

ISD 518, Worthington Public Schools Local Literacy Plan

READ WELL BY 3rd GRADE

2018-2019

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Approved by the Worthington Board of Education

The purpose of the literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

This plan fulfills requirements of MN Statute 120B.12.

Summary:

Prairie Elementary serves 1,240 students in grades K-4. There are 115 licensed staff (teachers) and three administrators. Many student support service staff are also a part of the Prairie team. These members include: 72 paraprofessionals, a school psychologist, interpreter, occupational therapists, speech pathologists, technology specialists, media specialists, and interventionists. A diverse, dynamic group of children make up the Prairie Elementary student body.

Prairie Elementary is currently using the Benchmark Literacy reading curriculum to teach reading in kindergarten through 4th grade. Benchmark Literacy is a research-proven solution aligned to the 2010 ELA Standards and empowers both experienced teachers and beginning teachers with the following components:

- 30 weeks of explicit comprehension-focused lessons for the whole class, small groups, and intervention
- Assessment-driven instruction that is differentiated and includes responding to text
- Gradual release and built-in choice that support student progress and teacher creativity
- Precisely leveled texts for your full range of students, including ELs and striving readers
- Leveled Reader's Theater and diverse genres that engage students and extend learning
- Research-based resources and professional development that have been proven effective
- Interactive technology that motivates student learning, involvement, and excellence

All K-4 students receive balanced literacy instruction in the classroom for a minimum of 90 minutes a day. In addition, targeted intervention services are provided to students by intervention teachers, as needed. These efforts align with the Multi-tiered Systems of Support model to close gaps for students.

Prairie Elementary has a library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. There is a media specialist and paraprofessional support in our media center.

Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. We are a one-to-one device district so all students from Kindergarten through 4th grade are assigned their own iPad, accessible during the school day.

The FAST screening/benchmarking assessment will be administered to students in grades K-4, three times throughout the course of the year, fall, winter, and spring. Additional assessments are used to assess students reading level and identify those at-risk and in need of interventions. Each student's progress is monitored regularly. If a selected intervention is not working, a different intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of Prairie Elementary is to ensure all students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about the Prairie Elementary literacy program, please contact: Heidi Meyer, Principal, at Prairie Elementary (phone) 507-727-1250 or heidi.meyer@isd518.net (email).

Goals and Objectives:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

1. Each year, educators will review and disaggregate reading data. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.
2. Teams at each grade level will review annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.
3. The building Multi-tiered Systems of Support structure provides for additional instruction by Interventionists in small groups and individual settings, as needed.
4. Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.
5. Professional Learning Communities analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.
6. Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.
7. Sheltered Instruction Observation Protocol (SIOP) methods will be used in mainstream classrooms. Teachers are intentional at incorporating listening, reading, writing, and speaking in each lesson and making the content comprehensible.

EXPLANATION OF GOALS AND OBJECTIVES

- 1. Each year, educators will review and disaggregate reading data. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.*

Student literacy proficiency in grades K-4 is determined through multiple measures. Students take a variety of assessments including classroom assessments, common formative assessments, nationally normed tests and state standardized tests. Each test has a specific purpose designed to give the teacher,

student, and families information about the academic performance and progress of the student. The types of assessments given to all Prairie elementary students are explained briefly below.

Minnesota Comprehensive Assessments (MCA)

The Minnesota Comprehensive Assessments are reading and mathematics assessments that help schools and districts measure students' progress toward the state's academic standards. Students take these assessments in the spring and results are mailed home in September.

ACCESS 2.0 for ELLs

The ACCESS for ELs is a state-required assessment that is given to English learners in grades K-12. The assessment, which stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners, monitors student progress in English language proficiency and is the means by which ongoing language proficiency levels are determined. The assessment is anchored in the English Language Development Standards, which are: the Language of Social and Instructional Language, The Language of Language Arts, the Language of Math, the Language of Science and the Language of Social Studies.

Formative Assessment System for Teachers (FAST)

FAST's Early Reading assessment (K-1) is comprised of twelve components or subtests, seven of which Prairie uses. The subtests given vary from fall, winter, and spring, so as to best match reading skill development and reliably assess which students are meeting benchmarks and which students need additional assistance. The subtests given each test period are administered individually and are typically completed in 5-10 minutes per student. The CBMreading assessment (1st – 4th) will be used as a standardized measure to determine oral reading fluency. The aReading Assessment (1-4) is a computer-adaptive measure of broad reading ability that is individualized for each student. National norms will be used to determine student proficiency.

Benchmark Oral Reading Record (ORR)

Benchmark Oral Reading Records Assessment (K-4), are standardized reading assessments that help teachers provide effective reading instruction. This assessment helps teachers determine accurate placement for Guided Reading. Teachers observe and record student behaviors to note how they are developing as readers. The information is used to make instructional decisions in the classroom and provide individual support.

- 2. Teams at each grade level will review annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.*

Each grade level team meets weekly to discuss curriculum and instructional practices. These discussions focus on what's working in classrooms based on student achievement as determined through common formative assessments. Teachers discuss strategies that aren't working and problem solves ideas for differentiation, remediation, and intervention in the classroom.

- 3. The building Multi-tiered Systems of Support structure provides for additional instruction by Interventionists in small groups and individual settings, as needed.*

The first level of support occurs in the classroom with a minimum of 90 minutes of Balanced Literacy, core instruction, delivered by the classroom teacher using the District's ELA Standards aligned, reading curriculum. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small Guided Reading groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by Reading Interventionists.

Students are identified to receive intervention services based on multiple assessment measures including: FAST or STAR scores, Guided Reading levels, language levels, and teacher recommendation. The Interventionists and classroom teacher work together to identify initial student placement for this service. Small groups of students work with an interventionist on identified skill deficits using an evidence based intervention. These students are progress monitored weekly using a related FAST assessment. This data is used to determine if a student needs additional and more intensive service, or if they are meeting the identified grade level targets and may exit from the service. Interventionists and classroom teachers regularly review the intervention data.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

4. Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

Teachers will work collaboratively to align curriculum in all standard areas. Alignments will include the curriculum taught and assessment administered. Teachers will work in grade level teams to identify appropriate pacing for students. Teams will meet regularly to discuss curriculum and pacing. Teachers will complete the curriculum cycle review process. This process involves developing themed units, assessments, enrichments, and interventions for students. Prior to new curriculum adoption, teachers will:

- research best practices in the curricular area,
- define trends in the field,
- develop and implement professional development plans,
- review and select new curricular resources,
- conducting curriculum writing/planning activities.

5. Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

A Professional Learning Community (PLC) is a process in which educators collaborate through inquiry to increase student achievement (DuFour, DuFour, Eaker, Many, 2010). First established in the business field, the concept is now applied to education, where school districts across the country are adopting the model (DuFour & Eaker, 1992). A collaborative culture is necessary for teachers to collaborate and achieve common goals in PLCs interdependently (DuFour, et. al, 2010). PLCs strive to answer four questions:

1. What knowledge, skills, and abilities do our students need?
2. How will we know when each student has learned the concepts?
3. How will we respond when a student experiences difficulty in learning the concepts?
4. How will we respond if they already know the concepts?

PLCs use data to identify appropriate teaching strategies. In addition, formative assessments and grade level common assessments are being developed and implemented. Information gathered through these assessments will be used to differentiate instruction.

Prairie staff continue to develop effective PLC teams. The work with PLCs and Effective Schools has helped the staff stay focused on student achievement. The main areas of focus will be communicating results of formative assessments to monitor levels of understanding of essential skills identified in each grade level, implement system(s) to respond to the students not meeting benchmark, and respond to those students already at or past benchmark.

6. Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

The Targeted Services program provides comprehensive after-school programming two nights a week for two hours per night. The program begins in October and goes through the first week in May. The extended day program is designed to complement curriculum and instruction that occurs during the regular school day; teachers work on skills needed in the reading and math areas. Additionally, enrichment classes are offered as well, such as Guidance, Computer, Art, and Planning for Success. Students are identified and invited to attend the after school program based on benchmark data and by recommendation of their classroom teachers. Students referred to the program must fit the criteria outlined by MN Statues section 124D.128, Subdivision 3. Upon referral, a Continual Learning Plan (CLP) is developed. Outcomes, instructional strategies, and outcome assessments for the extended time must interface with the regular school time. The CLP is developed for each student for the entire year.

7. Sheltered Instruction Observation Protocol (SIOP) methods will be used in mainstream classrooms. Teachers will incorporate key pieces of listening, reading, writing, and speaking in each lesson.

Prairie Elementary staff are trained in SIOP. Every school year, new teachers receive SIOP training and follow-up peer coaching. The school continues to build capacity in this model through PLC work.

Parent Communication and Involvement:

Connecting parents and the school through students' enrichment activities can foster positive relationships for all involved. Also, having parents a part of the District-wide committees provides an external voice that is integral to shaping the direction of the district; ultimately impacting student achievement. Staff at Prairie Elementary involve and communicate with parents in the following ways:

- Conferences held before school begins in the fall.
- Parents are invited to participate in grade level reading activities.
- Students in grades 2-4 use planners that document assignments.
- Parents are invited to student and school music performances.
- Building level administration encourages teachers to contact parents early and often. Teachers are encouraged to keep a contact log in order to keep track of the number of contacts made with parents. Teachers are expected to make positive contact as much as possible.
- Kindergarten Round-Up for all incoming kindergarteners and their parents.
- Community volunteers participate in classroom and as building greeters.
- Web site and social media sites with regular updates.
- Teachers send home weekly newsletters to parents.
- The See Saw app is used as a tool to communicate with families.
- Activities such as Family Art Day, Family Literacy Day, and Family Math Day

Professional Development:

Professional Development is provided through:

- **Grade-Level Common Planning Time**
Each grade has 50 minutes per week for common planning time with all teachers in the grade level. Teachers use this time to discuss student needs, data, instructional techniques, and best practices in reading instruction in the classroom. In addition, teacher prep time is 60 minutes common time, allowing additional opportunity to plan and collaborate with grade level team members.
- **Professional Learning Communities (PLCs)**
Each teacher is a member of a PLC and meets on a weekly basis for 50 of minutes. PLCs focus on identifying essential outcomes for students in the literacy area, developing common and formative assessments, and designing appropriate interventions and enrichments.
- **Regional Professional Development**
Many staffs participate in regional staff development sponsored by the Southwest West Central Services Cooperative, Southwest Minnesota Literacy Council, and area colleges.
- **Train the Trainer**
This model has been used when instituting PLCs. Teacher leaders were identified for original training and came back and trained the remainder of the staff. This model continues to be used in identifying literacy interventions and enrichments.
- **Peer Coaching**
Three district Peer Coaches use a Cognitive Coaching model to help teachers reflect on and improve their instructional practices.
- **Basal Training from Company Representative**

When the Benchmark curriculum was adopted, a company representative completed training for staff on curriculum implementation. Continued opportunity for these trainings is ongoing.

- **Literacy Team**
There is a literacy/reading team at Prairie Elementary. This team reviews common assessments, updates on best practices in literacy education, and makes recommendations for relevant staff development in the area.
- **Guided Reading Team**
A team consisting of a grade level representative, Title 1 reading teacher, worked to develop an action plan to bring the practice of running records and effective Guided Reading small group instruction to full implementation.
- **New Teacher Induction Model**
All new teachers to the district will participate in a four-day Orientation Week, followed by ongoing job-embedded, instructional coaching focusing on creating optimal learning environments and instructional best practices.
- **Co-teaching**
Several staff at Prairie Elementary have received formal training in co-teaching. The trained teacher leaders have trained other K-4 teachers on this concept. Expanding the implementation of the co-teaching model is being explored.

Prairie Elementary strives to focus on job-embedded, professional development. SIOP, PLCs, and Co-teaching are all professional development opportunities that teachers embed in their instructional practice on a regular basis.

When new MCA data is available, it will be disaggregated and analyzed. Results will be shared with the Prairie Leadership Team, staff development team, and administrators, who will work together to create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

English Learners and Other Diverse Populations:

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT, WIDA Screener, and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test and will be used for Kindergarten students, new to country. In grades 1-12, the WIDA Screener will be used to determine English language proficiency, administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

W-APT, the WIDA Screener, and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELD) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into grade-level clusters:

- Kindergarten
- Grades 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT and WIDA Screener assess the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS 2.0 for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

Based on the W-APT, WIDA Screener, and ACCESS 2.0 assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

Of the 1,240 students enrolled at Prairie Elementary, 632 (51%) qualify for ELL services. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

Prairie Elementary has a structural program that includes Structured English Immersion, Pull-out, and Co-teaching models. The curriculum for newcomers in grades K-4 is English Now, providing beginning language tools, books, and assessments for teachers and students. Placement of EL students at certain levels is strategic and they are placed in a classroom with a variety of student abilities. Within the EL population, leveled students are placed in similar classrooms. For example, Level 1 EL students are placed in the same class with non-EL students of medium/high fluent speaking abilities.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- SIOP (Sheltered Instruction Observation Protocol)
- Title III Activities
- Integration Activities
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

Prairie Elementary K-4 Literacy Philosophy

Prairie Elementary students will be active learners engaged in relevant literacy practices to appreciate literature, foster creativity, construct knowledge, formulate opinions, value literacy, and utilize technology in order to understand and contribute to an increasingly diverse society.

Literacy Belief Statements

Literacy Instruction should...

- Include a balance of differentiated instructional methods and a continuum of strategies in reading and writing while fostering a supportive, open, positive, collaborative and engaging environment.
- Allow students to read at their instructional level every day. Time for self-selected independent reading, shared reading, and read-alouds in a variety of instructional settings and genres are an important daily literacy activity.
- Understand engagement in the reading task is critical in successfully learning to read and developing as an independent, curious, and lifelong reader and writer who comprehends and applies skills and strategies.
- Provide explicit instruction in phonemic awareness, phonics, word analysis, vocabulary, recognition of high frequency words, and language conventions
- Teach comprehension as thinking about, within, and beyond the text using a variety of strategies through scaffolded and tiered instruction.
- Provide students opportunities to read and reread a variety of texts to improve fluency. Fluency instruction includes expression, accuracy and phrasing.
- Utilize a variety of ongoing reading assessments to evaluate student progress and guide instructional decision-making.

Prairie Elementary Literacy Instruction Framework

Whole Class Read-Aloud (10 minutes)

Teacher reads aloud to model a specific strategy.



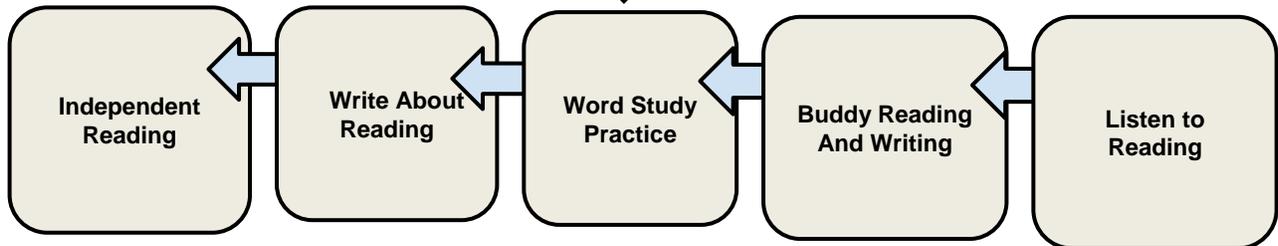
Whole Class Mini-Lesson (10-15 minutes)

Teacher teaches a mini-lesson to whole group. Mini-lesson should focus on comprehension strategies and/or fluency.



Small Group Strategy Lesson (30 -60 minutes)

Teachers meet with skill groups while students move through independent stations



Reflection / Formative Assessment (5 minutes)

Students reflect on their progress toward the learning target.
Assessments drive individual and small group.

Writer's Workshop (30-60 minutes)

Teacher teaches a mini-lesson to whole group.

Literacy Instructional Framework Component Overview

Whole Class Read Aloud - Read-alouds allow teachers to model fluent reading and the use of reading strategies. It allows students to hear fluent reading and practice reading strategies as they listen. Read-alouds should occur each day focused on a specific comprehension strategy. The class read aloud should take approximately 10-15 minutes.

Whole Class Mini-Lesson (in teacher's guide) - Whole class mini lessons introduce new learning and allow students time to practice new learning with teacher support. Whole class mini-lessons are taught using engaging, grade-level texts that allow the students to read and re-read for deeper meaning. Mini-lessons should occur each day and can focus on comprehension strategies, fluency, genre studies, and/or phonics/word work skills. Whole class mini-lessons should be between 20-25 minutes.

Small Group Strategy Lessons (provided in materials) - Small group strategy lessons teach, re-teach, and reinforce both comprehension and metacognitive strategies used when reading. Students read text at their instructional level and practice strategies with increasing independence. Teachers should meet with three small groups each day. The frequency of each group's meetings should be based on formative data gathered throughout the reading block. Small groups' lessons could also focus on phonics/word work or vocabulary as data suggests. Small group strategy lessons should last approximately 15 minutes.

Buddy/Partner Reading - Partner reading is a collaborative activity between two students. Students take turns reading and listening to reading. Partner reading enhances speaking and listening skills, reading and writing skills, and also teamwork among students. This activity should depend on formative data and purpose. This activity may not occur daily for every child.

Listening to Reading - Listening to reading provides students the opportunity to listen to a book being read to them (in person, on tape, e-book, etc.). Listening to reading is a valuable aspect of reading instruction, because it allows students to hear fluent reading while practicing the reading strategies independently. This activity should depend on formative data and purpose. This activity may not occur daily for every child.

Word Study - Word Study provides an opportunity to enhance and practice phonics, rules of language, and vocabulary skills. Word Study can be done in a whole group setting, in small groups, or individually to complete activities which enhance their understanding of phonics and language. Assessment data should be utilized to determine which skills students have not mastered and drive instruction throughout the year. This activity should occur daily.

Independent Reading - Independent reading is an integral part of any reading block. All students should read independently each day to practice reading strategies and increase stamina. Students should be reading books that are at (or close to) their independent reading level to ensure they are practicing skills properly, however, students choice is a valuable part of independent reading also. Minimum Minutes for Daily Independent Reading (during the school day): Kindergarten- Beginning of the year 10 minutes, middle of the year 20 minutes; 1st– 3rd grade - 20 minutes; 4th – 6th grades - 25-30 minutes

Writing about Reading - Writing about reading provides students the opportunity to use metacognition and reflect on what they have read. Students respond to reading in various ways to make connections, predict, draw inferences, or ask questions. This activity should depend on formative data and purpose. This activity may not occur daily for every child.

Reflection/Formative Assessment - The reflection and/or formative assessment time is a chance for teachers to gather data about where the students are in relation to the learning target. It provides students the opportunity to reflect on their learning and think about the next steps in their learning. Reflection and assessment time can be either informal or formal, written or oral, individual or group. The data from this time should be used to guide instructional decisions in future lessons.