

October 3, 2018

Report to the Board of Education

CREC's Review of the 2018 CREC Program Review Action Plan

Center School Action Plan:

Recommendation #1: Explicit phonics instruction- phonological/phonemic awareness instruction for all students K-2.

Action Steps:

- Scope and sequence written for grades K-3 in Phonics/Word Study Program to make instruction more explicit and systematic (commended by CREC Education Specialist).

Written and implemented in September by Reading Coach

- Scope and sequence work initiated in 2017-2018 in response to SRBI and benchmark data Grade level teams and reading teachers engaged in this collaborative work.

Trainings done at all grade levels during team meetings in September. Benchmark data still being collected.

- Kindergarten scope and sequence includes more explicit instruction and the integration of PA instruction in other areas of Language Arts (commended by CREC Education Specialist).

Explicit instruction plans written and modeled for all Kindergarten teachers by Reading Coach.

- Schedules will be revised to include more time for Phonics/PA instruction.

All grade level schedules have had a minimum of 25 min per week added to their schedules. Kindergarten has had 50 min a week added.

- Building principal will ensure that Phonics/Word Study Program is being taught with fidelity through observations.

During walk through multiple times per week, phonics instruction is being done at scheduled times. Lessons are explicit and developmentally appropriate.

- LA Coordinator/Building principal to develop coaching cycles to ensure program taught with fidelity.

Coaching cycles are planned for all grade levels. Coaching will be done on a rotating basis at least biweekly.

- Foundations used with students as determined by SIT in T2 and T3.

Foundations is being implemented for students who require it based on current data from our Dibels and Benchmark Reading Assessments

Recommendation #2: Professional development in phonological/phonemic awareness.

Action Steps:

- Professional development scheduled for October 5 (full day) with consultants from Heinemann, producers of Fountas & Pinnell Phonics and Word Study Program currently being used as Tier 1 in grades K-3.

To be completed this Friday

- Professional development scheduled for August 27 to review grade level scope and sequence and schedules.

Completed

- Ongoing professional development during the school year on scope and sequence, instructional practices, differentiation through small groups.

Regular team meetings are scheduled monthly to review the progress and plan lessons collaboratively.

- Building principal and LA Coordinator will investigate options for PD in phonemic/phonological awareness beyond F&P Phonics/Word Study Program scheduled for October 5 and throughout the school year.

Ongoing

- Professional development scheduled for November 6 with CREC consultant to review current practices in identification, diagnostics and programming for dyslexia. Professional development will be attended by special education teachers and LCS reading interventionists.

- Reading teachers trained in Foundations during 2017-2018 school year. LA Coordinator also trained in Wilson.

Training in Foundations has begun and will continue throughout the fall.

Recommendation #3: Use different universal screens for K-3.

Action Steps:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be administered to all students in grades K and 1. Assessment Inventory and Timeline will be revised to reflect this.

All teachers have been trained in administration of Dibels. Dibels assessments will be completed by October 12.

- DIBELS (specific assessment pieces only) will be administered for students in grades 2 and 3 based on need (<40%tile on NWEA). Assessment Inventory and Timeline will be revised to reflect this.

For this year, all students are being administered the Dibels assessment as baseline data to ensure that all students have been assessed correctly.

Recommendation #4: SRBI- Goals should be targeted, measurable, and aligned with data.

Action Steps:

- Student goals will be more targeted, measurable, and specific.

All SRBI students have 2 goals (one for the interventionist and one for the classroom teacher). All goals are written as SMART goals and will be reviewed every 6-8 weeks in a formal meeting. Teachers and Interventionists meet either weekly or biweekly to discuss progress and make adjustments as needed.

- Assessments will directly assess the instruction provided in the intervention.

Assessments are specific to the student's SRBI plan.

*NWEA is NOT used as a universal screener but to track longitudinal growth