



LITERACY PLAN

2026-2027

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Table of Contents	
Page	Item
2	TPSS Literacy Mission Statement and Goals
3	The DC Reeves Mission Statement and Goals
4	The DCR Literacy Team Members, Team Member Roles and Meeting Schedule
5	Overview of Literacy Plan and Instructional Flow Chart
6	Implementation of Tier I Curriculum Third Grade
7	Implementation of Tier I Curriculum Fourth Grade
8-9	TPSS and The DCR Literacy Professional Development and Action Plan
10	The DC Reeves Data (DIBELS)
11-15	The DCR School Wide Intervention Plan
16-17	Sample Student Individual Literacy Plan

TPSS Literacy Vision and Mission Statement

Vision: Tangipahoa Parish School System, in partnership with families and community, will provide every student with high quality curriculum and instruction to acquire the literacy skills and abilities to reach their full potential.

Mission: Tangipahoa Parish School System will provide every student a high-quality education and pathway to success by giving them every opportunity possible to develop their reading, writing, speaking, and listening skills so that students may cultivate the tools necessary for a happy and successful life.

Literacy Goals

Goal 1

Students:

- will enter kindergarten ready according to state assessment measures.
- will achieve mastery at third and eighth grades according to state assessment measures.
- will graduate on time with a college or career credential eligible for TOPS Award.
- with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.

Goal 2

Teachers will:

- implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards.
- provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using research-based materials and programs.
- provide school leaders and teachers with scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students.
- use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.

Goal 3

Tangipahoa Parish School System will:

- promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.
- ensure that every school implements a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year.
- ensure that district and school-level personnel will closely monitor students' literacy learning progress and provide timely and ample support based on identified needs.
- provide support and coaching to teachers and school leaders for the implementation of high-quality literacy instructional resources (CKLA Reading Foundations, Wit and Wisdom Literature, ELA Guidebooks).
- provide job-embedded professional learning opportunities for teachers and school leaders focused on high-quality literacy instructional resources.
- expand opportunities for parents and families to be engaged in their children's literacy development through school-based and district activities.
- Engage families in providing literacy supports for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana

The DC Reeves Literacy Vision and Mission Statement

Vision: Our vision at THE D.C. Reeves Elementary is to create a safe, loving, and nurturing environment that is accepting of all of our culturally diverse students. We are driven by meaningful relationships with our students that empower them to voice their opinions in a respectful manner through open and honest communication. We strive to build a firm foundation that inspires and motivates our students to overcome obstacles and to achieve individual growth and lasting academic success.

Mission: The mission of D.C. Reeves Elementary is to create an environment in which students take the initiative to be Respectful, Compassionate, and Great with an opportunity to be lifelong learners and productive citizens.

Literacy Goals

Goal 1

Students:

- will achieve mastery at third grade according to state assessment measures.
- will graduate on time with a college or career credential eligible for TOPS Award.
- with disabilities and students of color will increase in attaining mastery or above on state literacy assessments.

Goal 2

Teachers will:

- implement Tier I, high-quality Reading/ELA curriculum and assessments aligned to Louisiana State Standards.
- provide additional time for, and intensity of instruction/intervention for struggling learners in the foundations of reading and language using research-based materials and programs.
- have scheduled times for collaborative planning to improve the use of evidenced-based practices to meet the literacy needs of all students.
- use literacy screening, formative, and summative assessment data to monitor students' progress and inform instruction.

Goal 3

The DC Reeves will:

- promote a positive school culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.
- Implement a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year.
- closely monitor students' literacy learning progress and provide timely and ample support based on identified needs.
- provide support and coaching to teachers for the implementation of high-quality literacy instructional resources (ELA Guidebooks).
- provide job-embedded professional learning opportunities for teachers focused on high-quality literacy instructional resources.
- expand opportunities for parents and families to be engaged in their children's literacy development through school-based activities.
- Engage families in providing literacy supports for their students by providing them with strategies and resources compiled from educators, families, and advocates across Louisiana

The DC Reeves Literacy Team Members

Tamara Whittington, Principal
Margaret Milazzo, Assistant Principal
Amber Perrin, Assistant Principal
Marlena Foster, LEAD Teacher/SAT/504
James Cox, SDI Teacher
Kenisha Callahan, ELA Teacher
Christina Brumfield, SPED Case Teacher
Brandi Kea- ELA Teacher
Jalisa Brumfield, Technology

Role of Members and Meeting Schedule:

The DC Reeves

Team members will:

- participate in team meetings at The DCR to: review 24-25 literacy assessment data including BOY, MOY and EOY assessment data (DIBELS, Lexia Core 5 and Progress Monitoring, ELA Guidebook Unit Progress Monitoring, LEAP Assessments) and propose action steps. (Date TBD)
- monitor literacy achievement data
- collaborate on updates of Local Literacy Plan initiatives and actions
- participate in school-level Instructional Literacy Leadership Team meetings.
- collaborate to create literacy instructional support and coaching plans in response to data.
- create, monitor, and update school-wide literacy plans for improvement of implementation of high-quality curriculum.
- provide feedback and support for teachers around literacy instruction.

Meeting Schedule

<i>Date & Type of Meeting (Leadership, Collaboration, Planning, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
Literacy Instructional Leadership Team	6 times per year BOY, End of 1st 9 weeks (October), End of 2nd 9 weeks (January), MOY (February), End of 3rd 9 weeks (March) and EOY (May)	Plan for BOY, MOY, EOY screenings, Data review, implementation of Tier 1 interventions and supports, parent data letters, review correlation of ELA grades and screenings, Literacy Plan review
Collaboration	weekly	Data review from Literacy Team, curriculum supports, intervention plans, review of IGPs
Planning	weekly	Curriculum review, intervention plans, curriculum supports, review of IGPs

Overview of Literacy Curriculum, Assessment and Intervention Plan

TPSS will:

- use age-appropriate, valid and reliable screening assessments, diagnostic assessments, formative assessments, and summative assessments to identify needs, inform instruction, and monitor progress.
- promote and support evidence-based literacy instructional practices.
- incorporate the use of high-quality curriculum and instructional materials.
- provide ongoing literacy professional development opportunities and strategic coaching.

The [TPSS District ELA Instructional Flow chart](#) is designed to provide essential information to all instructional personnel about the non-negotiable elements of literacy instruction for grades K-12 including:

- Screening and diagnostic tools and data for determining achievement levels of students
- High Quality core instructional programs
- Required number of core instructional minutes
- Options for differentiated instruction to occur during core minutes
- Options for below grade level support to address gaps and loss of learning
- Options for accelerating literacy growth through increasing content knowledge
- Summer Learning Camps (2nd-8th) will provide students with additional opportunities for acceleration, maintenance, and extension of literacy skills.

*Click on the following image to view the link in the upper right corner to access the flow chart with hyperlinks.

<u>K</u> <u>1st</u> <u>2nd</u>		<u>3rd</u> <u>4th</u> <u>5th</u>		<u>6th</u> <u>7th</u> <u>8th</u>		<u>Eng I</u> <u>Eng II</u> <u>Eng III</u> <u>Eng IV</u>	
Screening & Assessments: Review all student data available							
DIBELS, Pre-K ELA district assessments, student work samples, grades, core progress monitoring		EOY DIBELS (3rd), LEAP (4-5th), student work samples, grades, Lexia progress data, core progress monitoring		LEAP, student work samples, grades, Lexia progress data, core progress monitoring		LEAP, ACT, student work samples, grades, Lexia progress data, core progress monitoring	
Core Programs: Required Instruction and Implementation for ALL students							
CKLA 60 minutes Wit & Wisdom 90 minutes 30 minutes intervention/small group Differentiated Instruction Core Progress Monitoring		ELA Guidebooks 90 minutes 30 minutes intervention/small group Differentiated Instruction Core Progress Monitoring		ELA Guidebooks 90 minutes 30 minutes intervention/small group Differentiated Instruction Core Progress Monitoring		ELA Guidebooks 90 minutes 30 minutes intervention/small group Differentiated Instruction Core Progress Monitoring	
Intervention and/or Acceleration: Provided in addition to Core + Differentiated Instruction							
Amira Boost Reading CKLA skills practice Wit & Wisdom Writing Scaffolds Partner reading CKLA Reader High Dosage Tutoring See Intervention Guidance		Amira ELA Guidebooks Supports Learning Ally High Dosage Tutoring Lexia Core5 See Intervention Guidance		Amira ELA Guidebook Supports Learning Ally Lexia PowerUp See Intervention Guidance		Accelerate Lessons ELA Guidebook Supports Learning Ally Lexia PowerUp See Intervention Guidance	

THIRD GRADE ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer diagnostic three times a year (BOY, MOY, EOY)
- Administer Acadience Reading (formally DIBELS) state required measures three and report student literacy development and progress data to families including universal screening results, school supports and interventions, and activities to do at home to promote literacy skills.
- Data review: 2nd grade Data (Benchmark, mCLASS DIBELS, final grades), DAZE, i-Ready diagnostic
- Determine level of support for instructional planning (Above, Proficient, Below)

ELA Guidebooks Core Program: Instruction and Implementation required for ALL students

120 minutes: 90 core + 30 minutes small group differentiated instruction

- Core program progress monitoring: periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the 3-8 ELA Guidebook Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- Planning: backward design (Exit Ticket Tracker, Section Diagnostics, Culminating Task), annotating lessons for class trends using assessment data, pacing guides, and curriculum supports
- Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Guidebooks
- Materials: adhere ONLY to Guidebooks and district resources
- Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades (high leverage assessments identified on Exit Ticket Tracker, Section Diagnostics, Culminating Writing Tasks).
- Practice: adhere to curriculum embedded instructional routines and support strategies (reading log, handouts/graphic organizers, learning tools, instructional strategies)
- Differentiated Instruction (DI) grade level activities to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - See 3-5 Curriculum Guide for support guidance (e.g., Supports Flow Chart, lesson specific supports, etc.)

Intervention and/or Acceleration: Provided outside of the core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core specific and related activities for students to accelerate learning of current skills and knowledge:
 - Accelerate Lessons: available by unit to promote knowledge building on unit topics and skills practice.
 - Introduction to and pre-reading unit texts just before working with those texts in the unit daily lessons (see information about Learning Ally for electronic versions of texts)
 - Introduction to and preparation for writing activities. For example, reviewing paragraph frames, conventions and transition words before students are expected to write paragraphs in the daily ELA guidebook lessons; introduction to and practice with The Writing Revolution activities, etc.
 - Reading texts to build background knowledge about unit topics before and/or during the unit
 - Preview and build background knowledge about unit vocabulary before the daily lesson
- Intervention or Remediation is provided in addition to core instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - ELA Guidebooks Foundational Supports (set for each Guidebook unit)
 - ELA Diverse Learner Supports (Units 1 & 2 only)
 - Lexia Core 5 or MindPlay
 - AMIRA (ELL)

FOURTH GRADE ELA IMPLEMENTATION OUTLINE - NON-NEGOTIABLES

Screening: assessments and data review: to determine the achievement level of every student

- Administer diagnostic three times a year (BOY, MOY, EOY)
- Data review: 3rd grade Data (LEAP, final grades), DAZE, i-Ready EOY from 23-24 SY
- Determine level of support for instructional planning (Above, Proficient, Below)

ELA Guidebooks Core Program: Instruction and Implementation required for ALL students

120 minutes: 90 core + 30 minutes small group differentiated instruction

- Core program progress monitoring: periodic progress monitoring of curriculum embedded formative assessments will be entered into Multiple Measures. See the 3-8 ELA Guidebook Progress Monitoring guidance provided in the ELA Curriculum shared drive folder.
- Planning: backward design (Exit Ticket Tracker, Section Diagnostics, Culminating Task), annotating lessons for class trends using assessment data, pacing guides, and curriculum supports
- Delivery of Instruction: adhere to the intent of the lesson objectives, instruction aligns with required minutes for Guidebooks
- Materials: adhere ONLY to Guidebooks and district resources
- Assessments: adhere to curriculum embedded assessments for teacher selected activities and unit/major test grades (high leverage assessments identified on Exit Ticket Tracker, Section Diagnostics, Culminating Writing Tasks).
- Practice: adhere to curriculum embedded instructional routines and support strategies (reading log, handouts/graphic organizers, learning tools, instructional strategies)
- Differentiated Instruction grade level activities to address unfinished learning, based on students' specific needs as gathered from diagnostic and formative data (e.g., teacher observations, analyzed student work) collected as students engage in the work of the curriculum.
 - See 3-5 Curriculum Guide for support guidance (e.g., Supports Flow Chart, lesson specific supports, etc.)

Intervention and/or Acceleration: Provided outside of core and differentiated instruction - at least 30 minutes

- Acceleration of learning core topics and objectives: An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Core specific and related activities for students to accelerate learning of current skills and knowledge:
 - Accelerate Lessons: available by unit to promote knowledge building on unit topics and skills practice.
 - Introduction to and pre-reading unit texts just before working with those texts in the unit daily lessons (see information about Learning Ally for electronic versions of texts)
 - Introduction to and preparation for writing activities. For example, reviewing paragraph frames, conventions and transition words before students are expected to write paragraphs in the daily ELA guidebook lessons; introduction to and practice with The Writing Revolution activities, etc.
 - Reading texts to build background knowledge about unit topics before and/or during the unit
 - Preview and build background knowledge about unit vocabulary before the daily lesson
- Intervention or Remediation is provided in addition to core instruction to address significant achievement gaps and below grade level skills for those students who present a persistent lack of progress to achieve grade level standards.
 - ELA Guidebooks Foundational Supports (set for each Guidebook unit)
 - ELA Diverse Learner Supports (Units 1 & 2 only)
 - Lexia Core 5 or MindPlay
 - AMIRA (ELL)

TPSS and The DC Reeves Literacy Professional Development and Action Plan				
Event/Action	Description	Person(s) Responsible	Participants	Date(s)
District Literacy Team Meetings	Team members meet to create and monitor the comprehensive literacy plan and set goals for literacy learning in schools. The team meets regularly to examine student data, discuss issues related to teaching and implementation, assess the need for staffing and materials, organize professional learning opportunities, promote communication, monitor and adapt the comprehensive plan as needed.	Director of Curriculum and District Literacy Coordinator	District Literacy Team	Monthly Oct.- May
School Literacy Team Meetings	Team members meet to create and monitor the school literacy plan and set goals for literacy in the school. The team meets regularly to examine student data, discuss issues related to teaching and implementation, assess the needs, organize professional learning opportunities, promote communication, monitor and adapt the school literacy plan as needed.	T Whittington A Perrin C Brumfield M Milazzo J Brumfield M Foster K Callahan J Cox B Kea	Principal & Literacy Team Members	6 Times per Year and reviewed weekly through ILT
Weekly Collaboration and Planning	Literacy and content teachers meet with Literacy Coaches to examine student work, participate in job-embedded professional learning, and plan for instruction by annotating high-quality Tier I curriculum lesson plans to address students' learning needs. Review of student data aeb IGP's will help drive instruction and remediation. 3rd Grade Content Leaders will incorporate strategies and suggestions from The Science of Reading to enhance Tier 1 Curriculum	Content Leaders 3rd- Kea 4th- K Callahan	Teachers	Weekly Aug.- May
Learning Community Learning Walks	District Instructional Leadership Teams (ILT) visit schools to observe, monitor literacy instruction, and provide feedback to school leaders and teachers.	ILT Supervisors	ILT	Ongoing Sept. - May
Building Capacity Meeting	Content Leaders, Literacy Coaches, Assistant Principals meet to participate in job-embedded learning related to high-quality instructional programs and coaching strategies.	PD Coordinator	Content Leaders, Literacy Coaches and Assistant Principals	Monthly Sept.- May
Grades 3-10 EDU2020 On-Site Literacy Coaching	LDOE certified, TPSS literacy content leaders will facilitate debriefs around the observation and feedback cycle that supports teacher development. These observation and feedback cycles will build teachers' instructional knowledge to improve Louisiana ELA Guidebooks implementation. Team members will conduct observations with Tangipahoa Parish instructional leaders, analyze instruction to identify emerging themes, support teachers with cultivating	District Literacy Coordinator	District and School ILT	Ongoing

	school-wide goals and next steps, including focused and actionable feedback that is aligned to the goals and the broader instructional vision.			
AIM Pathways to Proficient Reading- Science of Reading	Pathways to Proficient Reading is online professional development introducing the Science of Reading to educators, special educators and reading specialists looking to incorporate the Science of Reading into classroom practice, and learn the best strategies for language and literacy instruction in response to LA ACT 108.	District Literacy Coordinator; Contract with AIM Pathways	TPSS School Leaders, Literacy Coaches and Cont Leaders	2019 - current
District Literacy Fair	Families are invited to attend an event featuring informational and engaging activities designed to promote family involvement and provide information about literacy learning. Free books and learning materials are provided.	Family Engagement Coordinator	TPSS Families	Annual
School Literacy Night	Families are invited to attend an event featuring informational and engaging activities designed to promote family involvement and provide information about literacy learning. Student work is displayed and plays and choral performances are presented. Free books and learning materials are provided.	Principal and School Leaders	TPSS Families	Date TBD Fall 2024.
The DCReeves Literacy Walks	School Literacy Team Members will analyze plans and annotations to identify teacher moves and student work to help teachers reflect and make changes.	T Whittington A Perrin C Brumfield M Milazzo J Brumfield B Kea K Callahan M Foster	Principal and Literacy Team Members	August-May

Communicating the Plan

All schools in TPSS are members of one of four Learning Communities. Each Learning Community is led by a supervisor and includes members whose roles are specific to literacy, math, and the content areas as well as student services, special education services, and educational technology. The TPSS Literacy Plan is provided to all members of the Learning Communities, as well as all of the members of the District and School Leadership teams.

Learning Community Supervisors provide support for school leaders and monitor and support teachers at each of their community schools. Learning Community Teams observe and monitor instruction during frequent learning walks with the goal of measuring implementation and providing feedback for improvement.

The annual TPSS Literacy Plan will be posted on the TPSS Literacy site for public view upon TPSS School Board approval.

The DC Reeves ILT and Collaboration Teams will meet regularly to examine student data, discuss issues related to teaching and implementation, assess the needs, organize professional learning opportunities, promote communication, monitor and adapt the school literacy plan as needed.

Teachers and ILT will examine student work, participate in job-embedded professional learning, and plan for instruction by annotating high-quality Tier I curriculum lesson plans to address students' learning needs.

DIBELS Progress Reports will be sent home at BOY, MOY and EOY

Benchmark performance

Well below Below At Above

Population	Measure	Levels	Students
D.C. Reeves Elementary School - LDOE 053025	Composite Score	BOY	<div><div></div><div></div><div></div><div></div></div> <div>31% (102)18%29% (95)22% (73)</div> 328
		MOY	<div><div></div><div></div><div></div><div></div></div> <div>32% (99)17%29% (94)22% (72)</div> 321
		EOY	<div><div></div><div></div><div></div><div></div></div> <div>25% (79)15%30% (95)30% (98)</div> 321

View: By grade

Population	Measure	Levels	Students
Grade 3	Composite Score	BOY	<div><div></div><div></div><div></div><div></div></div> <div>31% (102)18%29% (95)22% (73)</div> 328
		MOY	<div><div></div><div></div><div></div><div></div></div> <div>32% (99)17%29% (94)22% (72)</div> 321
		EOY	<div><div></div><div></div><div></div><div></div></div> <div>25% (79)15%30% (95)30% (98)</div> 321



SCHOOL-WIDE INTERVENTIONS WITH A PURPOSE 2026-2027

Morning Procedures

- morning bell will ring at 8:25. At this time, students should be preparing to enter the classroom.
- Morning interventions will run from 8:25-8:55. (no exceptions)
- It is encouraged to get students in early so that interventions have no downtime
- Zearn lessons will be completed during math block daily.
- Strategic Interventions will be in place for those who scored WB/B on DIBELS as well as Unsatisfactory, AB and Basic on LEAP

***We will begin interventions on Wednesday, August 12, 2026.**

The following Intervention models will be used throughout the year

Mindplay	<p style="text-align: center;">→</p> <p>Monday-Thursday Mindplay on computer in Homeroom class Friday will be a "catch up day"</p> <p>Send AMIRA Students to GBrumfield- 4th Library Rm Yates- 3rd Spanish Rm</p> <p>Monday-Friday 1st 30 minutes for computer labs and SEL</p>	<p>Students should complete designated units and minutes each week</p> <p>4th Grade students will work in the program until complete with 80% mastery)</p> <p>Teachers should monitor alerts daily and pull students in small groups who need assistance</p>
ZEARN	<p style="text-align: center;">→</p> <p>Monday-Friday-</p>	<p>Students should complete 30 minutes per day. 3 or more lessons per week should be completed. Teachers should monitor and provide small group assistance as needed</p>
AMIRA		<p>Students need a minimum of 30 minutes per week</p>

	Monday-Thursday- ESL students with Yates and GBrumfield	All homeroom classes will have students complete AMIRA each Friday During computer labs and SEL, students will work on Mindplay
High Dosage Tutoring AIR Reading (3rd Grade) ORF/Comp (4th Grade)	3rd Grade DIBELS Below- AIR Reading DIBELS WB- Teacher Table with progress monitoring	4th Grade LEAP Unsat/AB/Basic Teacher Table (DIBELS ORF and comprehension test) (KJackson will also pull and monitor during enrichment)

-During computerized instruction days, teachers will be up and monitoring students to ensure they are working on the right task and putting forth effort. Teachers will also pull small groups and check for program alerts DAILY! High Dosage Tutoring will need to be utilized daily for selected students based on DiBELS and LEAP

-A support person will be assigned to partner classes. They can assist with small groups or monitoring of students. (see below).

Teachers	Support Person
Curtis/Stevens	Neal
Wells (Gales)/RRobertson	Autin
Newman/Guillory	J. Brumfield
Kea/Johnson	Lawson
Haynes/EWalker	Mosley
Woods/Adams	C. Brumfield
Sabillon/Hodges	Cox
Coleman/Gauth	Thibodeaux
TRobertson/SWalker	KJackson
Miller/Mull	Fiduccia
P. Johnson/Higgins	Foster
Thomas/Mitchell	Coach Sparks
McDonald/Callahan	Speech Teacher
Genco/Varnado	Berteau/Tucker L
Koduri/Hudson	Alexander
Seiber/Daniels	Bell

TIER 1, 2, and 3 Interventions 2026-2027

This document identifies students who are labeled as Tier 1, 2 or 3 intervention students.

IMPORTANT!!! This is a working document and needs to be checked often for updates as we collect data.

Tier 1- in classroom Supporting grade-level curriculum or challenging work for high level learners Identified in PURPLE LEVEL 1- SAT TEAM	Tier 2- in classroom Leveled, small group interventions based on need ELA (Lexia Core or AMIRA School wide interventions in class) MATH (Accelerate, Zearn, Equip in class) Identified in BLUE LEVEL 2- SAT TEAM	Tier 3-Jackson's Lab (LEXIA Core, AMIRA (small group lessons) DIBELS Word Study Identified in RED LEVEL 3- SAT TEAM
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Tier 1 Level 1 students:

- Students on grade level making progress
- Students with previous referral to SAT doing well
- Students with previous student support plan making progress
 - ** will be monitored by SAT. Grades/behavior will be checked periodically. If continued progress is being made, monitoring will continue/dismissal from SAT.

Tier 2 Level 2 students:

- Students with prior retention or promoted with intervention plan
- Students being actively monitored by SAT
- 504 or student support plan in place..also includes Behavior Support plans
- Students with dyslexia that require MSLP (iready, Mindplay)
- intensified classroom support needed through interventions
 - **will be monitored by SAT and meetings held regularly to discuss progress/lack of progress. Classroom intervention support is required for documentation purposes

Tier 3 Level 3 students:

- in discussion process with SAT for evaluation
- intensive interventions required
 - **Students will be monitored by SAT and referred to full team as Needed. Additional screenings/interventions are required.

Jackson's Intervention Students

Mrs. Jackson will pull small group/table time addressing specific needs.

25 Minute ELA Word Study Rotation/DIBELS

25 Minute Math Skill Based Rotation

3rd Grade Progress Monitoring will be completed in the AMPLIFY Portal

4th Grade Progress monitoring will be completed in the Mindplay/ZEARN Platform

9:00-10:00 4th ELA

10:05-11:05 4th MATH

1:00-2:00 3rd ELA

2:10-3:10 3rd MATH

The following students are identified as RED Students who have a Well Below or Below score on DIBELS on EOY in 2nd Grade. These specific students will need to be pulled 2-3 times weekly. We will cross reference with 3rd Grade BOY, MOY and EOY to make adjustments

The DC Reeves Intervention Lesson Plan

Teacher: _____ Week of: 11-7 thru 11-11_____

STUDENTS	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E

	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
Monday					
Tuesday					
Wed.					
Thursday					

SAMPLE-----The DC Reeves Intervention Lesson Plan

Teacher: A. Perrin

Week of: 10/24/2022 and 10/31/2022

STUDENTS	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
	John Jenea Chris Amber Jay Raheem	Bill Cooper Tom Mileah Chelsea Logan	Amy Dana RJ Elijah Bowen	Jill Zeb Kaesyn Ryneisha Sarah	Tam Margaret Marcus

	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
Monday	Computer	Data Talk Teach decoding CCVC words with initial /-blends and r-blends.	TWR-Sentence Summary Writing Log Zearn	computer	LEAP Test Prep
Tuesday	computer	computer	Data Talk Introduce the long vowel sounds for a, e, i, o, and u.	TWR-Sentence Summary Writing Log Zearn	LEAP Test Prep
Wed.	TWR-Sentence Summary Writing Log Zearn	computer	computer	Data Talk Introduce the long vowel sounds for a, e, i, o, and u.	Enrichment-Writing
Thursday	Data Talk Teach decoding CCVC words with initial /-blends and r-blends.	TWR-Sentence Summary Writing Log Zearn	computer	computer	I-Ready Computer