



Escambia County Public Schools Elementary ELA Updates

Need ELA help? Complete this form <https://bit.ly/ELAAssist>

Welcome to the 2023-24 School Year!

Back to School
2023-24

ELA Team

K-12 Specialist:
Melissa (Lisa) Marsh

Teachers on Special
Assignment:
Alison Brantley
Jodie Landry-Hoke
Kim Gunn

Literacy Coach:
Tonya DeLorm

Tutoring Project TSA:
Pam Strubhar

Educational Support:
Phyllis McDurmont

Important Dates

Literacy Rep.
Meetings:
Google Meet
3:00-4:00 p.m.

September 11
October 16
November 13
January 8
Links will be sent to
designated literacy
reps.

Google Classroom Join
Codes:

Science of Reading:
7ubwxbb
Interventions
4q22a4j

Escambia Literacy
Association Survey
Please!

<https://bit.ly/3ZoYw4Z>



P.D. Opportunities

Need Reading Endorsement?

Go to the [Reading Endorsement Page](#)
See course offerings and complete the
Google Form Registration.

Sunday System Training

(Grades 2-5)

Reading Endorsed or
Micro-credentialed Staff
October 9, 2023
Ferry Pass Elementary
8:00-3:00 p.m.
Section 46645



Small Group Reading Training for Teacher Assistants

September 20, 12-3 p.m.
Spencer Bibbs Room 146
Register on this form:
<https://bit.ly/TAREADS>
Attendees will receive their own
tutoring kit to keep at their school!

Amira Assessment

Found in HMH Ed
Optional

Automatically Assigned to students
for 3 times a year

- Assesses:
 - Rapid Automatic Naming
 - Word Recognition
 - Vocabulary
 - Fluency
 - Dyslexia Risk
- Can provide data regarding substantial reading deficiency
- Spring assessment can be used for 3rd grade Good Cause promotion.

Teachers must give students access to Amira in Ed. See the video "Assigning Amira" in the [Back to School Videos for Teachers Folder](#).



Write from the Start

ECPS Writing Initiative

- Writing is celebrated & spotlighted
- Writing instruction is explicit, systematic, scaffolded, differentiated and involves positive corrective feedback
- Students write daily in all subjects
- Writing is part of literacy leadership team plans
- District baseline assessment for all grades the week of September 26 and progress monitoring the week of January 22
- September assessment is a baseline; growth is expected-keep to compare
- K-3 prompts found in the addendums; grades 4-5 assigned in Schoolnet
- K-3 use Building Better Writer rubrics; 4-5 use the FAST rubric: score as objectively as possible
- K-3 record scores on class status reports and share writing samples with grade levels; Grades 4 and 5 score in Schoolnet

Back to School
Videos for
Teachers

Did you see the Back
to School Videos?
Check out the link on the
[ELA web page](#).



TutorMe

Free on-line tutoring for
students from 3-10 p.m.!
See this [document](#) for
more information.

Kindergarten Teachers!

See the
[ELA Elementary Page](#)
For links to ESGI tutorials



Interventions and Progress Monitoring Plans

Do you have students striving to learn to read? Create a plan to provide the intervention that meets their need and create a plan to track progress! Students should have PMP's entered and locked for this school year by September 30. PMP's must be updated every 9 weeks.

Students who score below the 40th percentile on STAR or score a level 1 or 2 on FAST must have a Progress Monitoring Plan locked in the SSS Module of FOCUS (ask your school's RtI Coordinator). Use the intervention decision tree to match the routine or program to fill learning gaps. The decision tree tells what assessment to use to track progress.

According to new legislation, students with substantial reading deficiencies (10th percentile and below, or level 1 plus other data) must have a PMP, or an IEP, with documented interventions and parent notification.

Documenting Tier 3 Interventions

For those students receiving Tier 3 interventions, every nine weeks, or when a student withdraws, teachers should update the last lesson mastered in Sounds Sensible, Phonics Lesson Library, Read Naturally, or Souday System in the Reading Tab section of FOCUS. This record stays with students and can be useful in

determining the interventions provided to students over time.

Multi-tiered System of Supports

Tier 1 occurs during the 90 minute reading block with HMH *Into Reading*. All students, including ESE students, receive this grade level content. Students should not be pulled out during the 90 minute reading block.

Differentiated Layer 1

Students who score between the 26th and 39th percentile on one or more of the STAR AP's or are earning scores between 51-69% on the Schoolnet assessments should receive differentiated small group instruction (yellow boxes in the Into Reading T.E.) during the 90 min. block. Not every group will be seen every day. Sometimes students can work collaboratively and the teacher can do check-ins with those students.

Layer/Tier 2 At any point that a student scores at or below the 25th percentile on STAR, scores a level 1 or level 2 on any FAST PM, or a teacher notices that the student is not progressing with grade level content and differentiated tier 1 support, the student immediately receives Tier 2 reading interventions during the LANG ARTS READ course. This will include iReady. See the intervention deci-

sion tree for other interventions that a teacher can provide at the small group table. If progress is not made, MTSS teams should meet and formal Tier 2 forms should be completed. Tier 3 students will engage in personalized iReady pathways during this time.

Tier 3 At any point that a student scores at or below the 10th percentile on STAR, or scores a level 1 on any FAST PM AND has an oral reading fluency at or below the 10th percentile on the Hasbrouck-Tindal ORF Norms, the student is considered substantially deficient. Teachers, with the help of the MTSS team, dig deeper into what the data indicates and match the student to an appropriate intervention, which should begin immediately. The intervention must be provided by a reading endorsed or micro-credentialed staff member (under the supervision of a reading endorsed teacher). The student schedule should be changed to reflect the FUNCTIONAL READING SKILLS course taught by a reading endorsed teacher. ESE students with a substantial reading deficiency receive Tier 3 interventions in addition to IEP accommodations.

All Tier 3 students must have a read at home plan. Information for families can be found on the [For Families web page](#).

Third Grade Assessments

- Must be taken in Schoolnet
- Getting to Know Schoolnet "Do Together" Test is available to teach the tools students can use.
- Module 1 tests are set up as I do, We do, You do
- Modules 2-9-will collect data for a portfolio if a student needs it at the end of the year. Students must have at least 8 questions per benchmark and must earn at least 70% average per benchmark. See Schoolnet reports for student progress.
- AP4 STAR (50th percentile), Amira, and End of Year iReady scores can also be used.
- See the scale in the addendums to translate Schoolnet scores to FOCUS grade book.

Writing Instruction

- Have students write daily. Can be:
 - Bell ringers and exit slips
 - Journal prompts
 - Response to reading
 - Sentence frames
 - Creative writing and projects
 - Patterns of Power
 - Drafting and revising
- Model writing and do shared writing.
- Writer's Workshop lessons teach the process of writing.
- Performance Task writing gives practice for FAST writing and develops the skill of synthesizing.
- Celebrate and showcase student writing!

