

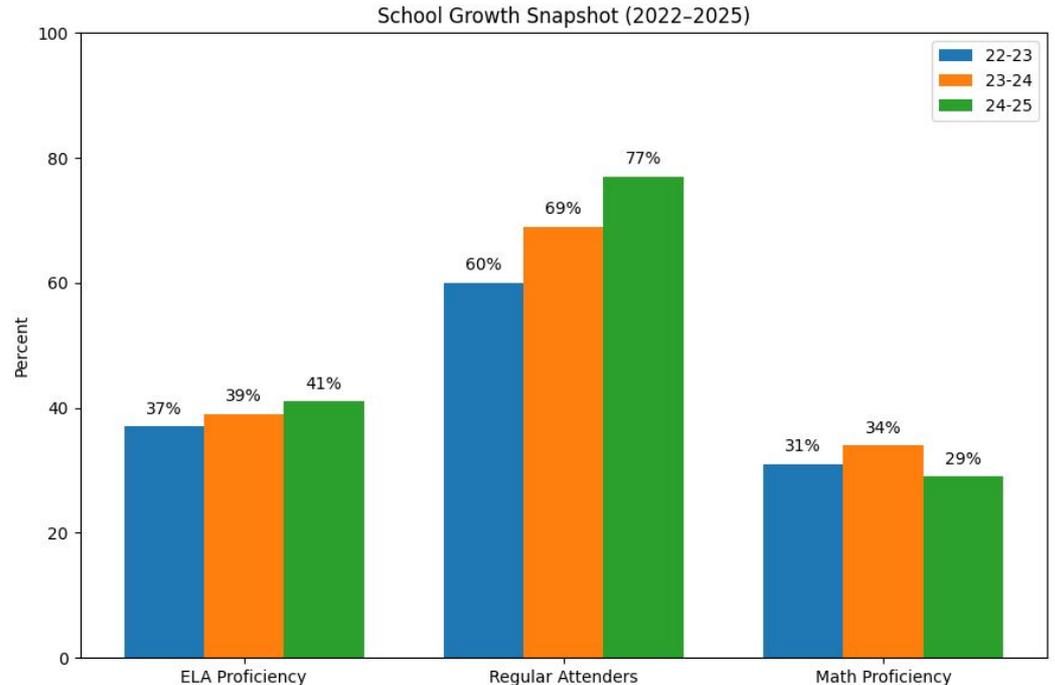
# Elmira Elementary School

**Our Vision: Provide excellence for every student so that each will reach their greatest potential.**



# Our Data

This data comes from the Oregon Department of Education's At-a-Glance School Report Card. While data helps tell part of our story, the real work behind these results happens every day in our classrooms. At Elmira Elementary, our work is grounded in three core ideas: **relationships, rigor, and relevance.**

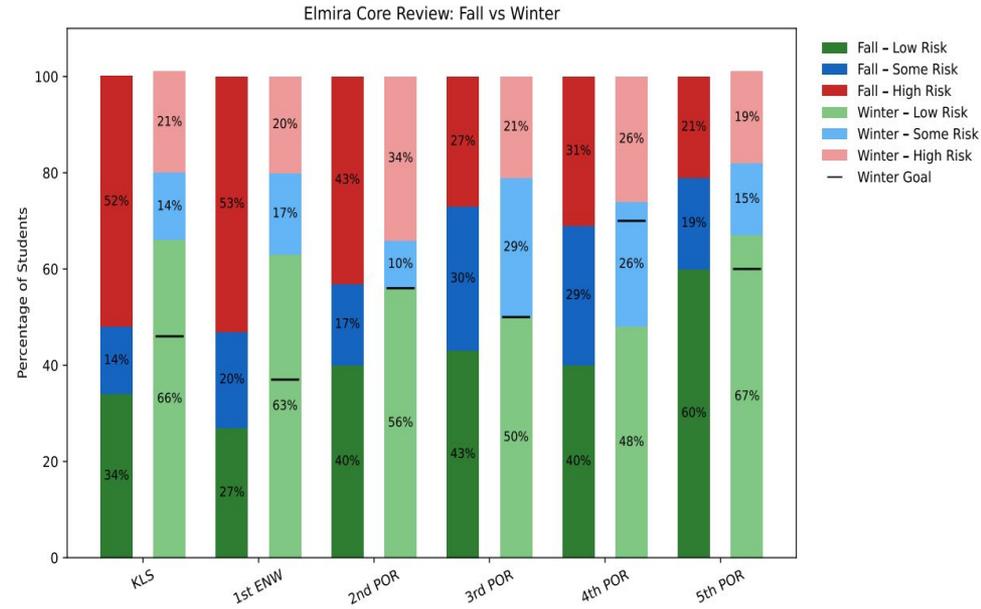




# High Expectations for Literacy

At Elmira Elementary, we maintain high expectations for literacy instruction and student growth by focusing on strong instructional practices and ongoing professional learning.

- Core Review Meetings to review instruction and student progress
- Regular Classroom Walkthroughs to support consistent instruction
- Ongoing Professional Development for staff
- ORTi framework to guide intervention and support
- LETRS Training focused on the science of reading
- ECRI for explicit, structured reading instruction



\*Data from STAR Benchmark Testing

blue

into

because

small

## Irregular Word Reading

---

You're going to learn to read new words using *say-it, spell-it, say-it*.

 \*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word.  
**My turn. The word is...** Slide finger under the word [word].
2. Touch to the left of the word.  
**Your turn. Word?** Slide finger under the word for the students to respond.
3. Touch to the left of the word.  
**Spell [word].** Tap under each letter as students spell the word.
4. Touch to the left of the word.  
**Word?** Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors

- **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
- **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

blue	into	because	small
or	other	small	because
other	into	blue	or
carry	eight	give	our

## Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- My turn.** Use the signal for each word.\* Model until students are successful with the routine.
- Your turn.** Go back to the first word on the chart. Use the signal for each word.\*
- Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.



\*Signal for each word

- Touch to the left of the word. **Word?**
- Wait 2 seconds for students to think.
- Slide finger under the word.



Correcting Student Errors

- Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
- Back up two words and use the signal for each word\* to continue presenting the words on the chart.

tree



e \_ e    ea    ee  
         e       \_ y  
         \_ ie \_    \_ ey

e	_ay	ee	ch
ea	k	_ie_	n
ee	z	ea	_ay
_ie_	ch	e	s

## Sound-Spelling Review: Advanced

You're going to practice saying sounds.

When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

1. **My turn.** Use the signal for each sound-spelling.\* Model until students are successful with the routine.
2. **Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.\*
3. **Let's do some individual turns.** I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Call on two to three students.



\*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

re-	un-	pre-	-ed
un-	pre-	re-	-ing

## Affix Review

You're going to practice reading and saying the meaning of affixes. When I slide my finger, read the affix out loud. When I slide my finger again, say the meaning out loud. I'll show you how to read and say the meaning for the first two affixes.

- My turn.** Use the signal for each affix.\* Model until students are successful with the routine.
- Your turn.** Go back to the first affix on the chart. Use the signal for each affix.\*
- Let's do some individual turns.** I will touch next to a prefix or suffix; everyone will read and say the meaning in their head. I will call one student's name and only that student will read and say the meaning out loud. Call on two to three students.

 \*Signal for each affix

- Prefix:** Touch to the left of the prefix.
- Prefix?**
  - Suffix:** Touch to the left of the suffix.
  - Suffix?**
  - Wait 1 second for students to think.
  - Slide finger under the affix.
  - Touch again to the left of the affix.
- Meaning?**
- Wait 2 seconds for the students to think.
- Slide finger under the affix.



Correcting Student Errors

- My turn.** Follow the signal for each affix and re-present the missed affix.
- Your turn.** Follow the signal for each affix\* and re-present the missed affix.
- Back up two affixes and continue presenting the sounds on the chart.

# Multi-Tier system of Support (MTSS)

At Elmira Elementary, we use a Multi-Tiered System of Supports to ensure all students receive the academic and social-emotional support they need.

## Tier 1 – Universal Supports

- PBIS school wide expectations
- Morning Meetings to build community
- Strong use of core curriculum with fidelity

## Tier 2 & Tier 3 – Targeted and Intensive Supports

### Student Support Meetings (Monthly)

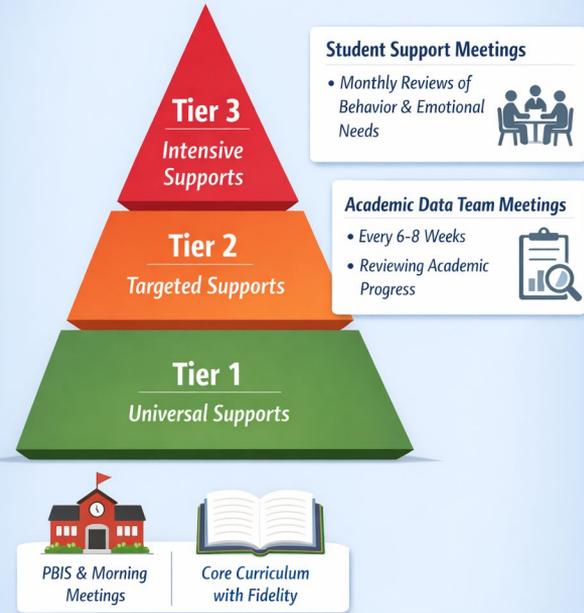
Our behavior specialist, counselor, classroom teachers, and principal meet monthly to review student data, including minor and major referrals. These meetings help us strengthen Tier 1 supports while identifying students who may need Tier 2 or Tier 3 interventions. We also discuss ways to support students emotionally, including counseling services and connections with our Family Resource Coordinator.

### Academic Data Team Meetings (Every 6–8 Weeks)

The Title teacher, classroom teachers, special education teacher, and principal meet to review academic data. This time is used to monitor Tier 2 supports and determine if students need additional Tier 3 interventions.

## Multi-Tiered System of Supports (MTSS)

Supporting Academic & Social-Emotional Success



Providing the Right Support at the Right Time.

# Fun & Relationships

We believe strong relationships help students feel connected, safe, and ready to learn.

- Weekly school wide morning meetings (The Eagle's Nest) to build community
- Field trips and assemblies that connect learning to real-world experiences
- Schoolwide activities such as IditaRead that build excitement around learning
- Family engagement nights and community events
- Schoolwide celebrations that recognize effort, growth, and positive behavior



Thank you for  
supporting our kids!

School Board Members  
Community Members  
School Staff  
Parents  
PTA and Volunteers

Questions?

