

IOWA CITY COMMUNITY SCHOOL DISTRICT

Self Study of Language Arts Instructional Program

June 2011

Meg Corbin, Chair Language Arts Curriculum Review Committee
Pamela Ehly, Director of Instruction

Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director at 509 S. Dubuque Street, 319-688-1000.

As a result of the curriculum review process, the self-study team reviewed the district language arts mission statement, belief statements, and goals that had been adopted in the previous program review (2002-2003). They were revised and they will serve as a reference for all programming.

Mission Statement

The mission of **language arts** education is to help ensure that students become life-long, independent and interdependent learners who can use language to stimulate the imagination, to construct meaning, and to communicate.

Belief Statements

We believe that:

- The construction of meaning is central to learning. Language is used to compose and comprehend meaning as students interact with texts, connecting the new to the known and reflecting on their understanding.
- Language systems are integrated. Interrelationships among the communication modes are emphasized--reading, writing, listening, speaking, viewing, and expressing visually/nonverbally. Each mode informs use of others. Integration of oral, visual, and written language focuses on meaningful audiences and purposes.
- Language users bring prior knowledge and belief systems to their learning which they blend in ways unique to them. Through the active use of language in the learning process, students develop a personal voice and style.
- A student's feelings of self-worth, based on confidence and competence in the language arts skills, empowers him/her to learn.

- Learning language is developmental.
- Students benefit from differentiated instruction and alternative formats.
- Instruction drives development.
- Effective instruction supports a students' cognitive and linguistic development.

Goals

Academic Achievement Goals for Students

The district goal for reading is described in both narrative and numeric form. The narrative form is found in Board policy. The numeric goal (applicable to reading only) is the same as the goal for the State of Iowa. It is approved by the Board of Directors and recorded in the district Comprehensive School Improvement Plan (CSIP).

Reading

Students will over time independently read increasingly complex text with understanding

- On average, yearly achievement will be as high or higher than previous years in same grade groups.
- On average, achievement will increase at a rate greater than the national average for cohort groups
- Performance of the average student in the bottom quarter of the distribution for all ICCSD students and for cohort groups will increase annually. The national percentile rank associated with this average will be reported each year.
- Performance of the average student in the top quarter of the distribution for all ICCSD students and for cohort groups will be maintained or will increase annually. The national percentile rank associated with this average will be reported each year.

During the 2010 through 2014 school years the following percentage of all students will be proficient, defined as the 41st national percentile rank or higher on ITBS or ITED:

	2010-2011	2011-2012	2012-13	2013-2014
4 th grade	82.0%	88.0%	94.0%	100%
8 th grade	80.0%	86.7%	93.3%	100%
11 th grade	84.5%	89.7%	94.8%	100%

Writing

Students will over time independently write increasingly complex text with meaning, clarity, purpose and application of standard conventions

- On average, yearly achievement will be as high or higher than previous years in same grade groups.
- On average, achievement will increase at a rate greater than the national average for cohort groups
- Performance of the average student in the bottom quarter of the distribution for all ICCSD students and for cohort groups will increase annually. The national percentile rank associated with this average will be reported each year.

Program Goals

The goals of the program are summarized by the standards endorsed by the International Reading Association and the National Council of Teachers of English.

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Data Collection: Survey Results

Numerous survey instruments were developed and administered in the spring of 2009. Target groups included:

Teachers:	Elementary classroom who taught language arts Secondary language arts
Principals:	Elementary and secondary
Parents:	Elementary and secondary
Student:	Elementary, junior high and senior high

The purpose of the surveys was to identify program strengths and limitations. Respondents were asked to react to a set of statements identifying whether or not they agreed or disagreed. They were also given an opportunity to make comments.

Data Collection: Academic Achievement

Students are assessed in a variety of ways and with different measurements to determine student learning, achievement and performance. Measurements used include 1) universal screening, 2) standardized norm-referenced tests, 3) criterion-referenced tests, and 4) teacher observation and judgment. Assessments are administered to all students unless otherwise noted in an Individualized Education Plan.

Many college bound students elect to take the ACT. Building and district data are used to monitor achievement of this group of students.

Universal Screening	Standardized Norm Referenced Test	Criterion Referenced Test	Teacher Observation & Judgment
MEASUREMENT: <i>Dynamic Indicators Basic Early Literacy Skills (DIBELS)</i> <u>Grades:</u> K-6 <u>Content:</u> reading	MEASUREMENT: <i>ITBS</i> <u>Grades:</u> 3-8 <u>Content:</u> reading and language <i>ITED</i> <u>Grades:</u> 9-11 <u>Content:</u> reading and language	MEASUREMENT: <i>Kindergarten Early Literacy Assessment (KELA)</i> <u>Grade:</u> K <u>Content:</u> Reading <i>Developmental Reading Assessment (DRA)</i> <u>Grades:</u> 1-6 <u>Content:</u> reading MEASUREMENT: <i>Degrees of Reading Power (DRP)</i> <u>Grades:</u> 7 - 10 <u>Content:</u> reading MEASUREMENT: <i>Iowa Writing Assessment</i> <u>Grades:</u> 4, 8, 11 <u>Content:</u> writing (composition)	MEASUREMENT: <i>Grade Reports</i> <u>Grades:</u> 7-12 <u>Content:</u> reading and language MEASUREMENT: <i>End-of-Year Pupil Progress Reports</i> <u>Grades:</u> K-6 <u>Content:</u> reading and language

Data Collection: Program Information

Administrative Support

At the district level there is a .40 FTE language arts coordinator. The role of the coordinator is to coordinate the K-12 language arts program. That individual is the chair of the curriculum review team. In addition to the curriculum coordinator, there is a full-time director of instruction. One of the responsibilities of the director is to supervise K-12 language arts.

Educational consultants from Grant Wood Area Education Agency are available to assist staff in all buildings.

ELEMENTARY

The principal is the instructional leader of the building. Supporting each principal and teachers are Language Arts Resource Specialists (LARS). LARS test students, participate in student assistance teams, make recommendations for instructional interventions for individual students, make

recommendations for instructional materials, assist in designing a building-level language arts plan, provide staff development, and help monitor language arts academic achievement. LARS assignments for a building range from .25 to .50 FTE based on the size of the building.

SECONDARY

The principal is the instructional leader of the building. Supporting each principal and teachers are language arts department contacts/chairpersons. Department contacts/chairs assist the principal in coordinating the department at the building level.

ICCSD Language Arts Program Strengths and Limitations

The following information was generated from review and analysis of data statistical and perceptual gathered from a) academic achievement reports, b) surveys to elementary and secondary teachers, students, and administrators, and c) feedback from focus groups.

STRENGTHS

Academic Achievement

Academic achievement in reading and language is high as compared to the nation; 75 to 85% of the student population (grade levels 3 to 11) performs at or above proficiency level.

Academic achievement has remained steady over a ten-year period.

Curriculum and Instruction

Students report

- they have learned many kinds of reading strategies.
- reading a variety of genres - fiction and non-fiction.
- books read in English/LA help them accept and appreciate others.
- knowing there are different kinds of writing for different purposes.
- knowing how to write for an audience, being able to write a clear story and having opportunities to write and conference with their teachers.
- having practiced the various stages of writing and having received oral and written feedback (secondary students).
- confidence in using correct capitalization and punctuation.
- having opportunities to practice speaking skills and having confidence in giving a clear and informative speech.

Administrators and teachers agree that teachers are following grade level benchmarks and time guidelines.

Teachers report that students write regularly in the classroom.

Assessment

Administrators and teachers (secondary) perceive teachers to be using classroom and district-wide assessments to guide instruction in reading, writing and standard conventions.

Instructional Materials

Administrators and teachers report having adequate materials for teaching reading for whole group shared reading and guided reading to average and above average achieving students.

Administrators and teachers (elementary) agree teachers use research-based instructional practices for core reading, to differentiate instruction, for supplemental reading instruction, for core writing instruction, and for formative assessment.

Administrators and teachers (elementary) agree teachers differentiate instruction based on student needs.

LIMITATIONS

Academic Achievement

A high percentage of students in some sub-groups perform at low achievement levels; for students grades K-2 this includes phonemic awareness, phonics, fluency and vocabulary; for students grades 3-11 this applies to vocabulary and comprehension.

Curriculum and Instruction

Teachers report:

- spelling instruction does not provide an appropriate level of rigor for high achieving students and the sequence of spelling instruction for multiage classrooms does not always match student needs. (elementary)
- a lack of content alignment between general education and special education classes.
- articulation between grade levels (elementary to junior high and junior high to senior high) is limited.
- whole class instruction (when it is the only mode of delivery) does not meet the needs of all learners.

Assessment

Teachers indicate

- DRA2 for kindergarten (beginning 2010-11) will not be an appropriate instrument for *fall testing*. [elementary]
- need for revision of the district K-6 writing assessment (to indicate growth per mode; consider analytic scoring to provide data to guide instruction). [elementary]
- need to review procedure of retesting 6th grade students who were proficient in the fall, again in the spring. [elementary]
- lack of a standard writing (composition) assessment. [secondary]
- a need for formative assessment in reading. [secondary]
- a need to access student achievement data (including ITBS, ITED, DRP) in an efficient and quick manner (electronically). [secondary]

Instructional Materials

Use of two published programs (elementary) creates some confusion when students transfer within the district; applicable to both reading and composition writing instruction, and handwriting instruction.

Limited materials are available for teaching reading, composition and standard writing conventions at elementary and secondary level for low achieving students.

Alternative formats and assistive technology is limited in terms of access.

Professional Development

Teachers indicate a lack of professional development regarding:

- reading instruction, in-depth sessions. (elementary)
- writing instruction. (elementary)
- vocabulary instruction
- how to differentiate instruction in reading, writing, speaking and listening.
- technology integration in language arts instruction. (elementary)

General Administration

Teachers indicate a need for supplemental support for students (human resources).

Items of note

Those responding to the survey included

- Elementary teachers – 209
- Secondary teachers – 33
- Elementary students – 390
- Secondary students – 509 (276 junior high, 233 senior high school)

- Elementary administrators - 23
- Secondary administrators - 9
- Elementary parents – 101
- Secondary parents – 78

The majority of teachers stated they would benefit from additional professional development- formative assessment, and core, differentiated and supplemental reading instruction.

Both elementary and secondary teachers agree (41% strongly) they would benefit from professional development in writing instruction. However 41% of elementary teachers strongly agreed on this point.

Elementary teachers have the strongest interest in this area of professional development.

Only half of secondary administrators believe appropriate elective courses are available for students.

Only administrators were asked this question. How do teachers, students and parents feel about this?

What kinds of electives are lacking?

Variations exist among secondary schools in course offerings and content.

ICCSD Language Arts Program Improvement Plan

Text in black refers to K-12 population, text in green refers to K-6 population, text in blue refers to 7-12 population.

Academic Achievement

Limitation	RECOMMENDATIONS and STRATEGIES	CONTACT PERSON(S)	TIMELINE
High percentage of students in some subgroups perform at low achievement levels (K-12); weak areas include vocabulary and comprehension	Identify essential learnings by grade level and area of language arts (reading, writing, speaking, listening); focus teaching on the identified essential learnings <ul style="list-style-type: none"> • Create a document that correlates the district instructional materials to essential learnings; utilize Common Core Standards and Iowa Core Curriculum • Revise parent/teacher conference report and end-of-year pupil progress report language to connect to essential learnings (elementary only) • Identify additional materials to address the gaps in resources to teach the content • Provide professional development on how to align essential learnings with instructional materials • Establish an accountability plan for implementation 	Team of teachers from all elementary buildings; LARS LA coordinator Team of secondary LA teachers	Summer 2011
	Secondary: Identify subgroups and determine specific deficits in comprehension <ul style="list-style-type: none"> • Survey teachers to identify comprehension concerns; identify student <i>reading load</i> • Analyze student achievement data Identify district agreed upon reading comprehension strategies <ul style="list-style-type: none"> • Create a portfolio of materials (update annually) • Establish an accountability plan for implementation Provide time for <i>Second Chance Reading</i> teachers and all	LA coordinator	2011-12 school year Summer 2012

language arts teachers across the district to observe and collaborate

Incorporate vocabulary instruction, on a routine basis, utilizing research based teaching strategies

- Identify a limited number of strategies that yield high results in improvement of vocabulary
- Include principles of differentiated instruction to support vocabulary (as well as comprehension) to address needs of subgroups
- Incorporate vocabulary instruction in the district professional development plan
- Acquire instructional and/or professional development materials to support explicit vocabulary instruction
- Establish an accountability plan for implementation

LA coordinator LARS, team of secondary LA teachers
2011-12 school year
Summer 2012

Curriculum [content and process standards, benchmarks, objectives]

Limitation	RECOMMENDATIONS and STRATEGIES	CONTACT PERSON(S)	TIMELINE
Spelling instruction lacks rigor for some groups of students	<p>Elementary: Use an effective spelling program that contains the following characteristics; ensure the program is consistently implemented district-wide</p> <ul style="list-style-type: none"> • Differentiates spelling developmentally (takes into consideration multiage grouping) • Incorporates daily activities to teach words and word patterns (sorts, word hunts, applications of patterns to new words, dictation, etc.) • Investigate a common high frequency word list and a frequently misspelled word list <ul style="list-style-type: none"> - Review the new Houghton Mifflin spelling and vocabulary materials - Investigate <i>Words Their Way</i> 	Director of Instruction LARS	2011-12 or 2012-13 school year
Content alignment between general education and special education is lacking	<p>Align content between general and special education and communicate to all teachers</p> <ul style="list-style-type: none"> • Review district adopted instructional materials for alignment (ex: <i>Voyagers</i> at elementary) • Align the essential learning district-wide to the Iowa Core Curriculum /Common Core Standards • Articulate essential learnings across grade levels • Provide opportunities / training between general education and special education to collaborate • Narrow the focus of professional development and include special education teachers in building and district inservices 	TBD	TBD

Instructional Practices

Limitation	RECOMMENDATIONS and STRATEGIES	CONTACT PERSON(S)	TIMELINE
------------	--------------------------------	-------------------	----------

Articulation between grade levels is limited	<p>Develop a suggested timeline for instruction by year (grade level) of district approved essential learnings by grade and language arts area</p> <ul style="list-style-type: none"> • Provide opportunities for teachers to discuss expectations and strategies with grade above and below the grade they teach, particularly for transitions from 6th to 7th grade and 8th to 9th grade • Identify common language for terms used (ex: cognitive strategies, modes of writing, reference to word parts such as base or root) • Use the document of essential learnings as a working document in professional learning community sessions • Establish an accountability plan for implementation 	S) TBD	TBD
Whole class instruction does not meet all learner needs	<p>Implement effective whole group/class instruction as a part of the balanced literacy approach across the district and monitor for consistent implementation district-wide</p> <ul style="list-style-type: none"> • Provide professional development for ways teachers can conduct whole group instruction effectively • Communicate the characteristics and purpose of whole group instruction to teachers and administrators • Provide opportunities for all students to participate in whole group class instruction time (elementary) • Provide opportunities and exposure for low achieving students to learn with their higher achieving peers (differentiate instruction as needed) • Provide purposeful, meaningful and connected instruction during whole group instruction • Work with administration to ensure implementation of this district expectation <p>Utilize a variety of instructional approaches beyond whole class instruction</p> <ul style="list-style-type: none"> • Identify research based/best practices approaches (flexible grouping, co-teaching, diversified groups; incorporate principles of differentiated instruction) • Provide professional development regarding effective grouping <p>Establish an accountability plan for implementation of effective whole group and approaches beyond whole group</p>	LA coordinator LARS Teachers	2011-12 school year
Assessment Limitation	RECOMMENDATIONS and STRATEGIES	CONTACT PERSON(S)	TIMELINE
Some elementary assessments do not provide needed information to guide instruction	<p>Elementary: Clarify the purpose of the district writing assessments; clarify scoring protocol of writing assessments</p> <ul style="list-style-type: none"> • Align scoring rubrics across grade levels • Investigate the modes of writing that are most appropriate for different grade levels • Shift from holistic to analytic scoring, thus providing specific student strengths and limitations which will 	Director of Instruction LARS	2012-13 school year

- guide instruction
- Provide a mechanism to show growth of writing both fall to fall and fall to spring

Adopt the new version of *Developmental Reading Assessment* (DRA2) and limit additional assessment components administered with DRA

- Purchase and distribute new assessment materials
- Provide professional development in the administration of DRA; clarify the similarities and differences between old and new
- Identify duplication in assessments between screening (DIBELS) and diagnostic (DRA2), particularly kindergarten; eliminate duplicate tasks

Director of Instruction
LARS

Fall 2011

Discuss merits spring DRA testing for 6th graders identified as proficient during fall testing

Secondary assessments are lacking in reading and writing; ready access to achievement data is not available to teachers

Secondary

Resume district-wide writing assessment at secondary level (one grade junior high, one grade senior high)

- Establish fall testing period allowing for results to be used by teachers and students
- Score in-house
- Utilize holistic scoring
- Establish all procedures for implementation, scoring and reporting

TBD

TBD

Investigate use of on-line writing assessment services to be used by classroom teachers

- Identify and evaluate assessments a) currently available with district adopted anthologies and b) other available options
- Implement on-line writing assessments if evaluations warrant such a recommendation

Establish assessment practices that measure reading and writing achievement

- Identify and use formative reading assessments that:
 - match text to reader
 - measure student use of reading comprehension strategies to build meaning
 - measure comprehension levels (literal, inferential, analytic)
 - measure vocabulary knowledge
- Assess all students, making sure new-to-the district students are included upon enrollment
- Provide professional development regarding administration and interpretation of assessments
- Review use of DRP assessment
 - identify strengths and limitations and determine if other assessments might be viable (ex: Stanford Reading Assessment); consider cost, training and reporting
 - convert DRP data to independent Lexile levels if DRP assessment is maintained

Provide teachers electronic access to individual student and class data

- Develop protocols for teachers to access via *Power School* and *GWAEA On-Line Assessment* ITBS/ITED and other reading and writing assessment data
- Schedule training sessions to a) learn procedures and b) analyze test data
- Include all teachers in training and access to data

Instructional materials

Limitation	RECOMMENDATIONS and STRATEGIES	CONTACT PERSON(S)	TIMELINE
Multiple core instructional materials creates some confusion	<p>Elementary: Adopt one set of core curriculum materials to be used district-wide; this is applicable to reading, language, composition and handwriting</p> <ul style="list-style-type: none"> • Select a single core instructional material for the areas of language arts • Retain current leveled texts for guided reading and use as additional resource, thus doubling (or more) level text inventory • Provide ongoing professional development; focus on content of materials for use in daily instruction as well as the alignment of essential learnings established by the district 	Director of Instruction LARS Principals	Fall 2011 and Fall 2012
Limited materials are available for low achieving students	<p>Elementary: Acquire an adequate collection of core materials (leveled texts) for low achieving students recognizing they frequently need multiple opportunities to read at a particular text level</p> <ul style="list-style-type: none"> • Create a list of high quality texts and/or publishers from which schools may purchase additional materials • Establish an inventory of district-owned materials (K-12) associated with schools and encourage use of materials across the district (district-wide checkout) • Seek funding sources to acquire additional materials (ex: grants) • Identify and communicate the resources available from GWAEA • Acquire high interest, low readability for all grade levels, but especially at upper elementary grades • Acquire leveled literacy collections for home connections 	Director of Instruction LARS Principals	Fall 2011 and Fall 2012
	<p>Secondary: Acquire additional reading materials for students needing low-level high-interest text</p> <ul style="list-style-type: none"> • Review current inventory; identify gaps; work with librarians and language arts teachers in identifying literature; research what is available • Make materials available per building 	Director of Instruction LA coordinator Principals	Fall 2011 and Fall 2012
	<p>Increase core reading materials for alternative high school</p>		
Alternative formats and assistive technology is	<p>Integrate technology into regular language arts instruction</p> <ul style="list-style-type: none"> • Acquire technology (equipment) and instructional materials for alternative formats • Provide professional development to utilize new 	Director of Instruction Director of Technology	2011-12 and on

limited

materials and technology

Teachers

Professional development

Limitation	RECOMMENDATIONS and STRATEGIES	CONTACT PERSON(S)	TIMELINE
Lack of professional development opportunities in a variety of focus areas	<p>Consider restructuring the meet pattern of Thursday inservices in order to plan a cohesive delivery model of professional development focused on teaching strategies and best practice; Consider a different delivery model for professional development that results in longer periods of meeting time (more than one and a half hours weekly)</p> <ul style="list-style-type: none"> • Differentiate the professional development opportunities for teachers (a tiered plan) to meet the varied needs of teachers • Connect various professional development opportunities throughout the year (summer training, August workshops, Thursday inservices, full-day training (MLK and February inservice day), PLC time • Investigate half-day trainings; identify pros and cons • Investigate clustering buildings and district Thursdays throughout the year • Utilize diverse sources in planning and implementing professional development (ex: university faculty, consultants, teacher leaders, peer coaching); utilize professional learning community structure 	Director of Instruction, Assistant Superintendent	August 2011
	<p>Develop a multi-year professional development plan that reflects topics that will increase student achievement and narrows the focus on an annual basis</p> <ul style="list-style-type: none"> • Include professional development opportunities on Thursday early release days, full day inservices, summer inservices, attendance at conferences and workshops • Consider the following: <ul style="list-style-type: none"> - essential elements and alignment to instructional resources; establishes common language - articulation between grade levels and courses - reading instruction, [ex: matching texts to readers, student use of reading comprehension strategies (Think Aloud protocol), effective whole group instruction] - writing instruction - vocabulary instruction - differentiation of instruction - technology integration - assessment <ul style="list-style-type: none"> ○ for comprehension levels (adapt Think Aloud protocol, Tier teacher questioning, Book talks, running records) ○ for vocabulary (adapt Think Aloud protocol, graded word lists) ○ formative assessment ○ use of on-line student achievement data 	TBD	TBD

- administration and analysis of required district assessments
 - reading across the curriculum (all content area teachers invited)
- Purchase materials needed to conduct inservices

General administration

Limitation	RECOMMENDATIONS and STRATEGIES	CONTACT PERSON(S)	TIMELINE
Supplemental support for low achieving students is limited	Establish and implement multiple opportunities for supplemental support for low achieving students <ul style="list-style-type: none"> • Coordinate instruction between general education and special education teachers and special reading teachers (Elementary: Title I, DOP, HF743; Secondary: Reading Strategies class, Second Chance Reading, Success Center) so that consistency in instruction is provided to the student • Maintain human resources to support low achieving students; in particular, maintain Reading Recovery, Title I teacher support, Intervention teacher support • Establish common language to be used with students by all teachers (ex: the principles from LLI) and communicate to teachers via professional development • Communicate the essential learning to be taught by the multiple teachers who share a group of students • Discuss student goals in PLC meetings so teachers who are involved with the same students are striving for the same thing • Continue to provide differentiation instruction training to help strengthen the core instruction in language arts • Require that low achieving students be taught by a highly trained reading/language arts teacher (rather than volunteers or untrained teachers) 	TBD	TBD

Definitions:

- LA – language arts
- LARS – Language Arts Resource Specialist
- DRA – *Developmental Reading Assessment*
- DRP – *Degrees of Reading Power*
- MLK – Martin Luther King
- GWAEA – Grant Wood Area Education Agency
- ITBS/ITED – *Iowa Test of Basic Skills, Iowa Test of Educational Development*
- PLC – Professional learning communities
- LLI – *Leveled Literacy Intervention*
- DOP – Drop out prevention
- HF – House File