

Literacy Support Plan 2021 - 2022
Lawrence County School District – Walnut Ridge Elementary

Grade Band	Curriculum Goals <i>*align with literacy needs and the science of reading</i> Curriculum-Related Literacy Supports
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K - 4	<p><u>LITERACY CURRICULUM</u></p> <ul style="list-style-type: none"> ❖ Teachers will utilize a curriculum map that aligns with the Science of Reading ❖ Classroom teachers will be provided with a strong, systematic and explicit phonemic awareness program that is aligned with the Science of Reading: <ul style="list-style-type: none"> • Heggerty ❖ Classroom teachers will be provided with a strong, systematic and explicit phonics program that is aligned with the Science of Reading: <ul style="list-style-type: none"> • SuperKids Reading Program (K and 1st) • Benchmark Education Company Word Study Vocabulary (2nd – 4th) • 95% Group Multi-syllable Routine Cards ❖ Curriculum training was provided to all teachers by company consultants in August 2019 and July 2021 ❖ The instructional facilitator will observe in classrooms and provide immediate feedback on curriculum implementation when needs arise <p><u>ASSESSMENTS</u></p> <ul style="list-style-type: none"> ❖ All Kindergarten through 4th grade students will be given a universal screener for reading difficulties (Act 1063 dyslexia requirements) These will be administered 3 times a year (September, January, May) by literacy specialists and grade level para-professionals. Screeners will include: <ul style="list-style-type: none"> • Phonological and phonemic awareness (DIBELS FSF, PSF) • Sound symbol recognition (DIBELS NWF) • Alphabet knowledge (DIBELS LNF, NWF) • Decoding skills (DIBELS NWF, ORF) • Rapid naming (AR RAN) • Encoding skills (DSA) • The instructional facilitator will collect data and create a live document to share with all teachers. This data is an on-going collection used for RTI and intervention plans. ❖ Literacy needs are assessed through state testing (I-Station and ACT Aspire) and universal screeners ❖ Intervention plans will be developed for students identified at-risk for reading difficulties based on the universal screeners <ul style="list-style-type: none"> • Classroom teachers and grade level para-professionals will administer diagnostic assessments to determine specific skill deficits: <ul style="list-style-type: none"> ○ 95% Group Phonological Awareness Screener Inventory ○ 95% Group Phonics Screener Inventory • Evidence-based interventions will be provided through a multi-tiered system of support (RTI) • 95% Group Interventions will be provided by classroom teachers, literacy specialist, and grade level para-professionals. • Soliday System interventions will be provided by literacy specialist and grade level para-professionals who received training in June 2021 from a Winsor Learning consultant. Take Flight will be provided by literacy specialist and dyslexia therapist who are enrolled in a 2-year training program beginning in June 2021. This training is provided by David Hanson of Access Learning. • Intervention materials and trainings will be purchased with Title I and district funds. • All intervention groups are provided daily for 40 minutes during a block time in the daily schedule ❖ Progress monitoring will take place within a multi-tiered system of support: <ul style="list-style-type: none"> • At-risk students monitored two times a month – administered by classroom teachers (DIBELS) • Some-risk students monitored once a month – administered by classroom teachers (DIBELS) • 95% Group students monitored every 3 weeks – administered by classroom teachers or grade level para-professionals
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- Sondag System mastery checks are administered by dyslexia therapist, literacy specialist, and grade level para-professionals after every third lesson.
- Take Flight is monitored at the completion of each book of lessons by dyslexia therapist and literacy specialist.

SCIENCE OF READING

- ❖ A daily schedule will ensure adequate time for literacy instruction
 - K - 2 Literacy Instruction includes the following:
 - Phonological Awareness (10 minutes)
 - Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)
 - Comprehension (40 minutes)
 - Read Aloud and Shared Reading
 - Vocabulary
 - Oral Language
 - Small Group Reading (60 minutes/15 minutes per group) Meet with skill-based groups every day to address foundational gaps and support core instruction. Title I funds were used to purchase additional decodable books for teacher support in August 2021.
 - Writing (30 minutes)
 - Grades 3-4: Departmentalized setting
 - Vocabulary and Word Study (based in morphology)
 - Comprehension and writing are addressed through I-Ready and Ready Reading program
 - Teachers will be offered continuous professional development in the Science of Reading by the instructional facilitator and NEA Cooperative literacy specialists.
 - After all teachers have completed the appropriate RISE Pathways, stand-alone professional development days will be provided by the literacy specialists at the NEA co-op. Upcoming days include encoding, decoding, and small group reading.
 - The instructional facilitator and principal will conduct monthly walk through classroom observations and track student data to ensure all are moving towards proficiency

Lawrence County School District		
Faculty	Prescribed Pathways	Proficiency/Awareness Status
K-6 Core Faculty	A, C, and D	3, Proficient 24, pending SoR Assessment
K-6 SpEd Faculty	T and Q	2, Proficient
K-6 Non-Core Faculty/Admin	A, C, and ARIdeas (14 modules)	9, Aware 2, Awareness in progress
7 – 12 SpEd Faculty	B, D, and T	1, Proficient 2, pending SoR Assessment
7 – 12 Non-SpEd Faculty/Admin	ARIdeas (14 modules)	9, Aware 26, Awareness in progress

DYSLEXIA

- ❖ All Kindergarten through 4th grade students will be given a universal screener for reading difficulties (Act 1063 dyslexia requirements) These will be administered 3 times a year (September, January, May) by literacy specialists and grade level para-professionals. Screeners will include:
 - Phonological and phonemic awareness (DIBELS FSF, PSF)
 - Sound symbol recognition (DIBELS NWF)
 - Alphabet knowledge (DIBELS LNF, NWF)
 - Decoding skills (DIBELS NWF, ORF)
 - Rapid naming (AR RAN)
 - Encoding skills (DSA)
 - Level 2 assessments are administered by a literacy specialist and dyslexia therapist.
- ❖ Souday System and Take Flight (DESE approved programs) are used for intervention groups with students who identify characteristics of dyslexia. These interventions are provided by a literacy specialist and grade level para-professionals who received training in June 2021 from a Winsor Learning consultant. Take Flight will be provided by a literacy specialist and dyslexia therapist who are enrolled in a 2-year training program beginning in June 2021. This training is provided by David Hanson of Access Learning
 - Souday System mastery checks are administered by a dyslexia therapist, literacy specialist, and grade level para-professionals after every third lesson.
 - Take Flight is monitored at the completion of each book of lessons by a dyslexia therapist and literacy specialist.
- ❖ All dyslexia intervention groups are provided daily for 40 minutes during a block time in the daily schedule

THE WRITING REVOLUTION

- ❖ All 3rd and 4th grade teachers have registered to begin training with The Writing Revolution
 - Grade level teachers and the instructional facilitator will collaborate after each training session
 - The principal will provide teachers with the needed materials and has allotted common planning time per grade level to use as needed for curriculum needs
 - Classroom teachers will be administering the pre/post assessment with The Writing Revolution
 - Work samples and teacher observations will provide evidence of implementation

ADDITIONAL SUPPORT

- ❖ Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening
 - Utilize texts to build students' background and topical knowledge in each content area (read-alouds, SuperKids Magazines)
- ❖ Create a collaborative environment that fosters curiosity and learning through talk and inquiry
- ❖ Create a culture of reading for all students:
 - One School, One Book is a school wide reading event that involves all student/families
 - Literacy themed events such as a book character parade and read across America, in honor of Dr. Seuss
- ❖ Employ a dyslexia therapist with a Dyslexia Endorsement, paid with Title I funds
- ❖ Employ a literacy instructional facilitator, paid with Title I funds

ESA, ESSER I and II, ARP, Title I, and/or Professional Development funds will be used to purchase materials to aide classroom teachers in implementing the science of reading and to provide opportunities for faculty to attend professional development related to the science of reading.