



International Studies Magnet School

2021-2022

Josh Byard, Principal
Paige Vick, Assistant Principal

Literacy Plan

Goal 1: Increase the number of students performing in the exceeding or ready categories in reading on the ACT Aspire to 60% (249 students) from 56% (213 students). Increase the number of African American students from 32% (30 students) to 40% (40 students). Increase the number of 1st grade students performing at tier 1 on the iReady from 67%(57 students) to 75% (64 students). Increase the number of 2nd grade students performing at tier 1 on the iReady from 61% (59 students) to 75% (73 students) and decrease the number of students performing at the tier 3 level from 11% (11 students) to 5% (5 students).

Action Steps:	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none">• <u>Heggerty Phonemic Awareness Curriculum</u> in 1st grade for the purpose of reinforcing phonemic awareness skills. This curriculum will support students in demonstrating an understanding of spoken words, syllables, and sounds (phonemes). In 2nd grade, teachers will use this curriculum to reinforce these skills as needed.• <u>95% Group Core Phonics</u> will be used to provide systematic and explicit word study and spelling instruction in grades K–3. This curriculum will support students in knowing and applying grade-level phonics and word analysis skills in decoding words, including knowledge of the six syllable types and morphological units. It will also aid students in encoding (spelling) using knowledge of sound-letter relationship (phoneme grapheme mapping), common spelling patterns, and frequently occurring irregular words.• <u>95% Group Multisyllable Routine Cards</u> will be used in 3rd grade to provide instruction in decoding and pronouncing longer words. Teachers will use this five minute a day instructional routine to help students learn how to decode multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules.• In grades 4-6, teachers will use Benchmark Education Vocabulary Word Study, Tim Razinsky's Greek and Latin Roots, Keys to Building Vocabulary and Latin and Greek Roots, Teaching Vocabulary Using Hands-On Activities and Common Objects by Perry Stokes to supplement instruction on the use of morphology (e.g., roots, affixes) to accurately read unfamiliar multisyllabic words. Students will learn how to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., telegraph, photograph, autograph).	<p>AimsWeb Plus: Grades 1 - 2 BOY - August MOY- December EOY - May</p> <p>iReady Assessments: Grades 1 - 2 BOY - August MOY- December EOY - May</p> <p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May (5 times/year with 2 scheduled between benchmarks)</p> <p>DSA Benchmarks (Developmental Spelling Inventory): (Grades 1-6) BOY - August MOY- December EOY - May</p> <p>DIBELS</p>

<ul style="list-style-type: none"> First and second grade teachers will use <u>Amplify Core Knowledge Language Art: Knowledge Strand</u> to help students build the background knowledge and vocabulary critical to listening and reading comprehension. By reading stories, dramas, and poems from diverse cultures and different time periods, teachers will support students' acquisition of literary and cultural knowledge, as well as build familiarity with various text structures and elements. Teachers will read complex texts in history/social studies and science, so that students build a foundation of knowledge, giving them the background to be better readers in all content areas. This curriculum will ask students to give text-based answers, both in oral and written form, and participate in shared research and writing projects.. As students learn to write narrative and explanatory/informative texts and participate in collaborative conversations about topics and texts, they will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. In grades 3-6, teachers will use the comprehensive English language arts curriculum, <u>Wit & Wisdom</u>, to build student knowledge of important topics, acquire vocabulary, and master literacy skills in an integrated approach.. Teachers will use grade-level, authentic texts, including literary, informational, and fine-arts, to engage students in a topic as they practice reading, writing, speaking, and listening. Through a framework of questioning, teachers will guide students in the process of reading, understanding, and analyzing complex texts and creating meaningful and purposeful responses to their reading, both oral and written. Students will learn how to craft written responses specific to a particular purpose or genre, use the writing process to refine and enhance writing, and conduct short and sustained research products. Through Socratic Seminars, students will learn how to prepare and participate in conversations, while expressing their ideas clearly and building on the ideas of others. Deep dives will provide explicit instruction in language skills, and Vocabulary Journals will provide students with a record of new words acquired and the strategies they used to learn and practice new vocabulary. Language standards are also integrated into module study as students determine and demonstrate understanding of word meanings. 	<p>Benchmark: (Grades 1 - 6) BOY - August MOY- December EOY - May P.A.S.T. (Phonological Awareness Screening Test) Grades 1 - 2 and used as a diagnostic to identify gaps for interventions in grades 3-6 BOY - August MOY - January EOY - May Decoding Survey: Used in all grades to identify gaps in phonics for interventions. ACT Aspire Summative Classroom Assessments Student Writing Lesson Plans Monitored by: Teachers, Melissa Gammill and Beth Couch, Instructional Facilitators, Administrators</p>
<p>Intervention:</p> <ul style="list-style-type: none"> Teachers and interventionists will use <u>Kilpatrick's One Minute Drills</u> to address phonemic awareness deficits in all grades. Teachers and interventionists will use the <u>95% Group Phonics Screener for Intervention (PSI)</u> to identify specific skill deficits and facilitate teachers' grouping of students for focused intervention based on the screener results. The <u>Phonics Lesson Library (PLL)</u> intervention program will provide teachers with phonics intervention lessons specific to skill deficit. Explicit lessons include a review of previous skills, teaching of new concepts, word reading accuracy, and fluency practice at the word, phrase, sentence and passage level. 	<p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May (5 times/year with 2 scheduled between benchmarks) iReady Assessments: Grades 1 - 2 BOY - August, MOY- December EOY - May AimsWeb Plus: Grades 1 - 2 BOY - August MOY- December</p>

<ul style="list-style-type: none"> Interventionists will use S.P.I.R.E with Sounds Sensible for students identified with characteristics of dyslexia, students who are in need of intensive support, or students who do not make adequate progress in 95% Group Phonics Lesson Library intervention. This multi-sensory, explicit, structured literacy program includes instruction in phonology, sound-symbol relationship, syllables, morphology, syntax, and semantics. The lesson consists of ten steps which include the following components: phonemic awareness, phonics, spelling, vocabulary, comprehension, fluency, and writing. Students are progress monitored to ensure concept mastery. iReady assessment data from the 1st and 2nd grade benchmarks and Imagine Language and Literacy benchmarks in 1st - 6th will identify skill gaps that pinpoint the interventions needed for each student. Reports guide teachers in the instruction that is needed to fill those gaps. Resources are also suggested that can be used in their small group instruction during our daily intervention time. Small group instruction - Teachers in grades 1 - 6 provide small group instruction during their literacy block. Phonemic Awareness, phonics, fluency, vocabulary, and reading comprehension are supported in this small group time. Data gathered through observation, Aimsweb Plus, Reading Inventory, iReady, DSA and classroom formative assessments are used to determine the student's need. Teachers in grades 3 - 6 literacy and teachers who teach science and social studies have been trained to use close reading. This provides a way for students to show their thinking about what they're reading and encourages students to analyze a text to gain a deeper understanding of a topic. Readworks is an on-line resource that teachers in grades 3 - 6 use to monitor growth in student comprehension. 	<p>EOY - May Weekly progress monitoring for tier 3 and every 2 weeks for tier 2. P.A.S.T. Progress Monitoring 95% PLL PM Decoding Survey: Used to progress monitor after phonics interventions. Monitored by: Teachers, Instructional Facilitators, Leadership Team</p>
<p>Remediation:</p> <ul style="list-style-type: none"> iReady assessment data from the 1st and 2nd grade benchmarks and Imagine Language and Literacy benchmarks in 1st - 6th will identify skill gaps that pinpoint the interventions needed for each student. Reports guide teachers in the instruction that is needed to fill those gaps. Resources are also suggested that can be used in their small group instruction during our daily intervention time. Individualized skill - based direct instruction is provided in grades 1 and 2 based on Aimsweb Plus data, PAST data and iReady data. Teachers pull small groups or provide one-on-one remediation to master specific skills not mastered by the student. Progress monitoring data is kept weekly to track mastery. Teachers in grades 3-6 administer the Literacy Diagnostic Tree to drill down to the lowest foundational reading skill that represents the gaps that must be filled and provides specific instruction and practice to fill the gap as they move up filling each gap identified in each component of reading. Close Reading is used to help students to analyze a text to find a deeper meaning. The teachers provide support in a small group or one-on-one as students read a content-related passage to comprehend and extend their understanding of the topic through questioning, annotations and writing. 	<p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May iReady Assessments: Grades 1 - 2 BOY - August MOY- December EOY - May AimsWeb Plus: Grades 1 - 2 Weekly progress monitoring for tier 3 and every 2 weeks for tier 2. P.A.S.T. Reassess each week. Decoding Survey: Progress Monitoring Literacy Diagnostic Tree (BOY) Remediation logs - updated weekly S.P.I.R.E:</p>

	Mastery Checks Monitored by: Instructional Facilitators, I-Team, Leadership Team
Additional Initiatives to support the goal: <ul style="list-style-type: none"> Weekly Team meetings will be held every Tuesday during each grade level rotation time and facilitated by teacher leaders to discuss the 4 PLC questions - What do we want students to learn? How will we know they've learned it? What do we do if students haven't learned it? What do we do if students have learned it? RTI concerns will be discussed: Reading, Math, Writing, Social Studies, Science The Instructional Facilitators are available to support teachers in team meetings, Coaching Cycles, RTI process, curriculum, resources, data disaggregation, etc. Leadership team has a grade level representative from each grade, administrators, Instructional Facilitator, a representative from our special classes, and a representative from our special education classes who meet weekly to twice a month to discuss instruction, discipline, track progress towards our school goals, etc. Student goal setting - Students will track their progress in literacy by recording their data from quarterly Reading Inventory scores in grades 3 - 6. They will set a goal after each data point to increase their lexile level throughout the year. Students in each grade will track the number of books they've read each week, month or quarter working to increase the number of books they are reading. SOAR Literacy Grant provided books for classroom libraries with diverse characters, cultures and themes. It also provided decodables for 1st and 2nd grade classrooms in addition to multisensory materials for teaching phonics such as blending boards, phonics cards, sand with sand trays, marker boards and markers, etc. These resources support the reading initiative to increase student engagement and promote the science of teaching reading instructional practices. 	Team meeting agendas and sign-ins Goal setting logs Student Achievement Data: Reading Inventory iReady Assessment AimswebPlus ACT Aspire Summative Lesson Plans Monitored by: Teachers, Instructional Facilitators, Leadership Team
Planned Professional Development and Support: <ul style="list-style-type: none"> The principal, assistant principal, and instructional facilitator attended the PLC Leadership Academy for 6 days in the 2019-2020 school year. They will continue the work with the school leadership team and staff in 2021-2022 to develop the four pillars in a PLC school and further the efforts of essential standards and common formative assessments. The principal, assistant principal, and both instructional facilitators will attend the Practitioners Leading and Learning Conference this summer. We will support the ongoing initiative and goal for school improvement for teachers and student learning as we develop our professional learning plan for the 2021-22 school year. Teacher teams from 1st, 5th, and 6th with an Instructional Facilitator will attend Collaborative Practices at Work, a three day guided workshop built around the tools for strengthening a collaborative team. Teams will be guided through the toolkit to assess where they are in the learning process and identify immediate needs for growth. This workshop provides the nuts and bolts for the right work, while emphasizing the why and how. Culture, norms, collegial practices, and the four critical questions of a learning team will be reviewed so that each team may build an action plan for their immediate needs and data goals. Teachers from 1st and 2nd grades, special education teachers, and special classes 	Walk-through data with feedback Student Achievement Data: Reading Inventory iReady AimswebPlus Imagine Language and Literacy Benchmarks ACT Aspire Summative Lesson Plans Monitored by: Administrators,

<p>teachers such as art, music, library and PE will attend up to 3 days of CKLA training this summer. This will include an introduction of our new literacy knowledge building curriculum, CKLA and Writing Studio. They will receive initial knowledge of the program, dig into the components of the Writing Studio and learn how it compliments CKLA reading with a final day of planning the 1st domain with the support of the facilitators and training team.</p> <ul style="list-style-type: none"> Teachers from 3rd - 6th grades, special education teachers and special classes teachers such as art, music, library and PE will attend up to 3 days of Wit and Wisdom training this summer. This will include a launch into the knowledge building literacy curriculum, module/lesson protocol and planning with a full day of planning of the first unit with the support of the facilitators. Teachers in grades 1 - 3 and special education teachers will be trained in 95% Core Phonics and 95% Phonics Lesson Library in August of 2021. This training will prepare teachers to implement these resources for core word study instruction and interventions. Support will then be provided throughout the year by the instructional facilitators . This summer we have 2 sped teachers, a 3rd grade teacher and a 5th grade teacher attending RISE training to make our campus 100% certified staff RISE trained. Academic facilitators teamed with district specialists and provided RISE training to all 1 - 6 classroom teachers, all special classes teachers, all SPED teachers and administrators in the summer of 2021. This training will equip each participant with knowledge that will explain how children learn to read and the best processes and strategies to ensure all students become proficient readers. Certified staff will attend the Ron Clark Academy in July 2021. Their mission is to deliver the highest quality educational experience where global citizens are born through advanced rigor, engaging teaching methods, and a passionate climate and culture. Our staff will be attending the academy then collaborating to plan implementation of what we learn during the 2021-2022 school year. The principal will provide feedback on each licensed staff members' Professional Growth Plan and using data from observations and teachers' self assessment, collaborate to determine next year's goals which includes how RISE will impact their instruction. The instructional facilitators will offer support for the RISE implementation by collaborating in planning and walkthroughs where feedback will be provided. 	<p>Teachers, Instructional Facilitators, Leadership Team</p>
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	<p>Josh Byard, Principal Paige Vick, Assistant Principal</p>
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Math Plan

Goal 2: Increase the number of students performing in the exceeding or ready categories in math on the ACT Aspire Summative to 65% (269 students) from last year's 60% (229 students). Increase the number of African American students performing in the exceeding or ready categories in math from 35% (33 students) to 40% (40 students). Increase the number of 1st grade students performing at tier 1 on iReady from 60% (52 students) to 75% (65 students). Increase the number of 2nd grade students performing at tier 1 on iReady from 49% (48 students) to 65% (63 students) and decrease tier 3 from 8% (8 students) to 5% (5 students).

Action Steps:	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> Edulastic Enterprise assessment subscriptions will be purchased for grades 1-6 using CARES funding to provide teachers with essential standards screener data to intervene with students, provide a resource to create daily formative assessments, common formative assessments, common summative assessments, interim assessments and skill-specific Google Classroom assignments. Imagine Learning Math adaptive software will be purchased for students in grades 1-6 using CARES funding in order to administer quantile assessments to all students three times per year to determine growth and assist in identifying tier 1,2 and 3 students, assign individual standard(s) pathways from the previous grade level, assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction, access a live tutor during classroom software usage or during home usage, assign specific Eureka Math pathways by module, and provide students the recommended time of 45 minutes per week minimum to actively engage in the software to fill gaps. Eureka Math Affirm assessment software will be purchased using CARES funding in order to use Eureka Math question bank from previous grade levels to create assessments to identify learning gaps, use Eureka Math question bank to create common formative assessments and common summative assessments, and to create assessments that can easily be published through Google Classroom. Eureka Math: Eureka Math is used in grades 1 - 6. This curriculum provides support that builds teacher knowledge of math content and what prior learning is important to students' mastery of grade level standards. It provides daily sprints to increase student fluency in math computation, exposure to various strategies and tools to solve math problems and math in real life context. Teachers choose the support materials every year that they use with their students such as practice/classwork sets, homework sets, templates, and sprints. Explicit and systematic instruction of domain specific vocabulary using strategies and practices from the RISE training to help students break apart their words into morphemes 	<p>iReady Assessments: Grades 1 - 2 BOY - August MOY- December EOY - May</p> <p>Essential Standards Screener: BOY - August MOY- December EOY - May</p> <p>Imagine Math Benchmarks: BOY - August MOY- December EOY - May</p> <p>Common Formative Assessments (CFAs) Administered as standards are taught and used to determine tier 2 and 3.</p> <p>Classroom Assessments</p> <p>Monitored by: Teachers, Leadership Team,</p>

<p>(affixes, roots, bases) to understand the meaning of the word in order to help in reading and solving word problems and math content.</p> <ul style="list-style-type: none"> • Zearn is a web-based resource used by teachers to support their Eureka math in grades 1st - 5th to provide additional instruction on a math skill that is taught. Parents also use this resource at home to provide additional help at home when needed. 	<p>Instructional Facilitators</p>
<p>Intervention:</p> <ul style="list-style-type: none"> • Imagine Math is used in grades 1 - 6 during the daily 30 minute intervention time in the math block. Quantile assessments are administered three times per year to measure the progress of each student. Imagine learning is adaptive and identifies specific skill gaps for students to work on each day and progress is monitored by the teacher as gaps are filled. • Zearn allows teachers in grades 1 - 5 to assign additional support using this online instructional tool to help students on standards they have not mastered. • Small group or one-on-one instruction is provided to students in grades 1 - 6 who have skill gaps according to Imagine Math and/or the beginning of the year essential standards screener or students struggling with the current standard taught. Students who have not mastered an essential standard are provided additional interventions and reassessed until they have mastered it. The IReady assessment in 1st and 2nd provides a list of skills that have not been mastered for each student. Teachers use this data to determine who needs to be pulled in small groups. 	<p>iReady Assessments: Grades 1 - 2 BOY - August MOY- January EOY - May Formative assessments ES Common Formatives Imagine Math: Student Progress Benchmark Monitored By: Teachers, Instructional Facilitators, Administrators, Leadership Team</p>
<p>Remediation:</p> <ul style="list-style-type: none"> • Imagine Math is used in grades 1 - 6 during the daily 30 minute intervention time in the math block. Quantile assessments are administered 3 times per year to measure the progress of each student. Imagine Learning is adaptive and identifies specific skill gaps for students to work on each day and progress is monitored by the teacher as gaps are filled. • Students who have 2 or more years of learning gaps are placed in an essential standards pathway in Imagine Math to fill the essential standards for the instructional level identified from their benchmark. These pathways only include the essential standards allowing the student to close these gaps then move towards their grade level goals more quickly. • Small group or one-on-one instruction is provided to students in grades 1 - 6 who have skill gaps according to Imagine Math and grade level Essential Standard Screeners. Teachers determine which essential standards the students are missing through the administration of grade level essential standard screeners. Instruction and practice is given to close this gap. • The iReady assessment in 1st and 2nd provides actionable insights into students' needs, performance and growth which will help teachers with targeted assistance and progress monitoring. 	<p>iReady Assessments: Grades 1 - 2 BOY - August MOY- January EOY - May Imagine Math Student Progress Monitoring (weekly) Formative assessments Remediation logs Monitored by: Teachers, Instructional Facilitators, Leadership Team I-Team</p>

<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none">• Weekly - Team meetings will be held every Tuesday during each grade level rotation time and facilitated by teacher leaders to discuss the 4 PLC questions - What do we want students to learn? How will we know they've learned it? What do we do if students haven't learned it? What do we do if students have learned it? Reading, Math, Writing, Social Studies, Science - Academic Facilitator is available to support teachers in PLCs, Coaching Cycles, RTI process, curriculum, resources, data disaggregation, etc.• Leadership team has a grade level representative from each grade, administrators, Academic Facilitator, a representative from our special classes, and a representative from our special education classes who meet weekly to twice a month to discuss building concerns with instruction, discipline, track progress towards our school goals, etc.• Student goal setting - Students will track their progress in math by recording their data from their Imagine Math quantile assessment scores in grades 1 - 6. Students will set a goal after each data point to increase their quantile score throughout the year.• Institute of Education Sciences (IES) Practice Guide - All grade levels should devote about 10 minutes to building fluent retrieval of basic facts. Students will track and make goals for increasing their fluency in addition, subtraction, multiplication and division.• iReady Math Assessment - 1st and 2nd grade will administer this assessment 3 times a year. The teachers will disaggregate the data and bring results to team meetings to discuss student needs and instruction to determine next steps. They will also look at the data to determine mastery of the essential standards and plan intervention strategies with their collaborative team. (e.g., intervention times, strategies, progress monitoring tools)	<p>Team meeting agendas and sign-ins</p> <p>Goal setting logs</p> <p>Lesson Plans</p> <p>Student Achievement Data:</p> <p>iReady - 1st and 2nd</p> <p>Imagine Math: Benchmark</p> <p>ACT Aspire Summative:</p> <p>Monitored by: Administrators, Teachers, Facilitator Leadership Team</p>
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Planned Professional Development and Support:

- The principal, assistant principal, and instructional facilitator attended the PLC Leadership Academy for 6 days in the 2019-2020 school year. They will continue the work with the school leadership team and staff in 2021-2022 to develop the four pillars in a PLC school and further the efforts of essential standards and common formative assessments.
- The principal, assistant principal, and both instructional facilitators will attend the Practitioners Leading and Learning Conference this summer. We will support the ongoing initiative and goal for school improvement for teachers and student learning as we develop our professional learning plan for the 2021-22 school year.
- Certified staff will attend the Ron Clark Academy in July 2021. Their mission is to deliver the highest quality educational experience where global citizens are born through advanced rigor, engaging teaching methods, and a passionate climate and culture. Our staff will be attending the academy then collaborating to plan implementation of what we learn during the 2021-2022 school year.
- Teacher teams from 1st, 5th, and 6th with an Instructional Facilitator will attend Collaborative Practices at Work, a three day guided workshop built around the tools for strengthening a collaborative team. Teams will be guided through the toolkit to assess where they are in the learning process and identify immediate needs for growth. This workshop provides the nuts and bolts for the right work, while emphasizing the why and how. Culture, norms, collegial practices, and the four critical questions of a learning team will be reviewed so that each team may build an action plan for their immediate needs and data goals.
- The principal will provide feedback on each licensed staff members' Professional Growth Plan using data from observations and teachers' self assessment, and collaborate to determine next year's goals which includes how RISE will impact their instruction.
- The instructional facilitator will offer support for the RISE implementation by collaborating in planning and walkthroughs where feedback will be provided.
- The instructional facilitators will work with teachers in grades 1 and 2 and sped teachers on the use of the data and resources from the iReady assessment to plan small group instruction to address gaps in math skills.

**Walk-through
data with
feedback**

Lesson Plans

**Team Meeting
Agendas and
Notes**

**iReady
Assessments:**
Grades 1 - 2
BOY - August
MOY- December
EOY - May

**Imagine Math
Benchmarks:**
BOY - August
MOY - January
EOY - May
ACT Aspire
Summative: April
21 - May 30

Monitored By:
Administrators,
Facilitator,
Leadership Team



International Studies

2021-2022

Josh Byard, Principal
Paige Vick, Assistant Principal

Targeted Sub-Group Plan

Goal 3: Our goal is to decrease the number of students with IEPs in literacy performing “In Need of Support” from 83% (30 students) to 75% (41 students) by moving 8% (14 students) of our 54 students with IEPs in grades 3 - 6 to the “Close”, “Ready” or “Exceeding” categories. Increase our number of 1st grade students in Tier 1 from 0% to 100% on the iReady. Decrease the number of 2nd grade students performing at tier 3 on the iReady from 82% (9 students) to 40%(4 students).

Action Steps:

Data Point/Monitored By:

Core Curriculum:

- **Heggerty Phonemic Awareness Curriculum** will be used for the purpose of reinforcing phonemic awareness skills. This curriculum will support students in demonstrating an understanding of spoken words, syllables, and sounds (phonemes). Teachers will use this curriculum to reinforce these skills as needed in upper grades.
- **95% Group Core Phonics** will be used to provide systematic and explicit word study and spelling instruction in grades K–3. This curriculum will support students in knowing and applying grade-level phonics and word analysis skills in decoding words, including knowledge of the six syllable types and morphological units. It will also aid students in encoding (spelling) using knowledge of sound-letter relationship (phoneme grapheme mapping), common spelling patterns, and frequently occurring irregular words.
- **S.P.I.R.E with Sounds Sensible** is a multi-sensory, explicit, structured literacy program that includes instruction in phonology, sound-symbol relationship, syllables, morphology, syntax, and semantics. The lesson consists of ten steps which include the following components: phonemic awareness, phonics, spelling, vocabulary, comprehension, fluency, and writing. Students are progress monitored to ensure concept mastery.
- **Amplify Core Knowledge Language Art: Knowledge Strand** will be used to help students build the background knowledge and vocabulary critical to listening and reading comprehension. By reading stories, dramas, and poems from diverse cultures and different time periods, teachers will support students’ acquisition of literary and cultural knowledge, as well as build familiarity with various text structures and elements. Teachers will read complex texts in history/social studies and science, so that students build a foundation of knowledge, giving them the background to be better readers in all

AimsWeb Plus:
BOY - August
MOY- December
EOY - May

iReady Assessments:
Grades 1 - 2
BOY - August
MOY- December
EOY - May

Reading Inventory:
Grades 3 - 6
BOY - August
MOY - January
EOY - May
(5 times/year with 2 scheduled between benchmarks)

DSA Benchmarks (Developmental Spelling Inventory):
(Grades 1-6)
BOY - August
MOY- December
EOY - May
DIBELS
Benchmark:

<p>content areas. This curriculum will ask students to give text-based answers, both in oral and written form, and participate in shared research and writing projects.. As students learn to write narrative and explanatory/informative texts and participate in collaborative conversations about topics and texts, they will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● <u>Wit & Wisdom</u> a comprehensive English language arts curriculum will be used with 3rd - 6th graders to build student knowledge of important topics, acquire vocabulary, and master literacy skills in an integrated approach.. Teachers will use grade-level, authentic texts, including literary, informational, and fine-arts, to engage students in a topic as they practice reading, writing, speaking, and listening. Through a framework of questioning, teachers will guide students in the process of reading, understanding, and analyzing complex texts and creating meaningful and purposeful responses to their reading, both oral and written. Students will learn how to craft written responses specific to a particular purpose or genre, use the writing process to refine and enhance writing, and conduct short and sustained research products. Through Socratic Seminars, students will learn how to prepare and participate in conversations, while expressing their ideas clearly and building on the ideas of others. Deep dives will provide explicit instruction in language skills, and Vocabulary Journals will provide students with a record of new words acquired and the strategies they used to learn and practice new vocabulary. Language standards are also integrated into module study as students determine and demonstrate understanding of word meanings. ● Implement practices from RISE training to support vocabulary development using word attack strategies to understand the meaning of the morphemes in a word to increase reading comprehension. ● Benchmark Education Vocabulary Word Study, Tim Razinsky's Greek and Latin Roots, Keys to Building Vocabulary and Latin and Greek Roots, Teaching Vocabulary Using Hands-On Activities and Common Objects by Perry Stokes will be used with students in grades 4 - 6 to supplement instruction on the use of morphology (e.g., roots, affixes) to accurately read unfamiliar multisyllabic words. Students will learn how to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., telegraph, photograph, autograph). 	<p>(Grades 1 - 6) BOY - August , MOY- December, EOY - May P.A.S.T. (Phonological Awareness Screening Test) Grades 1 - 2 and used as a diagnostic to identify gaps for interventions in grades 3-6 BOY - August MOY - January EOY - May</p> <p>Decoding Survey: Used in all grades to identify gaps in phonics for interventions.</p> <p>Assessments: Grades 1 - 6 Teacher-made assessments</p> <p>Daily/weekly formatives)</p> <p>ACT Aspire Summative: April 21 - May 30</p> <p>Monitored by: Teachers, Instructional Facilitators Leadership Team, Administrators</p>
<p>Intervention:</p> <ul style="list-style-type: none"> ● <u>Kilpatrick's One Minute Drills</u> will be used to address phonemic awareness deficits in all grades. ● <u>95% Group Phonics Screener for Intervention (PSI)</u> will be given and used to identify specific skill deficits and facilitate grouping of students for focused intervention based on the screener results. The <u>Phonics Lesson Library (PLL)</u> intervention program will provide phonics intervention lessons specific to skill deficit. Explicit lessons include a review of previous skills, teaching of new concepts, word reading accuracy, and fluency practice at the word, phrase, sentence and passage level. 	<p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May (5 times/year with 2 scheduled between benchmarks) iReady Assessments: Grades 1 - 2 BOY - August,</p>

	<p>MOY- December EOY - May AimsWeb Plus: Grades 1 - 2 BOY - August MOY- December EOY - May Weekly progress monitoring for tier 3 and every 2 weeks for tier 2. P.A.S.T. Progress Monitoring 95% PLL PM Decoding Survey: Used to progress monitor after phonics interventions. Monitored by: Teachers, Instructional Facilitators, Leadership Team</p>
<p>Remediation:</p> <ul style="list-style-type: none"> • iReady assessment data in 1st - 2nd and data from the benchmarks given in Imagine Literacy in 1st - 6th will identify skill gaps that pinpoint the skills needed to fill each students' gaps. Student reports will be generated to guide teachers in the instruction that is needed to fill those gaps. Resources are also suggested that can be used in their small group instruction during our daily intervention time. • Scaffolded Support provided by classroom teachers in learning grade level standards using small group instruction, graphic organizers for note taking, sentence frames for writing, audiobooks, peer tutoring, and using modifications set by IEP. • Imagine Literacy adaptive software is used to fill gaps in literacy by identifying gaps in the benchmarks and putting students on a prescribed pathway. 	<p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May iReady Assessments: Grades 1 - 2 BOY - August MOY- December EOY - May AimsWeb Plus: Grades 1 - 2 Weekly progress monitoring for tier 3 and every 2 weeks for tier 2. P.A.S.T. Reassess each week. Decoding Survey: Progress Monitoring Literacy Diagnostic Tree (BOY) Remediation logs - updated weekly S.P.I.R.E: Mastery Checks</p>

<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> Weekly Team meetings will be held every Tuesday during each grade level rotation time and facilitated by teacher leaders to discuss the 4 PLC questions - What do we want students to learn? How will we know they've learned it? What do we do if students haven't learned it? What do we do if students have learned it? RTI concerns will be discussed: Reading, Math, Writing, Social Studies, Science The Instructional Facilitators are available to support teachers in team meetings, Coaching Cycles, RTI process, curriculum, resources, data disaggregation, etc. Leadership team has a grade level representative from each grade, administrators, Academic Facilitator, a representative from our special classes, and a representative from our special education classes who meet weekly to twice a month to discuss building concerns with instruction, discipline, track progress towards our school goals, etc. Student goal setting - Set goals for oral reading fluency and track. SOAR Literacy Grant provided books for classroom libraries with diverse characters and cultures and themes. It also provided decodables for 1st and 2nd grade classrooms in addition to multisensory materials for teaching phonics such as blending boards, phonics cards, sand with sand trays, marker boards and markers, etc. These resources support the reading initiative to increase student engagement and promote the science of teaching reading instructional practices. 	<p>Team meeting agendas and sign-ins</p> <p>Goal setting logs Student</p> <p>Achievement Data:</p> <p>Reading Inventory iReady AimswebPlus Essential Standards Progress Monitoring</p> <p>Lesson Plans</p> <p>ACT Aspire Summative:</p> <p>Monitored by: Administrators, Teachers, Instructional Facilitators Leadership Team</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> The principal, assistant principal, and instructional facilitator attended the PLC Leadership Academy for 6 days in the 2019-2020 school year. They will continue the work with the school leadership team and staff in 2021-2022 to develop the four pillars in a PLC school and further the efforts of essential standards and common formative assessments. The principal, assistant principal, and both instructional facilitators will attend the Practitioners Leading and Learning Conference this summer. We will support the ongoing initiative and goal for school improvement for teachers and student learning as we develop our professional learning plan for the 2021-22 school year. Teachers from 1st and 2nd grades, special education teachers and special classes teachers such as art, music, library and PE will attend up to 3 days of CKLA training this summer. This will include an introduction of our new literacy knowledge building curriculum, CKLA and Writing Studio. They will receive initial knowledge of the program, dig into the components of the Writing Studio and learn how it compliments CKLA reading with a final day of planning the 1st domain with the support of the facilitators and training team. Teachers from 3rd - 6th grades, special education teachers and special classes teachers such as art, music, library and PE will attend up to 3 days of Wit and Wisdom training this summer. This will include a launch into the knowledge building literacy curriculum, module/lesson protocol and planning with a full day of planning of the first unit with the support of the facilitators. This summer we have 2 special education teachers, a 3rd grade teacher, and a 5th grade teacher attending RISE training to make our campus 100% certified staff RISE trained. 	<p>Walk-through data with feedback</p> <p>Student Achievement Data:</p> <p>Reading Inventory iReady AimswebPlus Imagine Language and Literacy Benchmarks ACT Aspire Summative</p> <p>Lesson Plans</p> <p>Monitored by: Administrators, Teachers, Instructional Facilitators, Leadership Team</p>

Academic facilitators teamed with district specialists and provided RISE training to all 1 - 6 classroom teachers, all special classes teachers, all SPED teachers and administrators in the summer of 2021. This training will equip each participant with knowledge that will explain how children learn to read and the best processes and strategies to ensure all students become proficient readers.

- Teachers in grades 1 - 3 and special education teachers will be trained in 95% Core Phonics and 95% Phonics Lesson Library in August of 2021. This training will prepare teachers to implement these resources for core word study instruction and interventions. Support will then be provided throughout the year by the instructional facilitators to ensure its implementation.
- The principal will provide feedback on each licensed staff members' Professional Growth Plan using data from observations and teachers' self assessment, and collaborate to determine next year's goals which includes how RISE will impact their instruction.
- The instructional facilitators will offer support for the RISE implementation by collaborating in planning and walkthroughs where feedback will be provided.