

Pelican Rapids School District #548 Local Literacy Plan

Reading Well by Third Grade (Statute 120B.12)

We will ensure reading proficiency for all students at each grade level Kindergarten through Grade 3 by:

- Developing and implementing Essential Learning Outcomes (ELOs) for English Language Arts (Based on 2010 Minnesota Standards) in all K-3rd grade core reading instruction
- Aligning our PreK-3 Essential Learning Outcomes (ELOs) horizontally and vertically
- Creating Common Formative Assessments (CFAs) for ELOs and using these to guide instruction in Tier 1, Tier 2, and Tier 3
- Using data systematically in our Response to Intervention framework to specifically target student needs and determine needed interventions through professional collaboration and embedded reading intervention blocks within our schedule
- Students will meet proficiency by achieving the Spring benchmark in AIMSWEB (K-3) and by meeting the guided reading level for each K-2 grade level.

Our Kindergarten through Grade 3 reading proficiency assessment plan includes the following components:

- K-3 Intervention teachers will use AIMSWEB screening to benchmark all students' reading proficiency each Fall, Winter, and Spring
 - Students who are below grade level benchmark are provided small group interventions and progress monitored every 2 weeks
 - Progress monitoring data is reviewed each month during the Tier II Teacher Collaboration meeting which includes grade level teachers, intervention teachers, Special Education teachers, and the principal
- K-2 classroom teachers will use the Treasures curriculum diagnostic tools for all students at least in the Fall, Winter, and Spring. Third grade will use the diagnostic as needed.
 - The need for additional diagnostic tools will be explored in 2012-13.
- K-2 Classroom teachers will use the Observation Survey to assess all students in the Fall, Winter, and Spring.
- K-3 Classroom teachers will assess all Essential Learning Outcomes with Common Formative Assessments.
- All diagnostic, screening, and classroom assessment data is used to plan core instruction and intervention instruction.
- Parents will be informed of this assessment plan during pre-conferences before the beginning of each school year
- Individual student progress will be shared with parents during Parent-Teacher conferences each fall and winter using the AIMSWEB box and whiskers chart

- A Student Literacy Folder will follow students from Kindergarten through 3rd grade. This data will be reviewed with parents at Parent-Teacher Conferences. The Literacy Folder will include the following components:
 - Literacy Progress Template (includes scores for AIMSWEB, guided reading levels, observational survey, and any additional diagnostic information)
 - High Frequency Word List
 - Writing Samples

We will encourage parent involvement in accelerating their child's literacy development by:

- Explaining our assessment plan and current student reading proficiency data during individual teacher/parent pre-conferences
- Explaining and distributing each grade level's Reading Essential Learning Outcomes at parent-teacher conferences (before school begins, fall, winter)
- Explaining our Response to Intervention Tier II teacher collaboration process and 30 minute daily reading intervention block at parent-teacher conferences
- Providing literacy tools, resources, and strategies during Parent-Teacher conferences and Title I Family events
- Working with our Parent Liaison to encourage parents to visit classrooms or become volunteers to read with students

We will explain our intervention process to a public audience by:

- Annually devoting at least one in-depth review of this process in the district newsletter
- Reporting AIMSWEB grade level data in school newsletters and at school board meetings
- Posting our Local Literacy Plan on the district website

Teachers will participate in and benefit from professional development on scientifically-based reading instruction by:

- Collaborating monthly as grade level teachers to discuss Tier I reading instruction by developing common assessments for the Reading Essential Learning Outcomes and making instructional decisions based on student achievement of these common assessments (65 minutes embedded into the school day)
- Collaborating monthly as grade level and intervention teachers to discuss classroom and progress monitoring data to determine which students require additional Tier II interventions (65-90 minutes embedded into the school day)
- Collaborating each trimester as vertical teams to review grade level essential learning outcomes (staff in-service days)
- Participating in monthly staff meetings that are devoted to teacher learning

- Participating in the Lakes Country Service Cooperative Best Practice Network focused on formative assessments
 - All teachers' training: August 27, 2012 and January 21, 2013
- Having multiple options for summer staff development as supported through our School-wide Title I funding
 - August 7-8: Elementary Literacy Institute (Ralph Fletcher and Kari Ross)
 - August 23: Guided Reading training with area Literacy Coach
- On-going coaching for K-2 on Guided Reading by area Literacy Coach from a Cultural Collaborative School District partnership
- On-going coaching for K-3 on balanced literacy best practices by School of Excellence supports (Focus School Improvement Plan)
- Professional development objectives will be based upon our school improvement and school-wide Title plan
 - Student literacy progress and performance on
 - Teacher performance data will include a compilation of walk-through information

Comprehensive scientifically –based reading instruction is consistently implemented through the elementary by:

- K-3 Essential Learning Outcomes are vertically aligned to state standards and assessed with Common Formative Assessments
- A minimum of 90 minutes of core/Tier I instruction plus 30 minutes Tier II intervention
- A balanced literacy model: direct instruction, small group instruction, and individual instruction – Treasures curriculum
 - Implementing Guided Reading K-2 (Exploration and training to occur in 2012-13)
 - Aligned high frequency word list for K-3

Training and support will be provided so that all elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students by:

- Sheltered Instruction Observation Protocol is implemented by our district
 - On-going training opportunities and staff discussion are offered to staff
 - Monthly staff meetings are learning opportunities for the SIOP instructional strategies and a measure of current implementation
 - Principal daily classroom walk-through observations measure current state of implementation

Data submitted annually to the Commissioner will be posted on the district website and include the following:

- AIMSWEB Early Literacy/Reading Spring Benchmarks are used to determine proficiency:
 - Kindergarten: Letter Sounds, Phoneme Segmentation, and Nonsense Word Fluency (blending)
 - First Grade: Phoneme Segmentation, Oral Fluency
 - Second Grade: Oral Fluency
 - Third Grade: Oral Fluency
- K-2 Teachers use diagnostic tools to assess guided reading levels in the Fall, Winter, and Spring
- Grade level teachers, intervention teachers, and the principal review progress monitoring data (based on AIMSWEB screenings, common formative assessments, and diagnostic information) at monthly collaboration meetings embedded into the school day