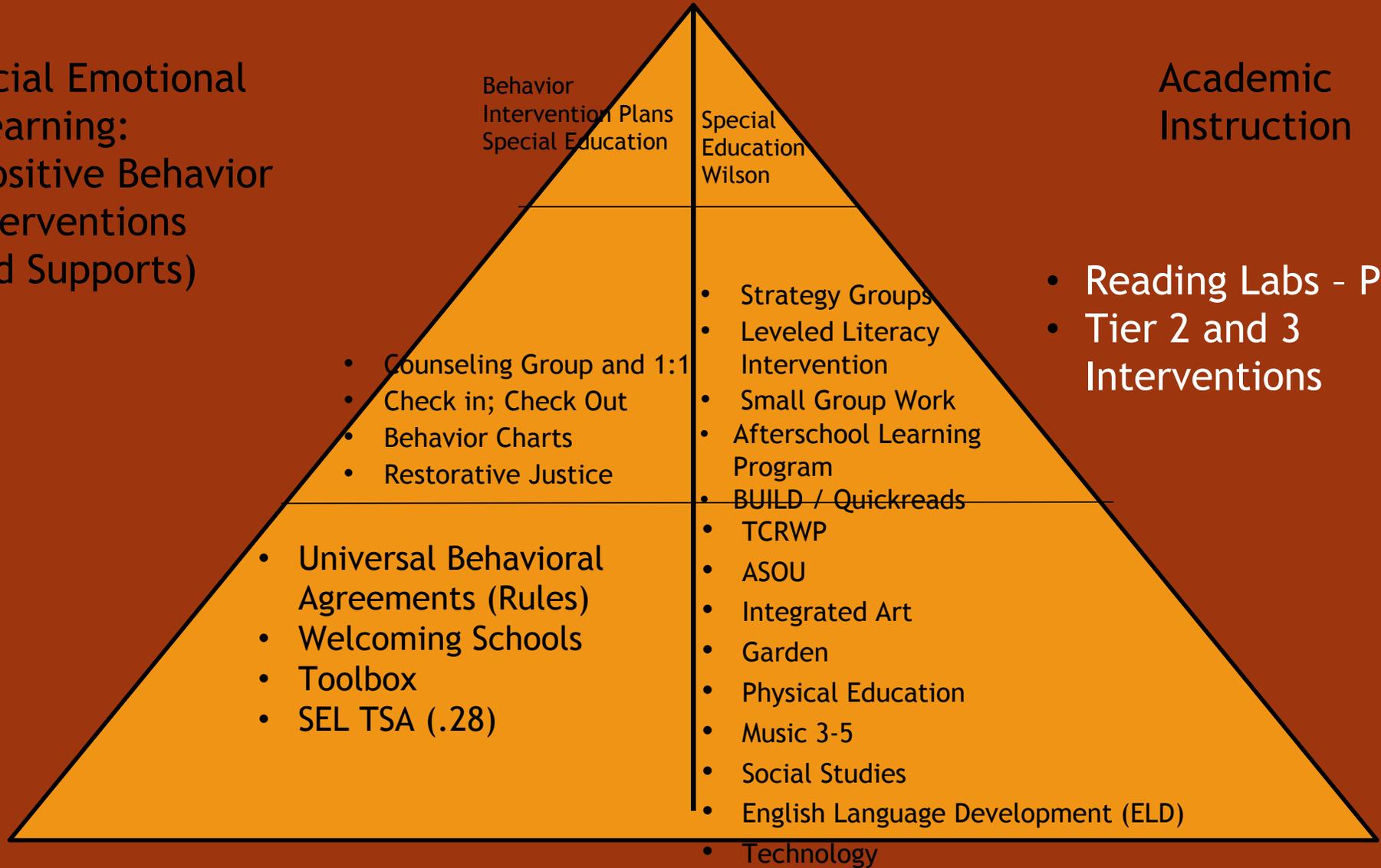


Literacy at Jefferson Elementary

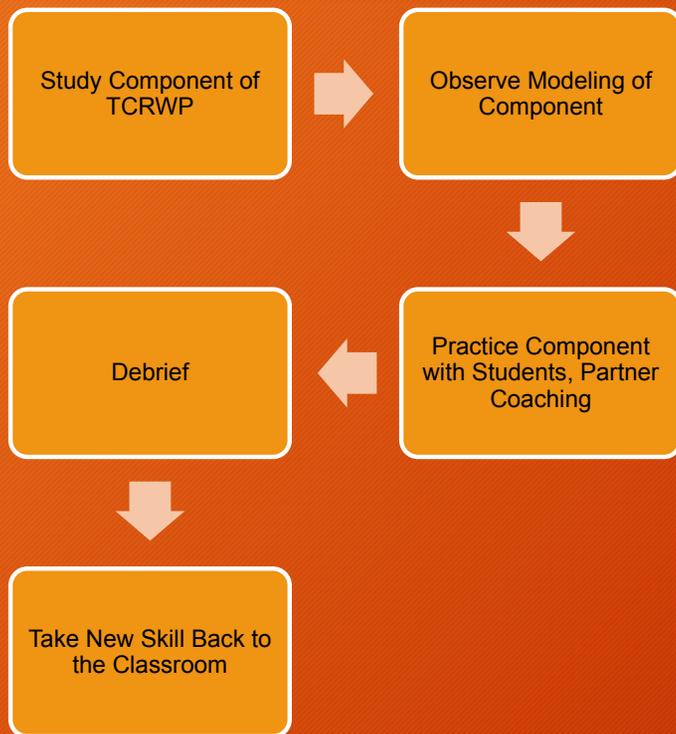
Meeting the Needs of Every
Student!

**Social Emotional Learning:
(Positive Behavior Interventions and Supports)**

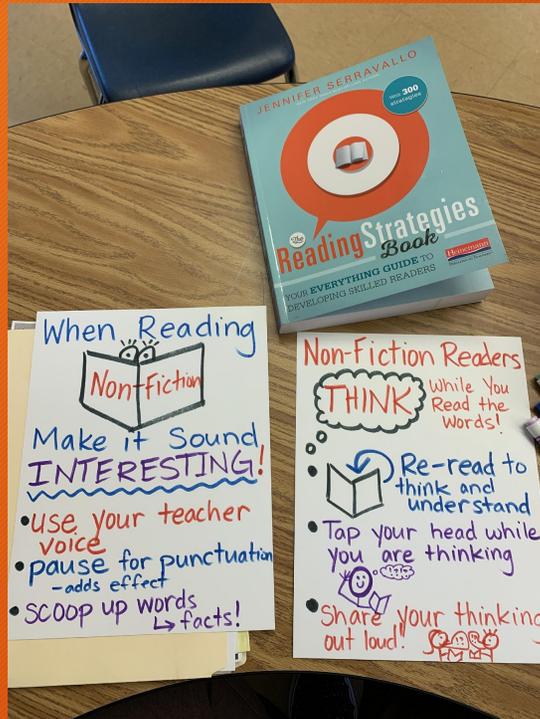
Academic Instruction



Tier 1 Reading Labs - Professional Development



Reading Labs - Follow Up Coaching



How Do We Know What Our Students Know?

What data do we use?

- TCRWP reading and writing scores
- Analysis of running records and writing samples
- STAR 360 reading scores
- Our knowledge of our students

| Reading | | | | Writing | | | Star 360 - Reading | | | | |
|---------|-----|---|---|---------|-----|---|--------------------|---------|---------|---------|---|
| F | Dec | W | S | F | W | S | 1st grade | F | Dec | W | S |
| K | | L | M | 3 | 3 | 3 | | | | | |
| K | | L | | 2.5 | | | 227 | 285 | 303 | 426 | |
| K | | L | | 2.5 | 3 | | 173 | 283 | 232 | 384 | |
| K | | L | | 2.5 | 3 | | | | | | |
| C | E | G | | 1.5 | 1.5 | | | EL: 632 | EL: 648 | EL: 793 | |
| M | | N | | 3 | 2.5 | | 266 | 404 | | | |
| M | | N | | 2.5 | 3.5 | | 418 | 393 | | 446 | |
| N | | N | | 3 | 3 | | 500 | 539 | | 745 | |
| N | | N | | 3.5 | 4 | | 454 | 346 | | 619 | |
| J | | K | | 3 | 3 | | 115 | 230 | 349 | 416 | |
| L | | L | | 3 | 3 | | 230 | 291 | 330 | 370 | |
| M | | N | | 3.5 | 4 | | 493 | 576 | | 501 | |
| N | | N | | 3 | 3.5 | | 435 | 642 | | 630 | |
| N | | N | | 3.5 | 3 | | 311 | 293 | 455 | 481 | |
| N | | N | | 4 | 4 | | 496 | 552 | | 512 | |
| K | | L | | 2.5 | | | 168 | 137 | 319 | 347 | |

Push-In Interventions

Level Literacy Intervention

Reteach or pre-teach grade level standards

Work on missing literacy skills and grade level standards

Collaboration with class teachers

Time efficient interventions

Flexible groupings



Tier 2 / Tier 3 Pull Out Interventions

Early Intervention

Emphasis on intervention versus remediation - catching students as early as possible around their individual needs.

More intervention in K and 1st grade than ever before .

Variety of interventions to meet the needs of the learner.

Initial - Letter Sounds,

Mid Year - Blending, applying skills in a book, small group
ELL support, small group
handwriting support



Slingerland Methodology / Wilson

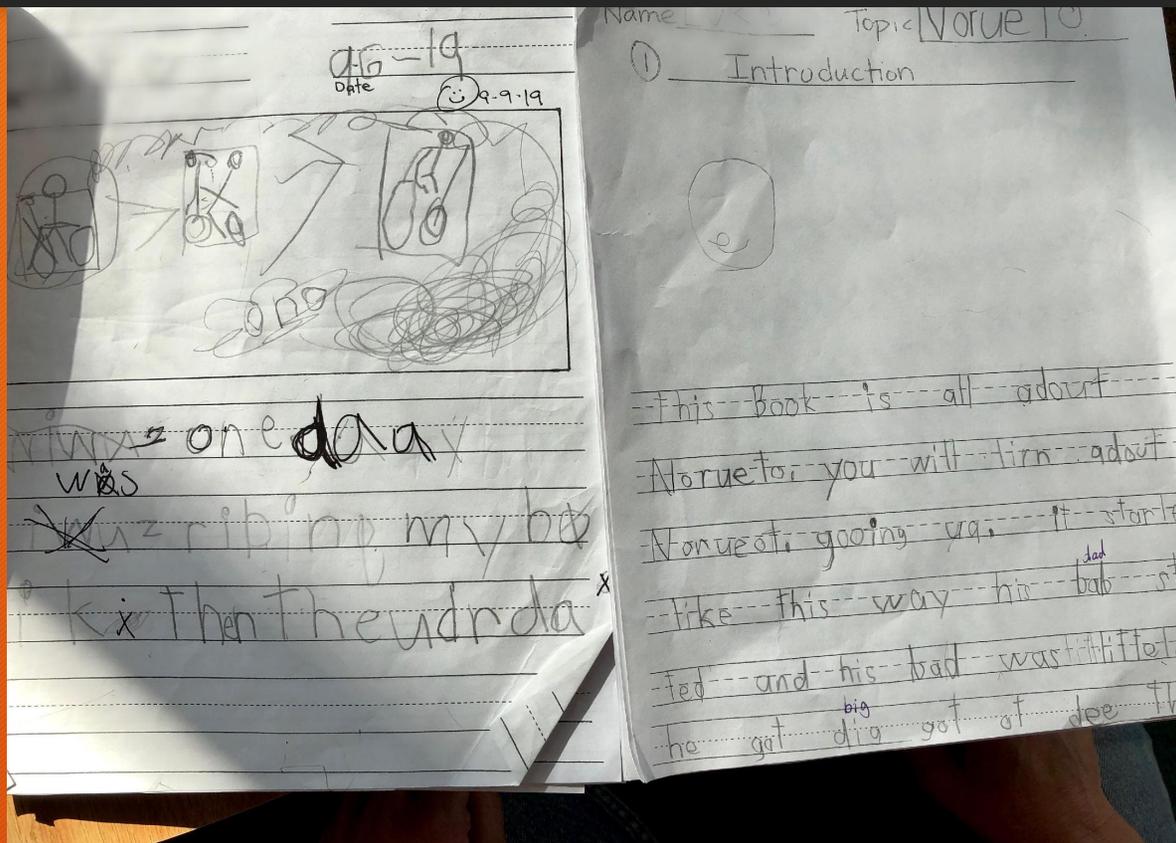
Multi sensory teaching approach to help struggling readers with reading, writing and spelling

Supports phonics program

Benefits students who need more time to internalize the spelling patterns and the orthography that go along with them.

Can be taught in larger groups

Case Study



Student A

| | TCRWP | STAR 360 | Interventions |
|------------------------|-------|------------------------------|--------------------|
| Kinder: Winter | B | Early Lit: Need Intervention | Slingerland |
| Kinder: Spring | B | Early Lit: On watch | Slingerland |
| First Grade: September | B | No assessment | Slingerland |
| First Grade: Fall | D | Early Lit: On watch | Slingerland LLI |
| First Grade: December | E | Early Lit: At grade level | LLI |
| First Grade: Winter | G | Reading test: On watch | LLI |