

ISD 514, Ellsworth Public School  
Local Literacy Plan

2017-2018

Superintendent and Principal: John Willey

# **DISTRICT 514, ELLSWORTH PUBLIC SCHOOL LOCAL LITERACY PLAN**

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

## **LITERACY PLAN SUMMARY:**

Our district is currently using Reading Street, a basal program to teach reading in kindergarten through grade 6. Included in this program are components for guided reading, read aloud, shared reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. Additionally, the school has a resource room with sets of fiction and nonfiction reading materials for classroom use. All K-3 students receive classroom literacy instruction for a minimum of 90 minutes each day. 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. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

The district utilizes resources within Reading Street to teach writing that are aligned to the Minnesota K-12 Academic Standards in English Language Arts (2010). Additionally, all K-3 students receive spelling words weekly. Grades K-1 work to ensure that students have mastered words on the Dolch Sight Word list. In addition to regular standards-aligned classroom writing instruction, writing is included as a part the Daily 5 block. Within the structure of the Daily 5, teachers are able to more individually differentiate to best meet student needs.

All students in grades K-3 are given the FASTBridge screening/benchmark assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from classroom level formative assessment data, struggling and at-risk students are identified and referred for interventions. Specific evidence-based interventions are selected based on further assessments and collaborative, problem solving of the classroom teacher and other specialists. The interventions are implemented by the classroom teacher or Title teacher. Progress is monitored regularly, at least every two weeks, and if the intervention selected is not working, another 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 the Ellsworth district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards

are aligned with the district’s curriculum and a map is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan, and it follows this summary. For those who are interested in learning more about Ellsworth’s literacy program, please contact: **Kristi Groth** at (507)967-2242 or [kristi.groth@ellsworth.mntm.org](mailto:kristi.groth@ellsworth.mntm.org).

## LITERACY PLAN GOALS AND OBJECTIVES:

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

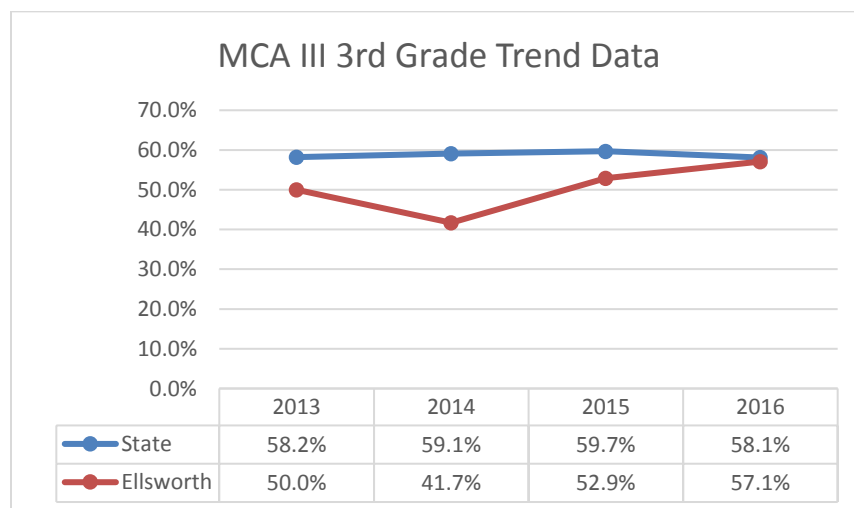
### Objectives:

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. 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.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed. Staff will review and update these, as needed, based on relevant data and instructional information.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Meetings will be held throughout the year to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.



**Our goal is to have 100% of 3<sup>rd</sup> grade students reading at a proficient level, at the time of them taking the Minnesota Comprehensive Assessment (MCA) in Reading.**

**PROCESS OF ASSESSMENT:**

The Title 1 Teacher and Title 1 Paraprofessional will administer the screening and diagnostic assessments listed below.

FAST is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

<b>Kindergarten FAST Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Concepts of Print [8]	Onset Sounds [16]	Letter Sounds [41]
Onset Sounds [12]	Letter Sounds [29]	Word Segmenting [30]
Letter Names [20]	Word Segmenting [26]	Nonsense Words [12]
Letter Sounds [5]	Nonsense Words [8]	Sight Words [20]
aReading [387]	aReading [417]	aReading [435]

<b>First Grade FAST Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Word Segmenting [27]	Word Segmenting [31]	Word Segmenting [32]
Nonsense Words [9]	Nonsense Words [16]	Nonsense Words [21]
Sight Words [17]	Sight Words [50]	Sight Words [67]
Sentence Reading [14]	CBM Reading [43]	CBM Reading [71]
aReading [435]	aReading [454]	aReading [471]

<b>Second Grade FAST Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
CBM Reading [58] (Oral Reading Fluency)	CBM Reading [87] (Oral Reading Fluency)	CBM Reading [106] (Oral Reading Fluency)
aReading [469]	aReading [481]	aReading [489]

Third Grade FAST Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
CBM Reading [90] (Oral Reading Fluency)	CBM Reading [116] (Oral Reading Fluency)	CBM Reading [131] (Oral Reading Fluency)
aReading [487]	aReading [497]	aReading [503]

If additional data is necessary, students who do not meet the target score as listed above may undergo additional diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: Developmental Reading Assessment (DRA), Fountas and Pinnell, curriculum based pre- and post-tests, intervention based pre- and post-tests, or individual reading inventories.

Based on these diagnostic assessments, instruction and interventions will be matched to the student’s needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels
Kindergarten	A & B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
Grade 1	3	C	3	PrePrimer 2	
	4		4		
	5	D	6	Preprimer 3	
	6				
	7		E		
	8				
	9	F		10	
	10				
	11				
	12	G	12		
13					
14	H	14	Grade 1		
15					
16				I	16

Grade 2	18	J & K	20	Grade 2	300-399
	20	L & M	28		400-499
Grade 3	22	N	30	Grade 3	500-599
			34		
	24	O & P	38		600-699

Following the assessments, parents will receive a letter informing them of the results, supports, interventions and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Parents may stop in and visit about their child's educational needs and get any questions, that they may have, answered. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. (A complete outline of the parent communication and involvement section is below.)

Progress monitoring data will be collected every two weeks and analyzed every twelve weeks. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
- C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- D. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
- E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
- F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

## **PARENT COMMUNICATION AND INVOLVEMENT:**

### Parent Communication plan

1. Beginning of the year, a packet will be sent home with each student. In this packet there will be an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used with all students.
2. Assessment results will be provided to parents.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and may stop in and visit with their student's teacher if they have any questions or concerns.
4. Any additional explanation of the literacy program and supports will occur in November during fall parent/teacher conferences.
5. Parents of students receiving interventions may request on-going progress reports.
6. All parents will receive a letter with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

### **What Are the Five Pillars?**

<http://www.vp.k12.mo.us/ec/information/documents/pdf/literacy-development.pdf>

### **Helping Your Child With Reading:**

<http://teams.lacoe.edu/documentation/classrooms/parents/teacher/reading.html>

### **Phonemic awareness:**

#### Tips for Parents:

[http://www.michigan.gov/documents/Kindergarten\\_Literacy\\_Activities\\_66523\\_7.pdf](http://www.michigan.gov/documents/Kindergarten_Literacy_Activities_66523_7.pdf)

<http://www.readingresource.net/phonemicawarenessactivities.html>

<http://www.vp.k12.mo.us/ec/information/documents/pdf/literacy-development.pdf>

<http://mason.gmu.edu/~cwallac7/TAP/TEST/literacy/2.html>

[http://childparenting.about.com/od/schoollearning/tp/building\\_phonemic\\_awareness.htm](http://childparenting.about.com/od/schoollearning/tp/building_phonemic_awareness.htm)

[http://www.doe.virginia.gov/instruction/response\\_intervention/resources/ideas\\_activities\\_develop\\_phonological.pdf](http://www.doe.virginia.gov/instruction/response_intervention/resources/ideas_activities_develop_phonological.pdf)

**Interactive Games:**

<http://www.plattscsd.org/oak/smartboard/phonemic.htm>

PBS Kids Rhyming Games

<http://pbskids.org/games/rhyming.html>

Reggie the Rhyming Rhino

<http://teacher.scholastic.com/activities/bll/reggie/index.htm>

Sesame Street Rhyming Games

[http://www.sesamestreet.org/browseallgames?p\\_auth=Y3EIHMGo&p\\_p\\_id=browsegpv\\_WAR\\_browsegpvportlet&p\\_p\\_lifecycle=1&p\\_p\\_state=normal&p\\_p\\_mode=view&p\\_p\\_col\\_id=column-2&p\\_p\\_col\\_count=1](http://www.sesamestreet.org/browseallgames?p_auth=Y3EIHMGo&p_p_id=browsegpv_WAR_browsegpvportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=column-2&p_p_col_count=1)

Rhyming Memory:

[http://www.sadlier-oxford.com/phonics/grade\\_k\\_1/rhyming\\_k\\_1/hifreq.htm](http://www.sadlier-oxford.com/phonics/grade_k_1/rhyming_k_1/hifreq.htm)

Sounds:

<http://www.letters-and-sounds.com/phase-1-games.html>

FunSchool – Rhyme Time

[http://funschool.kaboose.com/fun-blaster/games/game\\_rhyme\\_time.html](http://funschool.kaboose.com/fun-blaster/games/game_rhyme_time.html)

Gamequarium- Rhyme Time

<http://www.gamequarium.com/rhymes.html>

Sound Match

<http://teacher.scholastic.com/clifford1/flash/phonics/index.htm>

Beginning Sounds Games

[http://www.softschools.com/language\\_arts/phonics/games/beginning\\_sounds.jsp](http://www.softschools.com/language_arts/phonics/games/beginning_sounds.jsp)

Ending Sounds Games

[http://www.softschools.com/language\\_arts/phonics/games/ending\\_sounds.jsp](http://www.softschools.com/language_arts/phonics/games/ending_sounds.jsp)

Digby Mole's Word Games

<http://www.bbc.co.uk/schools/laac/words/dgi.shtml>

Professor Garfield Phonemes

<http://professorgarfield.org/transport/transport.html>

**Phonics:**

**Tips for Parents:**

<http://www.vp.k12.mo.us/ec/information/documents/pdf/literacy-development.pdf>

[http://www.education.com/magazine/article/Ed\\_Parents\\_Guide\\_Phonics/](http://www.education.com/magazine/article/Ed_Parents_Guide_Phonics/)

<http://www.sideroad.com/Education/phonics-tips-parents.html>



<http://thelearningspace.ca/preschool/777>

<http://ezinearticles.com/?7-Ways-How-to-Teach-Phonics-at-Home&id=2569351>

Interactive Games:

Alphabet/Phonics:

[www.starfall.com](http://www.starfall.com)

Alphabet:

[www.abcya.com](http://www.abcya.com)

Alphabet Action:

<http://www.learningplanet.com/act/fl/aact/index.asp>

Sesame Street ABC Games:

[http://www.sesamestreet.org/browseallgames?p\\_auth=Y3EIHMGo&p\\_p\\_id=browsegpv\\_WAR\\_browsegpvportlet&p\\_p\\_lifecycle=1&p\\_p\\_state=normal&p\\_p\\_mode=view&p\\_p\\_col\\_id=column-2&p\\_p\\_col\\_count=1](http://www.sesamestreet.org/browseallgames?p_auth=Y3EIHMGo&p_p_id=browsegpv_WAR_browsegpvportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=column-2&p_p_col_count=1)

Online ABC Books:

<http://www.primarygames.com/storybooks/abc/start.htm>

The ABC Game:

<http://www.primarygames.com/theabcgame/start.htm>

ABC Order:

<http://www.primarygames.com/ABC%20Zoo/start.htm>

Fuzzy Lion Ears:

<http://pbskids.org/lions/games/ears.html>

Gawain's Word

<http://pbskids.org/lions/games/blending.html>

Jim's Whirly Word Game

<http://www.bbc.co.uk/schools/wordsandpictures/cvc/whirl/game.shtml>

Prefix Catch:

[http://www.northcanton.sparcc.org/~elem/interactivities/prefixcatch/prefix\\_catch\\_sr\\_content.html](http://www.northcanton.sparcc.org/~elem/interactivities/prefixcatch/prefix_catch_sr_content.html)

Word Magnets:

<http://www.storyit.com/magnets/wmagnets.htm>

The Literacy Center:

[http://www.literacycenter.net/lessonview\\_en.php#](http://www.literacycenter.net/lessonview_en.php#)

BBC-Schools-Words and Pictures:

<http://www.bbc.co.uk/schools/wordsandpictures/>

Road Hog Spelling:

[http://www.randomhouse.com/golden/funfactory/fun\\_factory\\_game.php?game=roadhog](http://www.randomhouse.com/golden/funfactory/fun_factory_game.php?game=roadhog)

Letters and Sounds:

<http://www.letters-and-sounds.com/>

Professor Garfield Phonics

<http://professorgarfield.org/transport/transport.html>

Game Goo

<http://www.earobics.com/gamegoo/gooey.html>

TvoKids

<http://www.tvokids.com/games>

## **Fluency:**

### **Strategies for Fluency**

### **Fluency Reminder List**

Tips for Parents:

<http://www.readingrockets.org/article/1605/>

<http://www.vp.k12.mo.us/ec/information/documents/pdf/literacy-development.pdf>

[http://www.pbs.org/launchingreaders/parenttips\\_3.html](http://www.pbs.org/launchingreaders/parenttips_3.html)

<http://childparenting.about.com/od/elementaryreadin1/a/fluency.htm>

<http://linda-wongkee.suite101.com/parent-tips-for-reading-fluency--how-to-teach-a-child-to-read-a275830>

## **Vocabulary:**

Tips for Parents:

<http://www.vp.k12.mo.us/ec/information/documents/pdf/literacy-development.pdf>

<http://parentsguidelv.com/index.php?id=1815>

<http://www.todayparentusa.com/site/2012/03/improve-your-childs-vocabulary/>

<http://vocabulary-vocabulary.com/parent-resources.php>

Interactive Games:

Kid's Place: Houghton Mifflin Reading

<http://www.eduplace.com/kids/hmr06/>

Antonyms

<http://www.quia.com/mc/44806.html>

Homographs

<http://www.quia.com/cb/6344.html>

Berenstain Bears Story Time

<http://pbskids.org/berenstainbears/games/story/index.html>

Visual Dictionary Online

<http://visual.merriam-webster.com/>

Learning Vocabulary Fun

<http://www.vocabulary.co.il/>

Primary Games:

<http://www.primarygames.com/reading.php>

## **Comprehension:**

### Parent Tips:

<http://www.vp.k12.mo.us/ec/information/documents/pdf/literacy-development.pdf>

<http://www.k12reader.com/reading-comprehension-tip-for-parents-%E2%80%93-strategies-you-can-use-at-home/>

<http://www.paec.org/david/reading/parents.pdf>

<http://www.scholastic.com/resources/article/reading-comprehension>

### Interactive Games:

Multiple Comprehension Websites:

<http://www.kn.att.com/wired/fil/pages/listcompreheta.html>

Fact or Opinion:

<http://www.teachingandlearningresources.co.uk/factoropinion.shtml>

Fact or Opinion:

<http://www.quia.com/jq/24723.html>

Point of View:

<http://www.studyzone.org/testprep/ela4/o/pointofview1.cfm>

Reading Comprehension Test:

<http://www.teacherneedhelp.com/students/testdir.htm>

# MULTI-TIERED SYSTEMS OF SUPPORT:

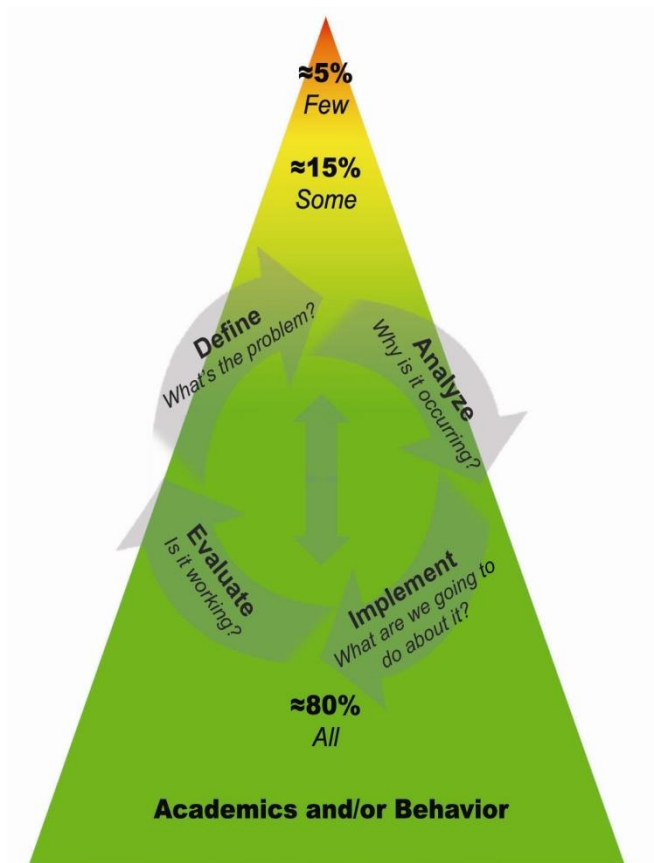
## A Model of School Supports and the Problem Solving Process

### ACADEMIC SYSTEMS

**Tier 3: Intensive, Individual Interventions** *Students who need individualized interventions.*

**Tier 2: Targeted Group Interventions** *Students who need more support in addition to the core curriculum.*

**Tier 1: Core Curriculum** *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom during core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

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 either by the student's teacher, by the Title 1 Paraprofessional, or by the Title 1 Teacher, 4-5 days a week, for approximately 15-20 minutes.

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of core instruction. Students receiving Special Education services are included at this level.

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).

## **SCIENTIFICALLY-BASED READING INSTRUCTION:**

The scientifically-based reading curriculum Ellsworth uses is Reading Streets, which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners. Research-based interventions will be implemented and used with students who fall into the Tier 2 and Tier 3 category.

## **PROFESSIONAL DEVELOPMENT:**

The Ellsworth School District has 3 days available for Professional Development.

Professional Development is provided through:

- Regional Professional Development
- Outside Resources/Consultants
- Mentoring

All elementary teachers will be trained and provided access to different Intervention strategies and resources that they can use with their struggling learners. Progress will be monitored and discussed regularly in collaboration with the Title 1 teacher. The Title 1 teacher will be able to assist the teacher in accessing different online sites, hands-on manipulatives, and other resources and tools that they will need in order to provide their students with the best interventions possible.

Quarterly meetings will also be held, with all of the elementary teachers, in order to give them an opportunity to share ideas about good interventions that they have discovered, things that have been working well in their classroom, and any concerns or issues that they are having regarding implementing any of their interventions.

## **ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS:**

The district currently does not have any English Language Learners.

## **STAKEHOLDER FEEDBACK:**

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3<sup>rd</sup> grade?

