

Three Peaks Elementary Reading Achievement Plan 2020-2021

All students at Three Peaks Elementary school are screened using the Acadience Reading Assessment at the beginning, middle, and end of each year. After reviewing the results of these assessments we found that many of our students struggle with accuracy, fluency, phonemic awareness, and phonics. We are working with students each week to improve these foundational reading skills. All students are provided with differentiated instruction and/or interventions.

Students who are on or above grade level receive targeted instruction during grade-level intervention times, students work with their individual teachers for targeted-skill interventions at least four times a week. Students who are below grade level will be working with their individual teacher or will be placed in reading intervention groups. These intervention groups will use Early Steps, Next Steps, and Higher Steps or Reading Horizons Discovery (K-3rd) / Reading Horizons Elevate (4th-5th). These programs provide students with explicit, systematic instruction and practice in accuracy, fluency, phonemic awareness, and phonics. These programs are researched and evidence based intervention systems.

Our school goals are aligned to the district's Early Literacy Plan and focus on Kindergarten and Second grade. Our first goal is to ensure that 54% of second grade students who score Below Benchmark on the Acadience Reading Assessment composite at BOY will score At/Above Benchmark at EOY by May 26, 2021. We will accomplish this by providing Next Steps intervention or Reading Horizons Discovery, Intensive Phonics for students and ongoing professional development to second grade collaborative teams. These professional development trainings will support the analysis of formative student assessment data and will help teachers to make informed decisions regarding instruction to reduce the percentage of students who are not reading on grade level at the end of second grade. We will also provide students with 45 minutes a week of supplemental instruction through Lexia which is a blended learning program which builds foundational literacy skills.

Our second goal is to provide support to our Kindergarten teachers in ensuring that their students maintain proficiency on Acadience Reading NWF and CLS sub measures from MOY to EOY. We will do this by providing instructional coaching to Kindergarten teachers, including classroom observations and feedback on the implementation of CKLA Skills Strand regarding the teaching of phonemic awareness and phonics skills. In addition we will be using Heggerty, which provides an additional 15 minutes of phonemic awareness instruction to their CKLA daily instruction.

In addition to these goals, we will progress monitor all our students at least once a month. Students who are well below or below grade level will be progress monitored bi-monthly and our students who are at grade level or above grade level will be progress monitored once a month. We will use data from this progress monitoring to determine which benchmarks have been met and which ones we will still need to target. This data will then be used to inform decisions about reading instruction across all grade levels.