

Elementary Plan to Close the Gap

What has the impact of Covid-19 on this year's student achievement?

This year upon student return, we administered both the I-Ready reading assessment and the Acadience reading assessment. In prior years we typically have 60% of students reading at grade level (referred to as a benchmark) by the winter assessment window. Our data reflects there are significantly fewer students reading at grade level this winter.

CES: 2021 winter data shows **28%** of students achieving Benchmark.

NFES: 2021 winter data shows **39%** of students achieving Benchmark.

Yale: 2021 winter data shows **42%** of students achieving Benchmark.

What are we doing in response to need?

Columbia Elementary School:

- Addition of Amplify Reading
 - Supplemental program for on grade level students during an intervention block.
- Multi-syllabic Routines for 3rd and 4th grade
 - Supplemental program to explicitly and systematically teach the 6 typical syllable types.
- Addition of David Kilpatrick One Minute Drills
 - Supplemental program for grades 3-4 addressing advanced phonemic awareness.
- Training and Coaching in Foundational Skills
 - Initial training at the beginning in the Fall for Enhanced Core and ReadyGen, ongoing training in blending and fluency.
- Added resources to the core foundational skills
 - Practice sheets and assessments were created to allow for extra practice as well as periodic checks to monitor progress in the curriculum.
- Procurement of Intervention Programs in LAP/ELD
 - Countdown, Blast, Phonics Chip Kit, Blending, Heggerty, and Multisyllabic Routines programs were purchased to meet the needs of students not able to access ReadyGen foundational skills.
- Data Meetings
 - Quarterly grade level and individual meetings. Grades K-4.
- Progress Monitoring for LAP students with changes in the instructional program
 - Progress Monitoring occurs every two weeks. LAP data is reviewed every 4-6 weeks to ensure the effectiveness of interventions.

- Five days a week intervention for kinder and first
 - Kindergarten in-person intervention beginning in January. First grade in-person intervention services beginning April.
- Spanish speaking para for Dual Language
 - Supports our newly arrived students in English acquisition as well as our Dual Language students in Spanish literacy.
- Hired two recess paraeducators
 - Allowed for our LAP paraeducators to focus solely on intervention services vs. being pulled for other supports outside of literacy intervention.

North Fork Elementary School:

- Multisyllabic Routines for 3rd and 4th Grade(Learning syllable types explicitly)
- Addition of Kilpatrick 1 minute drills (phonemic awareness)
- Enhanced Core coaching
- Data meetings (Grade levels after each benchmark period)
- Progress monitoring for LAP students with changes in the instructional program
- Five days per week intervention for K and 1st-grade students
- Grade level meetings to look at data and determine need:
 - Whisper Reading 15-20 minutes daily
 - Anchor text for $\frac{3}{4}$ at a level students can access to they are doing the reading instead of being read to.
 - Foundational skills instruction to happen every day in every classroom
 - Dictation happening daily in every classroom
 - Decodable text reading daily (3 times)

Yale Elementary School:

- Small group foundational skills instruction K-2
- Data meetings to analyze data and make adjustments
- Addition of Multisyllabic Routines (Learning syllable types)
- Kilpatrick 1 minute routines (phonemic awareness)
- Dictation work daily (K-4)

How are we planning to close the gap in all K-4 schools?

- Primary focus on ELA and then math.
- Structured ELA Core with a specific focus on foundational skills and additional time for instruction.
- LETERS training continued with a focus on closing the gap. Our structured ELA core will parallel the LETRS research, so there is a solid understanding of our strategy.

- The instructional coaches are training to become LETRS specialists. They will be certified to train others by the end of summer.
- ELA Intervention block for all students - similar to a walk to read model.
- Summer School opportunity that will serve approximately 70 students in a two and half week program. We will target first grade and possibly some second-grade students each morning. We are specifically targeting phonics using the 95% group. The plan will be to cover 2 lessons in the booster program during a 3 hour literacy block. Columbia Elementary will host all K-4 students for this summer school and we plan to coordinate transportation with WMS. At this time, we have seven certificated staff and seven classified staff committed to teaching summer school.
- Based on results from summer school, we might also utilize the 95% group booster lessons the first few weeks of school in every first-grade classroom.
- We are evaluating opportunities for extended day intervention this spring and for next fall. There are limitations, but we are exploring them.