

Parnassus Preparatory School Local Literacy Plan

This literacy plan has been developed to demonstrate our high level of dedication to having all Parnassus Preparatory School students reading at or above grade level expectations. Our plan is a message to our families that outlines our system, goals, and accountability measures.

Included in this plan is a brief description of the major components of the Parnassus School of Grammar Reading Model. Additional details regarding these components can be found in later sections of this document.

Local Literacy Plan Review Timeline:

This plan will be reviewed yearly after the Spring Benchmarks.

When new staff is hired each school year, this plan will be shared with them.

Component 1: Goals

Parnassus Preparatory School's School of Grammar staff is committed to early reading instruction and achievement. We believe this is the single most important set of educational skills our students need to be successful. Being able to read fluently with high levels of comprehension will give students access to content as they progress through our program and will help them become productive members of our society.

Our primary reading goal is for all students at Parnassus Preparatory School to read at grade level or above by the end of the third level of the School of Grammar (third grade)

Component 2: Assessment

Valid and reliable reading assessments are used to determine student progress toward meeting our primary reading goal. Our decision making model is grounded in scientific research and utilizes outcome based measures, progress monitoring, in program assessments, and statewide testing.

At Parnassus Preparatory School, students in Prima through the Fourth Level School of Grammar (K-4) will be assessed using the following:

Prima (Kindergarten)

- Letter naming fluency
- Letter sound fluency
- Phoneme blending and segmenting
- Nonsense word fluency

First Level School of Grammar (First Grade)

- Phoneme blending and segmenting
- Nonsense word fluency
- Oral Reading Fluency

Second Level School of Grammar (Second Grade)

- Oral Reading Fluency
- NWEA Measure of Academic Progress (MAP)

Third Level School of Grammar – Second Level School of Logic
(Third Grade-Sixth Grade)

- Oral Reading Fluency
- NWEA Measure of Academic Progress (MAP)
- Optional Local Purpose Assessment (OLPA)

For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, grade level teacher teams will review local formative assessment and observational data from each student's participation in classroom instructional activities to understand the specific areas on instructional need in literacy.

We will utilize the in-program assessments from our core, supplemental and intervention curricula to gain further instructional information on our students and monitor their growth.

Parent Notification

At least one time per year, parents are provided with the results of their children's reading assessment. For students whose pattern of performance indicates elevated risk for difficulty developing literacy skills consistent with grade level expectations, parents are contacted and provided a description of the identified discrepancy, a description of the supports offered by the school to support the student's growth in literacy, and suggestions for parents about things they can do to support their children's growth.

Component 3: Instruction, Interventions and Instructional Supports
Multi-tiered Systems of Support and Aligned Curriculum and Instruction

Parnassus Preparatory School provides instruction using high quality instructional materials supported by research. Reading blocks are 60 minutes. Students reading below grade level will also receive intervention using research-based programs. Instruction begins no later than the second day of school and ends no earlier than the last full week of the school year. The common core selected is Direct Instruction Horizons and Reading Mastery programs.

Any student in Prima through 3G (Third Level School of Grammar) identified through the school's screening system, which includes screening assessment and review of classroom performance through observation and formative assessment, as performing below grade level expectation will be provided intervention in the area of identified need for the purpose of accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year.

As described in the parent notification section above, strategies for parents to use with their children to support growth in reading are communicated at least annually.

Supplemental reading interventions may be offered during the school day, through extended day programming, or during the summer. Supplemental reading interventions are provided in addition to, and not in replacement of core reading instructions.

Supplemental reading intervention programs offered for levels Prima through 3G through the school may include:

- Pre-teaching Vocabulary
- Word Building
- Early Reading Intervention
- Repeated Reading
- Corrective Reading Decoding
- Phonics for Reading
- Additional small group instruction

For a small number of students, the school may elect to provide an alternate core reading program in replacement of the standard district program for reading instruction. This choice is made based on careful review of student data for students whose literacy needs are particularly complex and intensive, such that the standard program along with supplemental interventions are not predicted to be sufficiently explicit or intense to accelerate growth. Close communication with parents is an integral component of this instructional planning.

Summer Institute:

Summer Institute will run for four weeks during the summer vacation.

Component 4: Instructional Leadership at All Levels

School Administrator/Reading Support Specialist

Reading Culture/Communication:

- School Administrator or Reading Support Specialist communicates with school staff when there are changes in the reading schedule, this may include minor and major changes and interruptions.
- Reading Support Specialist communicates with Executive Director, Dean of Students, and Special Education Director on issues related to the reading program.
- School Administrator or Reading Support Specialist coordinates with staff to create a school-wide reading schedule.
- School Administrator or Reading Support Specialist are advocates for the reading program's sustainability and proponent for the program's success.

Reporting of Prima – Third Level Gramma reading program status:

School Administrator or Reading Support Specialist report to the teachers at grade level meetings or staff meetings norming results.

Participation in Teacher Training on Reading Programs and Assessment System:

School Administrator or Reading Support Specialist when available, attends professional development related to reading programs and assessment.

Participation in Grade Level Classical Development Team Meetings:

- School Administrator or Reading Support Specialist, when available, attends Grade Level Classical Development Team (CDT) meetings.

Observations of Reading Instruction (Indicate type and frequency): School Administrator/Reading Support Specialist /Direct Instruction (DI) Coaches observe certified staff implementing the reading program through walk-through, informal, and formal observations.

Describe Coordination of Title, ELL, and Special Education with General Education Reading Programs:

Principal coordinates with Special Education, ELL, educational consultants, and general education teachers, to ensure the success of the reading program. This coordination includes a school-wide reading schedule. The continued success of the reading program includes selecting research-based core, supplemental, and intervention curriculums. Reading program success also depends on the faithful implementation of the curriculums and adherence to the required number of instructional minutes dedicated to reading instruction. Reading program success depends on the collection, input, distribution and analysis of the program's data.

Reading Support

Responsibilities:

The Reading Support Specialist will:

- Serve as instructional leader to provide staff development, support, and direct and explicit feedback to Horizons (HZ) and Reading Mastery (RM) coaches and HZ/RM teachers about the implementation of scientifically based reading programs, instructional strategies, and reading assessments.
- Model new teaching strategies and observe program implementation.
- Meet regularly with RM classroom teachers, and other RM coaches to collaborate, talk about student instructional needs, and plan for instruction based on progress monitoring outcomes.
- Facilitate the selection and oversee the implementation of the comprehensive, supplemental and intervention programs as needed.
- Provide professional development for instructional assistants who are responsible for assisting students in reading.

Grade Level Teams:

Grade level team meetings will be on a regular basis. They will meet to review data, Benchmarking data, and program interventions.

Parnassus Preparatory School:

- To support the use of formative assessment for all students in basic academic skills
- To support the use of research-based curricula and instructional methods in basic academic skills.
- To support the implementation of a problem solving model through a school-wide multi-tiered Response to Intervention framework in order to address needs of all students.

Component 5: Job-Embedded Professional Development (PD)

Each year, Parnassus Preparatory School establishes a plan for staff development in the area of reading for the purpose of improving teacher knowledge and skills in delivering high quality expert literacy instruction. The district plan ensures that:

- Staff development is provided in the five reading areas of phonemic awareness, phonics, fluency, vocabulary and comprehensions.
- Staff development is provided on intervention methods or programs that have been selected for use with students.
- Staff development on improving reading instruction is regular and ongoing for all licensed teachers. Staff development that supports teachers' skills in recognizing students' diverse needs in cross-cultural settings and our ability to serve the oral language and linguistic needs of students who are English language learners.

The Parnassus Preparatory School reading support specialist and the school administrators have made it a priority to regularly observe each reading group and provide immediate feedback to the instructor.

Process for Determining School Professional Development Needs:

Our reading programs are in place. The primary source for determining PD needs is student data. Additionally, administration's observation data will be used. When appropriate, teacher need surveys will be utilized.

Plan for Building Capacity with In-Building or In-District Trainers:

Continue to send coach and teachers to curricula training opportunities.

Before or at the start of each school year the District will provide PD training for new staff.

Component 6: Family and Community Partnership

Parnassus Preparatory School’s School of Grammar staff is committed to working with parents to create strong readers.

Pathways for families to stay informed

- School website
- School newsletter
- Grade level newsletters
- Grade level websites

Communication of Student Data

- Parent portal
- Fall and Spring Conferences
- Quarterly report cards

Partner with Community organizations to provide literacy opportunities

- Community Education
- Public Library

**Parnassus Preparatory School School of Grammar
Local Literacy Plan – Part 2 – Additional Details**

**Component 1: Goals
Component 2: Assessment**

Primary Reading Goal

All students in Parnassus Preparatory School’s School of Grammar will be reading at grade level by the end of third grade.

Formative Reading Goals:

Timeline

When assessment is	Screening Measures
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administered.	Screening Measures
Prima (Kindergarten)	
September	Letter Naming Fluency
November	Phoneme Segmentation Phoneme Blending Letter Sound Fluency
January	Phoneme Segmentation Phoneme Blending Letter Sound Fluency
May	Phoneme Segmentation Phoneme Blending Nonsense Word Fluency Letter Sound Fluency

1G (First Grade)

September	Curriculum Based Measurement of Reading
November	Phoneme Segmentation Phoneme Blending Nonsense Word Fluency
January	Phoneme Segmentation Phoneme Blending Nonsense Word Fluency Curriculum Based Measurement of Reading
May	Curriculum Based Measurement of Reading

2G (Second Grade)

September	Curriculum Based Measurement of Reading NWEA Measures of Academic Progress (MAP)
January	Curriculum Based Measurement of Reading
May	Curriculum Based Measurement of Reading NWEA Measures of Academic Progress (MAP)

3G – 2L (Third Grade-Sixth Grade)

September	Curriculum Based Measurement of Reading NWEA Measures of Academic Progress (MAP)
October	Optional Local Purpose Assessment (OLPA)
January	Curriculum Based Measurement of Reading
February	Optional Local Purpose Assessment (OLPA)
May	Curriculum Based Measurement of Reading NWEA Measures of Academic Progress (MAP)

Services to Special Populations of Students:

ELL: ELL students will be included in all aspects of the reading program.

Additionally, students that need extra language support will receive small group language instruction.

SPED: The SPED teacher will continue to serve all students on an IEP with research- proven programs. Additionally, when necessary the SPED teacher will provide a third dose of reading instruction to struggling students on IEP's.