

Winter Data Analysis for 1st Grade
GRADE – Level 1
DIBELS – PSF, NWF, ORF

Stanine	Word Reading.	Word Meaning	Sentence Comp.	Passage Comp.	List. Comp
1-3					
4-5					
6-9					

PSF Intensive 0-9	NWF Intensive 0-29	ORF Intensive 0-7
Strategic 10-34	Strategic 30-49	Strategic 8-19
Benchmark 35	Benchmark 50	Benchmark 20

Winter Data Analysis for 2nd grade
GRADE – Level 2
DIBELS – ORF

Stanine	Word Reading	Word Meaning	Sentence Comprehension	Passage Comprehension	Listening Comprehension	DIBELS ORF
1-3						Intensive 0-

						51
4-5						Strategic 52-67
6-9						Benchmark 68

**Winter Data Analysis for 3rd grade
GRADE – Level 3
DIBELS – ORF**

Stanine	Word Reading	Vocabulary	Sentence Comprehension	Passage Comprehension	Listening Comprehension	DIBELS ORF
1-3						Intensive 0-66
4-5						Strategic 67-91
6-9						Benchmark

						92
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Spring Data Analysis for Kindergarten
GRADE – Level K
DIBELS – LNF, PSF, NWF

Stanine	Phon. Aw.	Early Lit. Skills	Phon/Graph	List. Comp.	Word Reading
1-3					
4-5					
6-9					

Spring Data Analysis for 1st Grade
GRADE – Level 1
DIBELS – PSF, NWF, ORF

Stanine	Word Reading.	Word Meaning	Sentence Comp.	Passage Comp.	List. Comp
1-3					
4-5					
6-9					

PSF	NWF	ORF
Intensive 0-9	Intensive 0-29	Intensive 0-19
Strategic 10-34	Strategic 30-49	Strategic 20-39
Benchmark 35	Benchmark 50	Benchmark 40

Spring Data Analysis for 2nd grade
GRADE – Level 2
DIBELS – ORF

Stanine	Word Reading	Word Meaning	Sentence Comprehension	Passage Comprehension	Listening Comprehension	DIBELS ORF
1-3						Intensive 0-69
4-5						Strategic 70-89
6-9						Benchmark 90

Spring Data Analysis for 3rd grade
GRADE – Level 3
DIBELS – ORF

Stanine	Word Reading	Vocabulary	Sentence Comprehension	Passage Comprehension	Listening Comprehension	DIBELS ORF
1-3						Intensive 0-79
4-5						Strategic 80-109
6-9						Benchmark 110

Data Board Matrix/Grid/Grouping

		GRADE			
		Intensive (<0-25%ile)	Strategic (26-49%ile)	Benchmark (50-74%ile)	Promise Land (75-99%ile)
DIBELS	Intensive				
	Strategic				
	Benchmark k				
	Promise Land (at or above each minimum goal for each subtest)				

