

## **Lake of the Woods School District #390 Local Literacy Plan**

### **Statement of Goals and Objectives:**

Lake of the Woods School District will ensure that every student will be reading at or above grade level no later than the end of grade 3 by providing research based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary and comprehension as measured by the third grade MCAs. Reading proficiency is defined as students being able to read at grade level with fluency, accuracy, comprehension, and with appropriate expression.

According to the 2011 MCA data, all third graders were 68% proficient and students in the Free and Reduced Lunch group were 67% proficient. The goal is to increase reading proficiency for all students by at least 5% per year until 100% of students meet or exceed academic standards.

Minnesota also reports data on student growth from year to year. Even though students may not meet standards they can show academic growth in reading. Minnesota's Growth Model Results for our school for students who were third graders in 2010 and fourth graders in 2011 will also be included in this literacy plan. The 2011 MCA data shows that Lake of the Woods Elementary fourth graders improved from 69.7% proficiency rate as third graders, to 87% making high to medium growth in 2011. Lake of the Woods Elementary's goal for high to medium growth in reading will improve from 87% to 90% on the 2012 MCAs.

Lake of the Woods School District uses a balanced literacy approach to teach reading. A balanced approach includes a combination of whole group, small group, and individualized instruction to meet all student needs in reading. Areas of instruction include: phonics and decoding skills, vocabulary development, fluency when reading, and comprehension skills. Title I and classroom remediation will be provided for students not making adequate growth to meet grade level goals. Special Education services are also provided for those students who qualify. Those students have an Individual Education Plan developed based on their needs to help them make growth in reading.

### **Statement of Process to Assess Students Level of Reading Proficiency:**

To determine if students are meeting grade level expectations instructors follow a process of using assessments that include screenings, diagnostic, and progress monitoring. Screenings are often quick measures of overall ability

and critical skills known to be strong indicators that predict student performance. Screenings are done with all students in the fall and spring of the year. Initial screening is done using Title I assessments and MAP testing results to determine where each child is at in their reading journey and where they may need additional instruction to meet expectations. Diagnostic testing is used to determine classroom lessons based on the needs of the children to include whole group, small group, and individual instruction. Progress monitoring is used to determine if the children are making adequate progress throughout the school year.

All student reading achievement data is reviewed by grade level instructors and the Title I staff using the tools listed in the table below. All students are monitored informally on a monthly basis. Staff reviews and reports progress to parents on a quarterly basis.

<b>Grade Level</b>	<b>Assessment Tools and Use</b>	<b>Skill Assessed</b>	<b>Assessment Time Frame and Administered By:</b>	<b>Criteria for End of Grade Level Proficiency Scores</b>
Kindergarten	Early Intervention in Reading (EIR) Rhyme Screening	Rhyming	Fall and Spring  Title One and/ or Classroom Teacher	Rhyme 100% of words
	Letter Recognition- Screening and Progress Monitoring (EIR)	Letter Recognition of Upper and Lower Case Letters (52)	Fall, Winter, Spring  Title One and/ or Classroom Teacher	Identify 100% of lower and uppercase letters

	Sounds Test Blending and Segmentation (EIR) - Screening and Diagnostic	Letter Sounds Blending and Segmentation	Fall and Spring  Title One and/or Classroom Teacher	Identify all consonant, and all long and short vowel sounds.  Blend & Segment all one syllable (CVC) pattern words.
	Measure of Academic Progress (MAP)- Screening and Diagnostic	Phonological Awareness, Phonics, Concept of Print, Vocabulary and Word Structure, Comprehension, and Writing	Fall, Winter, and Spring  Title One Teacher and/or Classroom Teacher	End of year mean RIT score of 158.
<b>First Grade</b>				
	Blending and Segmentation Test (EIR) - Screening and Diagnostic	Phoneme Blending and Segmentation	Fall  Title One Teacher	Identify all consonant and all long and short vowel sounds.  Blend & Segment all one syllable (CVC) pattern words.
	Letter Recognition Test (EIR)- Screening	Letter Recognition	Fall  Title One Teacher	Identify 100% of letters.

	Letter Sound Test (EIR)- Screening	Letter Sounds	Fall Title One Teacher	Identify 100% of sounds.
	Running Records- Progress Monitoring	Fluency	Every two weeks Title I teacher	Students will read 54 words per minute or more correctly.
	Qualitative Reading Inventory (QRI) - Screening and Diagnostic	Word Accuracy, Fluency, and Comprehension	Winter and Spring Title One Teacher	Students will correctly read 54 words per minute or more correctly.  Students will read with 94% or more word accuracy.  Students will score at the Instructional or Independent comprehension level on a grade level passage.
	Measures of Academic Progress- Screening and Diagnostic	Phonological Awareness, Phonics, Concepts of Print, Vocabulary and Word Structure, Comprehension, and Writing	Fall, Winter, and Spring Classroom Teacher	End of year mean score of 177 or above.

<b>Second Grade</b>				
	Dolch Sight Words-Screening	Word Recognition	Fall, Winter, and Spring  Classroom Teacher	100% of the grade 2 level sight words
	Running Records-Progress Monitoring	Fluency	Every two weeks by Title I staff	Students will read 75 words per minute or more correctly.
	Measures of Academic Progress-Screening and Diagnostic	Vocabulary, Comprehension, and Literature	Classroom Teacher	End of year mean RIT score of 190 or above.
	Qualitative Reading Inventory (QRI) - Screening and Diagnostic	Word Accuracy, Fluency, and Comprehension	Fall and Spring  Title I Teacher	Students will read 75 words per minute or more correctly.  Students will read with 94% or more word accuracy.  Students will read at an Instructional or Independent comprehension level a

				on grade level passage.
<b>Third Grade</b>				
	Qualitative Reading Inventory (QRI) - Screening and Diagnostic	Word Accuracy, Fluency, and Comprehension	Fall and Spring  Title One Teacher	Students will read 90 or more words per minute correctly.  Students will read 94% word accuracy or above.  Students will read at the Instructional or Independent comprehension level a grade level passage.
	Running Records- Progress Monitoring	Fluency	Every two weeks  Title I teacher	Students will read 90% or more words per minute correctly.
	Measures of Academic Progress- Screening and Diagnostic	Vocabulary, Comprehension, and Literature	Fall, Winter, and Spring  Classroom Teacher	End of year mean RIT score of 199 or above.

The teachers will use the results of the testing, screening, and progress monitoring to help create whole group, small group, and individual instruction for the students. Groups for instruction are changed based on the needs of the

children. Proficiency is determined at each grade level based on the information in the table above.

Teachers have created a template for grade level reporting that includes tools used for screening, diagnosis and progress monitoring which includes core literacy instruction, and an explanation of entrance and exit criteria. This information is discussed during fall and spring parent/teacher conferences. Progress monitoring reports are mailed home quarterly for all students receiving intervention services.

**Parent Notification and Involvement:**

Lake of the Woods School has a parent resource library so that parents can find literature on parenting, children, and learning. We also keep parents informed on the benchmarks from the state standards during parent/teacher conferences, so they are aware of what skills their child needs at each grade level. Progress reports are sent home with quarterly report cards for students receiving intervention services. This helps parents understand what their child is expected to learn each year in each subject. Furthermore, students and parents become aware of the link between home and school. Teachers design homework assignments with student needs in mind. Parents participate in their child's reading growth through the use of home reading logs. In addition, summer learning packets and calendars with activities are shared with parents at home.

**Intervention and Instructional Supports/Curriculum and Instruction:**

The curriculum and reading instruction used at Lake of the Woods Elementary is aligned with and based on the English Language Arts (ELA) Academic Standards set in 2010. Teachers use the standards as a baseline for determining areas of instruction. This instruction is in the five researched based areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as outlined by the ELA standard benchmarks at each grade level. Skills introduced in kindergarten are built upon in subsequent grades. Teachers participate in cross-grade level teams to discuss current instructional methods related to the ELA Academic Standards. Cross-grade level teams collaborate and focus on the literacy practices, instructional strategies, and assessment results for students that achieve below, at, and above grade level in reading. Teachers also meet to discuss instructional strategies across grade levels to ensure a cohesive reading curriculum. Resources that are used to implement and support a balanced approach to literacy instruction include: leveled readers, children's literature, fluency readers, and novel sets to

teach guided reading. All materials represent a variety of genres, fiction and non-fiction, and other types of literature aligned with standards at each grade level.

Lake of the Woods Elementary is beginning the implementation of a multi-tiered system of support to meet the needs of all learners. The Response to Intervention (RTI) involves varying levels of student support that builds on one another. When fully implemented, each student will receive the amount of support he or she needs as noted below:

- **Core Classroom Instruction:** All students receive this instruction. A classroom teacher works with large and small groups of students depending on their needs. Small group instruction may include pre-teaching or review of skills, the use of reading material at different levels, or other need-based methods. Every student in grades K-3 will be screened for difficulties in reading.
- **Individualized Intervention:** Students receive this instruction based on need. Students who need more support are given small group interventions in addition to core classroom instruction. These interventions could occur in or outside the classroom for 10-30 minutes three to five times a week. The classroom teacher or other trained staff members may provide these interventions.
- **Intensive Intervention:** Students who receive this instruction if they are having difficulty even though they are already receiving some added support. Students who do not have success at the first two levels will receive targeted interventions, four or more times per week for 30-60 minutes a day by trained teaching staff. Students may receive two support sessions per day outside of the classroom at this level. These interventions can be small group or individual based on need.

Data sources for the literacy plan include the Minnesota Academic Standards for English Language Arts, Early Intervention in Reading Assessments, Qualitative Intervention in Reading, and Measures of Academic Progress Assessments. Other data sources are included in the table above. Multiple data sources are used to match students with appropriate research-based interventions based on their specific individual needs.

### **Professional Development on Scientifically-Based Reading Instruction:**

Lake of the Woods School's staff development committee is committed to reading trainings and inservice time dedicated to reading. It has and will continue to be a priority for future staff training. Our school has Professional Learning Communities (PLC) organized and promoted across the district. The district Adequate Yearly Progress



document has designated the PLC focus on the topics of research-based instructional strategies and community building for the 2011-2012 year. This year the K-12 staff studied research-based instructional strategies. In the 2012-2013 year the PLC work will focus on assessment and developing direct instruction in reading based on assessment and diagnosis. The assessment focus will be the use of the QRI-5 and other EIR assessments referred to in the table above. This work is job-embedded with instructors sharing actual assessments and student work and planning instruction with peers. PLC teams will meet two times per month for an hour each session. The PLC teams will assist with planning flexible grouping and quarterly review of assessment data of those students receiving remedial instruction. The Lake of the Woods Elementary believes all children will read by 3rd grade and has committed to that goal with teacher training.

#### **Student Support Systems for English Learners:**

There are no English Learners (EL) in our district at this time. The EL supervisor will meet with staff to coordinate training and support systems in the event this population grows. The local Professional Learning Communities in place will meet the instructional needs of the staff. EL will be supported in reading academics with a balanced literacy curriculum used by the Lake of the Woods Elementary.

#### **Communication System for Annual Reporting:**

Lake of the Woods School District's Local Literacy plan is displayed in a prominent location on the district website. The District webpage includes a link to the Minnesota Department of Education website for access to student achievement data. Please follow this link to MDE website Data Center: <http://education.state.mn.us/MDEAnalytics/Reports.jsp>. The district will submit all required data to the Commissioner according to Minnesota Statute.

#### **Data Citations:**

##### **Assessment**

Clay, Marie. *An Observational Survey of Early Literacy Achievement*. Heinemann. 2002. Print.

Goodman, Yetta, Watson, Dorothy, Burke, Carolyn. *Reading Miscue Inventory: Alternative Procedures*. Richard Owen Publishing. 1987. Print.

Leslie, Lauren, Schudt Caldwell, JoAnne. *Qualitative Reading Inventory*. 5th

edition. Pearson. 2011. Print.

Taylor, Dr. Barbara. *Early Intervention in Reading*. University of Minnesota Center for Improvement of Early Reading Achievement. 2000. Print.

### **Interventions**

Caldwell, JoAnne, Leslie, Lauren. *Intervention Strategies to Follow Informal Reading Inventory Assessment*. 2nd Edition. Heinemann. 2004. Print.

Dean, Ceri, Ross Hubbell, Elizabeth, Pitler, Howard, Stone, BJ. *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*. McRel 2012. Print.

Fountas, Irene, Pinnell, Gay Su. *Guided Reading: Good First Teaching for All Children*. Heinemann. 1996. Print.

Fountas, Irene, Pinnell, Gay Su. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Heinemann. 1998. Print.

Wormelli, Rick. *Summarization in Any Subject: 50 Techniques in Any Subject*. ASCD. 2005. Print.

Please contact the elementary principal or superintendent with any comments, questions, or feedback. The district seeks feedback from stakeholders through a Title I Advisory Committee and opportunities for public input are available at monthly school board meetings.