**District Support Team for Elementary and Secondary Literacy**

**Monitoring Support**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TIER 1** | | | | | |
| **School** | **Growth Score** | **Letter Grade** | **Literacy Focus** | **District Support Offered** | **Follow-Up** |
| Bale | 42.19 | F | * Small Group Reading | * Schedule Colleague Visits 10/20 * Provide additional facilitator for one week 10/22/18 * Provide coaching to principal on TESS observations and reflective feedback 10/29 | Team walks scheduled for 11/8 |
| Stephens | 40.25 | F |  |  |  |
| Romine | 38.12 | F |  |  |  |
| Washington | 42.01 | F |  |  |  |

**Targeted Support for Tier Schools**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTARY** | | | | | |
| **School** | **Growth Score** | **Letter Grade** | **Literacy Focus** | **District Support Offered** | **Follow-Up** |
| Bale | 42.19 | F | Inadequate decoding is the underlying issue for the majority of students at all grades. Without automaticity of decoding skills, students will make very little growth in comprehension or progress in reading levels.  To increase students’  decoding skills at all levels,  the first areas of focus for instruction include:   * Phonological Awareness * Phonics * Morphology * Fluency | * Determine instructional time period needed at each grade level for intensive whole group interventions * Plan with teachers to provide explicit, systematic lessons in identified areas * Identify appropriate assessments and resources for instruction and progress monitoring * Determine teachers who need additional support to provide successful instruction * Support principal in monitoring fidelity of implementation * Schedule Colleague Visits * Provide coaching to principal on TESS observations and reflective feedback | Team walks scheduled for 11/8 |
| Stephens | 40.25 | F |  |
| Romine | 38.12 | F |  |
| Washington | 42.01 | F |  |

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| **SECONDARY** | | | | |
| **McClellan High School** | | | | |
|  |  | **9th Grade** | **10th Grade** |  |
| **ESSA Score**  **(Index: Reading at Grade Level and ACT Readiness Benchmark)** | **12.38**  Grade Level  **10.44**  ACT Readiness |  |  |  |
| **RIT Score (MEAN)** |  | **204.5** | **211.9** |  |
| **Critical Area 1 Sub Group** |  | LITERATURE | LITERATURE |  |
| **Critical Area 2 Sub Group** |  | INFORMATIONAL TEXT | INFORMATIONAL TEXT |  |
| **Critical Area 3 Sub Group** |  | VOCABULARY ACQUISITION | VOCABULARY  ACQUISITION |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cloverdale Middle School** | | | | |
|  |  | **6th Grade** | **7th Grade** | **8th Grade** |
| **ESSA Score**  **(Index: Reading at Grade Level)** | 16.99 |  |  |  |
| **RIT Score (MEAN)** |  | 192.6 | 197.9 | 204 |
| **Critical Area 1 Sub Group** |  | VOCABULARY ACQUISITION | LITERATURE | INFORMATIONAL TEXT |
| **Critical Area 2 Sub Group** |  | INFORMATIONAL TEXT | INFORMATIONAL TEXT | LITERATURE |
| **Critical Area 3 Sub Group** |  | LITERATURE | VOCABULARY  ACQUISITION | VOCABULARY  ACQUISITION |