



# PRIOR LAKE-SAVAGE

AREA SCHOOLS

## Local Literacy Plan



*Updated June 2017*

## **Reading Well by Third Grade**

### Statute 120B.12

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade three. A local literacy plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district Web site.

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading Well by grade three ensures that students have a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace.

**1. What are our district goals or objectives to determine how reading proficiency will be ensured for ALL students in kindergarten through third grade?**

**District Goals**

<b>MCA</b>	<b>On the Minnesota Comprehensive Assessment - (MCA-III), at least 85 percent of third grade students will score at or above the proficient level.</b>			
	Year	MCA	District Percentage of Students Proficient	State Percentage of Students Proficient
	2013	MCA III	70.5%	57.2%
	2014		71.9%	58.1%
	2015		70.7%	59.6%
	2016		65.2%	57.5%
2017		<i>Results Pending</i>	<i>Results Pending</i>	
<b>AIMSweb</b>	<b>On the AIMSweb spring benchmark(s), at least 80% of the students kindergarten through third grade will score at or above the 35<sup>th</sup> percentile (National Norms) on grade level measures.</b>			
	Year	Grade	AIMSweb Benchmark CBM Assessment	District Percentage of Students Proficient
	2017	K	LSF	55.14%
			LNF	54.83%
			NWF	46.86%
		1	NWF	48.29%
	ORF	60.43%		
	2	ORF	62.14%	
	3	ORF	69.17%	

In addition to our student achievement goals, the way we identify reading needs for all students continues to be examined. To ensure a district wide continuum of reading support, data collection and data interpretation are part of our decision-making process. Grade level teams work collaboratively using written district guidelines for supplemental support. (Appendix A)

**2. How is comprehensive scientifically based reading instruction consistent with**

## **section 122A.06, subdivision 4 consistently implemented?**

The local literacy plan provides a structure to deliver comprehensive reading instruction for all students kindergarten through third grade. The plan includes research based instruction, supplemental intervention supports, data analysis, and communication to stakeholders.



### **Continuum of Reading Support**

#### **Core Classroom Instruction**

High quality curriculum instruction and supports are provided for all students utilizing scientifically based reading research to teach all components of reading.

Teachers have clear objectives for implementing the core reading curriculum and adjusting the instructional complexity. Classroom procedures and supports are firmly in place to facilitate differentiation. Monitoring of student success allows for continuous adjustment of instructional decisions.

Literacy Walk-Throughs continue to be a goal in our district in each of the elementary classrooms. The purpose of the 3-5 minute visits is to identify areas of strengths and areas of need in reading instruction. As a result of Literacy Walk-Throughs, Learning Teams reflect on their reading student achievement goal and use timely data to drive instructional decisions. Professional development is job-embedded and continuous. All teachers who instruct reading are required to attend these sessions as a way to refine instructional practices.

Beginning in summer 2017, we will begin a thorough and comprehensive analysis of our elementary core reading instruction practices, curriculum, and monitoring, focused on identifying areas of need (both in terms of resources and PD).



#### **Supplemental Instructional Support**

Small group instruction for students in grades needing additional support is provided by a Reading Interventionist in grades K-2 and with a classroom teacher in grades 3-5. The interventions are targeted, scientifically based, and aligned with core curriculum.



#### **Intensive Instructional Support**

Reading interventionists and classroom teachers meet the individual needs of the most at-risk students by providing intensive strategic instructional supports.

#### **Movement through the Continuum**

Movement through the continuum is a fluid process based on student assessment data and collaborative team decisions through grade level meetings, interventionist meetings, and Problem Solving Team meetings..

We continue to refine our model and improve our program via diligent professional development efforts. Our practices of collaboration, problem solving, data analysis, and implementation of evidence-based practices will result in increasing student achievement.

## Essential Elements of Core Instruction

Core reading instruction requires that **ALL** students receive access to the materials and instruction included in the reading curriculum. Common assessments and the Fountas and Pinnell Benchmark Assessment results are used to monitor and maintain the ongoing cycle of reading success. Differentiated instruction occurs in flexible small groups and with individuals during the reading workshop timeframe. For a detailed description of the rhythm of core reading as well as descriptors of balanced literacy, see Appendix B.

<b>Component</b>	<b>Instruction</b>
<b>Materials</b>	<b>Reading Workshop</b>
Making Meaning Benchmark Education Words Their Way Reading Units of Study <i>Phonemic Awareness for Young Children (K-2)</i> Classroom Library	<ul style="list-style-type: none"> <li>● Read Aloud/Mini-lesson</li> <li>● Guided Reading</li> <li>● Word Study (phonics, phonemic awareness, spelling, vocabulary)</li> <li>● Shared Reading</li> <li>● Independent Reading/Reading Conferences</li> </ul>
<b>Instructional Organizations</b>	<ul style="list-style-type: none"> <li>● Whole group (mini-lessons)</li> <li>● Small group instruction for application of skills, reteaching, and/or additional practice as determined by need</li> <li>● Individual practice time</li> </ul>
<b>Instructor</b>	<ul style="list-style-type: none"> <li>● Highly qualified classroom teacher</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Screening, benchmarks, conferences, formative, and common summative assessments</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>● Core instruction for reading 60 minutes daily</li> <li>● Additional application of skills in content areas throughout the day</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>● General education</li> </ul>
<b>Supports</b>	<ul style="list-style-type: none"> <li>● Encouragement of parent-school partnerships</li> <li>● Home practice and support</li> <li>● Provision of parent training as needed</li> </ul>

	<ul style="list-style-type: none"><li>• Professional development for school personnel</li><li>• Data review</li></ul>
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## Essential Elements of Supplemental Supports

Screening assessments are administered to all students three times a year to determine whether students are making progress or need extra support. Based on the screening tool and additional data, supplemental supports are put in place. Supplemental supports refer to targeted instructional practices that support the core reading adoption. The instruction is aimed at accelerating students' growth who fall below the benchmarks. Supplemental instruction is systematic, explicit, and aligned with core reading instruction. Instructional interventions are differentiated, scaffold, and targeted based on the needs of students as determined by assessments. Weekly progress monitoring assessments are utilized to inform instructional decisions.

<b>Components</b>	<b>Instruction</b>
Materials	<ul style="list-style-type: none"> <li>● Use of evidence based reading instructional practices that support the core reading curriculum and target the five areas of reading and MN Reading ELA Standards</li> </ul>
Instructional Organizations	<ul style="list-style-type: none"> <li>● Small group</li> <li>● Explicit instruction targeting specific skills</li> <li>● Opportunities for review, practice, and feedback</li> </ul>
Instructors	<ul style="list-style-type: none"> <li>● Reading Interventionists</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>● Weekly progress monitoring</li> <li>● Reading records</li> </ul>
Time	<ul style="list-style-type: none"> <li>● 30 minutes 5 times a week (defined by our calendar)</li> <li>● Is in addition to core reading curriculum</li> </ul>
Setting	<ul style="list-style-type: none"> <li>● General education</li> </ul>
Supports	<ul style="list-style-type: none"> <li>● Reading Interventionists</li> <li>● Classroom Teachers</li> <li>● Home school connection</li> <li>● Professional development</li> <li>● Grade level teams</li> </ul>

## Essential Elements of Intensive Instructional Support

Intensive targeted interventions are provided for students who have not responded adequately to one or more supplemental interventions. This small percentage of students requires more explicit, intensive, and specifically designed interventions to meet the individual needs in one of the five areas of reading. Diagnostic and weekly progress monitoring assessments are utilized to inform instructional decisions.

<b>Components</b>	<b>Instruction</b>
Materials	<ul style="list-style-type: none"> <li>● Use of evidence based reading instructional practices where emphasis is on specific individualized support in one of the five critical areas of reading and MN Reading ELA Standards</li> </ul>
Instructional Organizations	<ul style="list-style-type: none"> <li>● 1:1 priority</li> <li>● Explicit instruction targeting specific reading skills</li> <li>● Title 1 intervention at specific sites</li> <li>● Opportunities for review, practice, and feedback</li> </ul>
Instructors	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Reading Interventionists</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>● Weekly progress monitoring</li> <li>● Diagnostic assessments</li> </ul>
Time	<ul style="list-style-type: none"> <li>● 10-20 minutes</li> <li>● Priority 3-5 times a week (defined by our calendar)</li> <li>● In addition to core reading curriculum</li> <li>● In addition to supplemental Tier 2 support</li> </ul>
Setting	<ul style="list-style-type: none"> <li>● General education or appropriate setting for 1:1 instruction</li> </ul>
Supports	<ul style="list-style-type: none"> <li>● Classroom teachers/Reading Interventionists</li> <li>● Home-school connection</li> <li>● Professional development</li> <li>● Grade level teams</li> </ul>



### 3. What assessments are used to identify reading proficiency?

Assessment	Frequency	Proficiency Determined
AIMSweb Reading CBM (screening)	K-3 (Fall Winter Spring)	At or above the 50 <sup>th</sup> percentile
Fountas and Pinnell Reading Benchmark Assessment	K-2 (Fall, Winter, Spring)  Grade 3 (Fall for all students), (Winter/Spring for students below criteria)	Grade level quarter standards
NWEA (MAP Reading)	Grades 2-3 (Fall, Winter, Spring)  Grade 3 (Fall/Spring for all students), (Winter for students below criteria)	MAP Reading RIT scores and national percentiles are used to determine student need and growth.
MCA Reading	Grade 3	“Meet Proficiency” based on state index rate

Grade level teams consider multiple data when designing reading instruction and when making instructional decisions regarding enrichment or remediation. Elementary students who do not meet the district benchmark targets for their current grade level are identified for supplemental reading intervention instruction using set district criteria. For students whose data profile may be just above of the district intervention criteria, there is an appeal process in place to ensure that all students who need intervention receive the support.

#### How are results communicated with parents?

Information about a student’s reading progress is shared at parent teacher conferences. When a student is identified for a reading intervention, the following steps for parent communication occur:

Step 1- Classroom teacher will communicate intervention process with parents/guardians

Options:

- Phone call/or email
- Parent teacher conference (if timely)
- Individual meeting

Step 2- Send home the following forms after Step 1

- Parent Permission Letter
- RtI Brochure

Step 3- Parent permission letter is returned. For students whose letter is not returned, the classroom teacher will call home to obtain verbal permission and indicate the date of the verbal permission is granted.

Step 4- If permission is given, the student will begin intervention services the day after the letter is received back at school. If permission is not given, the student will not receive intervention services.

#### **4. How do elementary schools within the district notify and involve parents to accelerate literacy development for their children in kindergarten through third grade?**

An overview of balanced literacy is presented at curriculum night(s). Tips are given to caregivers for supporting or extending reading skills in the home environment. Information concerning literacy development is also communicated during conferences and through phone calls. We communicate with district families on what is being instructed and practiced in reading.

\*Reading Interventionists at each elementary school notify and involve parents by collecting input from an end-of-year survey and information nights two times a year.

The samples listed below include *some* ideas for parents to build literate practices at specific grade levels. If a student is not at grade level, more specific supports are given. This is how we are currently helping families, but as a district it is our goal to have a few common supports across buildings.

#### **Kindergarten:**

- Newsletters outlining these concepts: sight words, phonics, phonemic awareness
- “Tips and Tricks” on how to rhyme, etc.
- Mini readers
- Reading Log with suggested minutes throughout the year
- “I Love to Read” month calendar
- Book bags (Book Buddies) with leveled readers for at home practice
- Lending Library
- Word sorts with informational letter
- Letter-sound mini set
- ABC chart (as needed)
- Leveled Literacy take-home books and parent letter (as needed)

### **1<sup>st</sup> Grade:**

- Reading logs (a place for students to record books they read)
- A list of different ways to “Read With Your Child”
- A bookmark reminder “How to Solve New Words”
- Information “How to Find a Just Right Book”
- Poetry binder (reinforce phonics, sight words, and fluency)
- Word Sort weekly practice
- Fluency practice (as needed)
- Book bags
- Lending Library
- High Frequency words at each student’s individual level
- Leveled Literacy take-home books and parent letter (as needed)

### **2<sup>nd</sup> Grade:**

- Reading logs
- Reading question cards
- Reading response cards
- Book report graphic organizer
- Chapter book graphic organizer
- RAZ-Kids
- Communication about “just right” books at conferences or open house
- Leveled Literacy take-home books and parent letter (as needed)

### **3<sup>rd</sup> Grade:**

- Education City
- FrontRow
- RAZ-Kids
- IXL
- Monthly reading logs
- Communication about “just right” books at conferences or open house
- Leveled Literacy take-home books and parent letter (as needed)

### **5. What interventions will be available to students not reading at grade level in kindergarten through grade three?**

Our district has worked intentionally to seek appropriate interventions for students who are below grade level in reading.

Tier 2 Interventions:

Interventions used in the beginning of the year for kindergarten include interactive writing, language-experience approach (LEA), name practice, oral games (developing phonological

awareness), shared book experience, sight word practice, tracing letters, and magnetic letter sorting activities. Interventions utilized throughout the year in grades K-5 include Leveled Literacy Intervention (LLI) and Comprehension Strategies Kit (CSK). LLI is designed to provide supplementary reading instruction in the areas of phonics, word work, fluency, comprehension, and writing. CSK scaffolds and uses detailed instruction to teach six comprehension strategies in both fiction and nonfiction. The CSK lessons are delivered using the gradual release of responsibility model. Students make the progression from teacher modeling to guided practice and finally independent work. Both LLI and CSK align with our core reading instructional format.

Our district’s goal is to address a student’s specific reading need with a matching intervention. Alternative interventions may be provided in the areas of phonics, phonemic awareness, fluency, or comprehension if data indicates a need.

Additional Tier 3 reading interventions:

Comprehension	Repeated Reading with Comprehension Strategy Practice, Mental Imagery, Click or Clunk, Making Inferences
Fluency	Letter Combination, High Frequency Words, Repeated Reading, Assisted Reading, Echo Reading
Phonics	Connect Letter and Sounds, Action Phonics, Blending Words, Connecting Letters and Sounds in Sequence (Elkonin boxes)
Phonemic Awareness	<i>Phonemic Awareness in Young Children</i> , Phoneme Segmentation, Phoneme Blending

**How will interventions be delivered and how will parents be informed of student progress?**

The Tier 2 evidence-based interventions are provided five days a week for thirty minutes as determined by our school calendar. All students receiving an intervention will be progress monitored weekly using AIMSweb as the data collection tool. Progress will be monitored closely to make instructional decisions using rate of improvement, LLI reading records, and grade level benchmark targets. Information is shared with parents during conferences.

When students are not making expected progress classroom teachers and reading interventionists meet to discuss instructional adjustments. The adjustments could include a modification of an existing intervention or an intervention change. If the adjustments do not increase the rate of improvement, the student may be referred to the Problem Solving Team. The team will utilize the problem solving steps to determine a specific reading need and provide a more specific Tier 3 intervention.

**What qualifies a student exiting from an intervention?**

Before exiting a student from an intervention, there must be converging data to support the movement (*i.e., MAP, Fountas and Pinnell Benchmark Assessment, and progress monitoring data*). Classroom teachers and interventionists use data to determine if the student is responding to the intervention. If the student’s data profile indicates grade level performance, an exit from

the intervention takes place and parents/guardians are sent an exit letter. Protocols have been devised that outline the steps classroom teachers and reading interventionists take when a student exits intervention.

**6. How will elementary teachers participate in and benefit from professional development on scientifically based reading instruction?**

Prior Lake-Savage Area Schools have done extensive research in the area of reading, resulting in system-wide changes in how we refine instructional practices, use and interpret data, intervene with students, and offer professional development. To ensure all students receive quality instruction in reading, ongoing professional development includes:

General Education K-5 Teachers	Ways to Intervene
<p><u>The Five Areas of Reading:</u>  <i>Phonemic Awareness</i>  <i>Phonics</i>  <i>Vocabulary</i>  <i>Fluency</i>  <i>Comprehension</i></p> <p><u>MN Academic Standards</u>  <i>Reading Standards</i></p> <p><u>Reading Workshop:</u>  <i>Read Aloud</i>  <i>Independent Reading</i>  <i>Reading Conferences</i>  <i>Shared Reading</i>  <i>Guided Reading</i></p> <p><i>Fountas and Pinnell Benchmark Assessment</i>  <i>Reading Units of Study</i>  <i>Making Meaning (supplemental)</i></p>	<p><u>Remediation:</u>  <i>Tier 1 Intervention Flip Book</i>  <i>Fountas and Pinnell Leveled Literacy Instruction</i>  <i>Grade Level Intervention Block</i></p> <p><u>Enrichment:</u>  <i>Reader’s Theater</i>  <i>Reading Clubs</i>  <i>Small Group Reading</i>  <i>Junior Great Books</i>  <i>Grade Level Intervention Block</i></p> <p><u>Process:</u>            Collaborative Data Analysis through:  <i>Grade Level PLCs</i>  <i>Buidling Problem Solving Teams</i>  <i>Building Child Study Teams</i></p> <p>Continual Progress Monitoring through analyzing and using the following data to drive instructional decision making:  <i>Benchmark Data</i>  <i>Screening Data</i>  <i>Formative Assessments</i>  <i>Summative Assessments</i></p>

Our intent is to build on the teachers’ strengths and identify areas that need further support. Teachers are:

- learning each student’s reading profile
- scaffolding for success

- intervening with a learning target in mind
- gaining expertise in how to differentiate to meet the needs of all students
- moving students toward independence
- triangulating data to inform instructional decisions
- participating in Literacy Walk-Through follow-up training

Having this foundation of professional development, our goal for teachers is to provide high quality reading instruction for all students. In addition, these instructors will serve as members of their specific grade level team, conduct assessments, provide Tier 3 reading interventions (if needed), and serve on the Problem Solving Team as needed.

### **7. How do elementary teachers effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students?**

It is our goal to provide instruction tailored for individual needs. EL students receive core reading in the general education classroom. In addition, their specific oral language and linguistics needs are met in a variety of ways based on the results of ACCESS or Pre-LAS. Our EL staff have been trained in Sheltered Instruction Observation Protocol Model (SIOP). This helps facilitate high quality instruction in content area teaching. Listed below are supports for our EL students.

#### **Collaboration between EL and the classroom teacher:**

- Content-based teaching
- Team teaching and push-in services
- Curriculum adaptation and modification  
(E.g., scaffold lessons, build background, offer visual supports)
- Parent-teacher conferences

Our district's goal is to increase practices which directly impact the proficiency of academic knowledge and language for our EL population. Our EL teachers work to support classroom teachers understanding and application of the following strategies to support reading instruction of EL learners:

1. Determine prior knowledge and knowledge of key vocabulary
2. Pre-teach concepts and vocabulary using student friendly language and visuals
3. Provide and model sentence frames during a picture walk
4. Allow lengthy wait time when questioning or engaging students in a story

Our EL teachers, classroom teachers, and intervention teachers work closely together to support our EL population. In addition, for students who qualify for intervention based on district criteria and language readiness, these students also receive an extra 30 minutes of instruction outside of core instruction from either a Reading Interventionist or a classroom teacher, depending on their grade level.

Further professional development is planned for the 2017-18 school year for classroom, intervention, and EL teachers.



## Appendix A

### Supplemental Support Process

#### 1. Identify Students

- Review multiple data points to look for convergent data, indicating a need:
  - AIMSweb data, 25<sup>th</sup> percentile and below from AIMSweb Aggregated Norms
  - NWEA MAP Reading, 39<sup>th</sup> percentile and below from NWEA National Norms 2011
  - MCA III Reading, Partially and Does Not Meet proficiency
  - Fountas and Pinnell Benchmark Assessment System, Grade Level Text according to National Norms
- Use the above data points to identify students for interventions

#### 2. Goal Setting (AIMSweb)

- Determine the goal area
- Goal needs to be length of school year, targeting the Spring 50<sup>th</sup> percentile based on AIMSweb Aggregated Norms

#### 3. Progress Monitor

- At least one time per week
- At grade level
- Administered by a person trained in AIMSweb

#### 4. Review Data at Regular Intervals

- Prior to considering changes to an intervention, at least six-eight data points have been collected
- Review data to consider if intervention is working

#### 5. Reading Interventions and Classroom Teachers Make Instructional Changes Based on Data

*\*Before exiting a student from an intervention, there must be converging data to support the change. E.g., MAP, AIMSweb, and Fountas & Pinnell Benchmark Assessment*

- Data indicates the intervention is working- continue intervention or consider an exit
- Data indicates the progress is inconsistent- continue with intervention and review progress
- Data indicates the intervention is not working- make adjustments to the intervention
- When data indicates a student is not making the expected progress and adjustments have been made to the intervention, the classroom teacher, grade level team, or reading interventionist may consider a Problem Solving referral

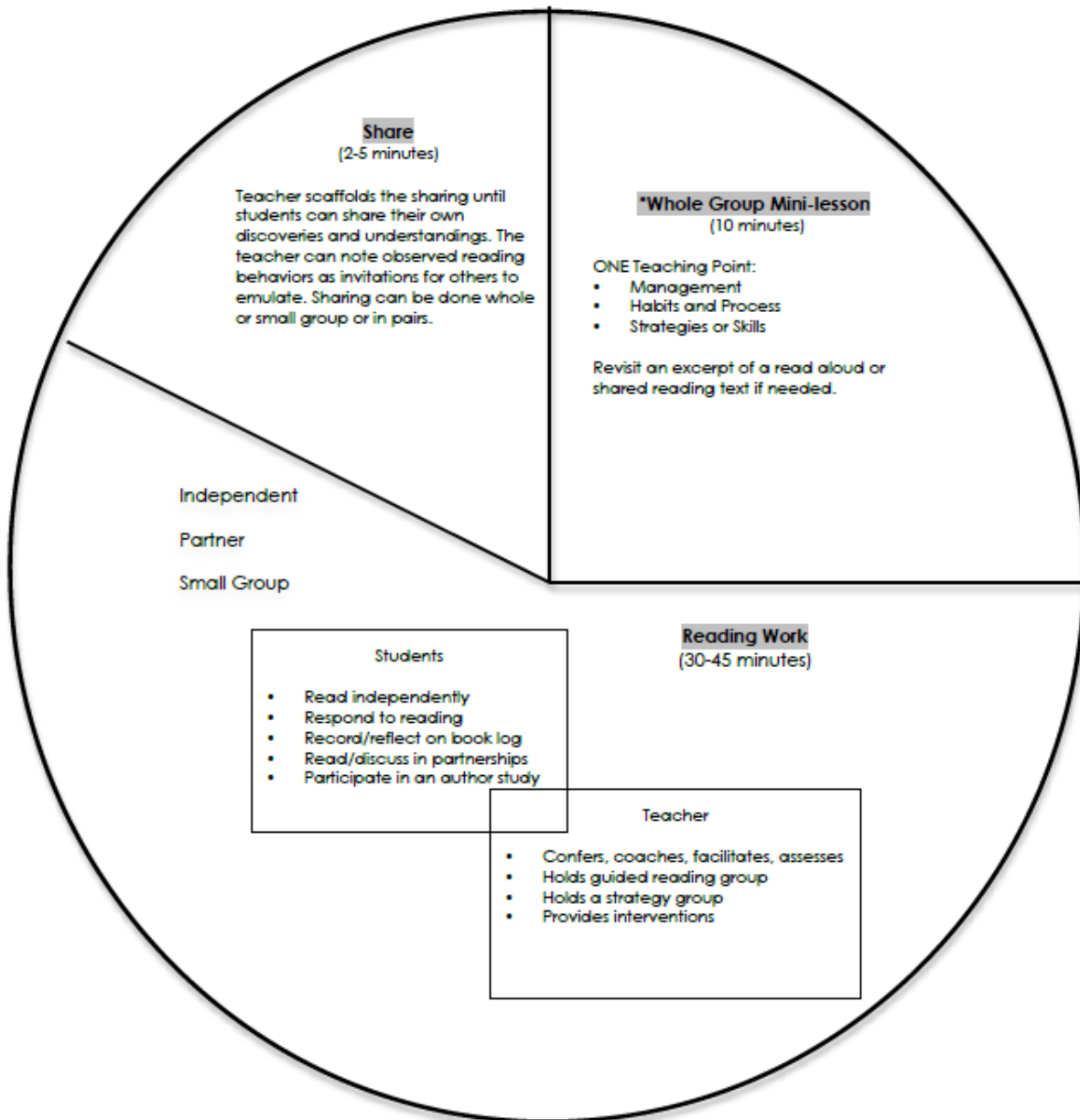


## Appendix B

### Rhythm of core reading

#### The Reading Workshop Structure

Note: The read aloud is outside of the mini-lesson.



## **Appendix B Continued**

### **Balanced Literacy Descriptors**

#### **Read Aloud**

The teacher reads aloud while demonstrating fluency and shares “in the head” comprehension strategies that are used to make meaning. Reading aloud to children is for pleasure and for instructional purposes.

#### **Writing Demonstrations**

The teacher explicitly shows students how to compose text; making decision “out loud” while moving through the writing process.

#### **Shared Reading**

The teacher reads with the students, fostering a love for reading, while at the same time demonstrating habits and behaviors of a fluent, strategic reader. Students interact with the experience by viewing the seen text and reading along either silently or orally.

#### **Shared Writing**

The teacher and the students work together to compose a text. Students provide the ideas and the teacher acts as the scribe demonstrating support of the writing process, craft, and mechanics.

#### **Guided Reading**

The teacher works with small groups of children on text that closely matches their needs, abilities, or interests. The teacher is the facilitator in which students receive support as they talk, question their way through texts. Ongoing observation and assessment is the mainstay of this small group strategy method that drives instruction.

#### **Guided Writing (Conferences)**

The teacher provides instruction and guidance through conferences as students experiment with previously demonstrated writing techniques through mini-lessons.

**Independent Reading**

The teacher provides time daily for the students to read self-selected literature. Teachers help students build stamina and motivation to become life-long readers.

**Independent Writing**

The teacher provides time for students to write for meaningful purposes across the content areas while applying skills and strategies of the writing process and craft of writing.

**Word Study**

The teacher provides explicit instruction of how words work. Direct application to reading and writing is the goal, not just memorization for “the test. Key components: spelling, vocabulary, phonics, and phonemic awareness.