

**DATE:** 8-15-18

**TO:** Litchfield Board of Education

**FROM:** Sherri Turner, Superintendent

**RE:** 2018 CREC Program Review Action Plan

On June 11, 2018 Education Specialists from CREC performed a K-3 early literacy program review at Center School. Their findings were presented to the BOE and the public on August 1, 2018. This report describes the action plan developed in response to the recommendations described in the CREC Report. It should be noted that several of the action steps detailed below were initiated in 2017-2018 in response to data gathered through assessments administered according to the Assessment Inventory, the SRBI process, and observations.

**CREC Report Recommendations:**

1. Explicit phonics instruction- phonological/phonemic awareness instruction for all students K-2
2. Professional development in phonological/phonemic awareness
3. Different universal screens for K-3 (advised not using NWEA\*)
4. SRBI- Goals should be more targeted, measurable and aligned with data

**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).
- 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.
- 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).
- Schedules will be revised to include more time for Phonics/PA instruction.
- Building principal will ensure that Phonics/Word Study Program is being taught with fidelity through observations.
- LA Coordinator/Building principal to develop coaching cycles to ensure program taught with fidelity.
- Foundations used with students as determined by SIT in T2 and T3.

## **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.
- Professional development scheduled for August 27 to review grade level scope and sequence and schedules.
- Ongoing professional development during the school year on scope and sequence, instructional practices, differentiation through small groups.
- 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.
- 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.

## **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.
- 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.

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

### **Action Steps:**

- Student goals will be more targeted, measurable, and specific.
- Assessments will directly assess the instruction provided in the intervention.

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