

Local Literacy Plan

2017-2018

District 549 Local Literacy Plan in Accordance with MN Statute 120B.12

In accordance with MN Statute 120B.12 Perham Public Schools have identified the following plans to help every child establish a solid foundation in literacy by the end of grade 3.

This plan includes the processes we will use to:

- assess students' level of reading proficiency
- notify and involve parents
- intervene with students who are not reading at or above grade level
- identify and meet staff development needs in the area of literacy

MN Statute 120B.12 is built upon strong evidence that reading well by third grade is an essential developmental milestone 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 a student has a solid foundation of literacy skills to continue to expand their understandings 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. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Section 1: Goals / Objectives to Ensure Reading Proficiency for ALL Students

The goal of Heart of the Lakes Elementary School is to ensure that all students are grade-level proficient in reading. Meeting grade level standards is one of the measurable goals for reading, however, our ultimate goal is for all students to be able to utilize their reading, writing, and speaking skills in their everyday life.

Grade level teams have developed common formative assessments aligned to our district ESSENTIAL LEARNER OUTCOMES which have been/are being developed using the new Common Core State Standards for Reading and Language Arts.

We will use a balanced literacy approach to teach the Common Core ELA standards. Teachers will provide consistent core instruction whole group, as well as work with students in small group and individual settings to meet students needs in their guided reading levels. Our teachers are committed to providing students much time to read daily.

Section 2: Statement of Assessment Process, Timelines, and Plans for Communicating Results to Parents

All students at HOTL will participate in comprehensive literacy assessment a minimum of three times per year. This assessment includes use of the Fountas and Pinnell Benchmark Assessment System, FAST , and portions of the Observation Survey in grades K-1.

Screening Process – All students at HOTL will participate in a screening process for identification of students in need of targeted assistance in order to achieve grade level proficiency. The screening tool that is use is FAST. The following screening measures will be used at designated grade levels.

	Fall	Winter	Spring
K	FAST Early Reading Letter Sound Fluency	FAST Early Reading Letter Sound Fluency	FAST Early Reading Letter Sound Fluency
1 st	FAST Early Reading CVC Word Sound Fluency	FAST Early Reading CVC Word Sound Fluency	FAST Early Reading CVC Word Sound Fluency
2 nd	FAST Adaptive Reading Oral Reading Fluency	FAST Adaptive Reading Oral Reading Fluency	FAST Adaptive Reading Oral Reading Fluency
3 rd	FAST Adaptive Reading Oral Reading Fluency	FAST Adaptive Reading Oral Reading Fluency	FAST Adaptive Reading Oral Reading Fluency
4 th	FAST Adaptive Reading Oral Reading Fluency	FAST Adaptive Reading Oral Reading Fluency	FAST Adaptive Reading Oral Reading Fluency

Students who score at or below the 30th percentile are considered for strategic targeted interventions. Students scoring below the 10th percentile are considered for intensive targeted interventions.

Diagnostic Assessment Process – The Fountas and Pinnell Benchmark Assessment System (BAS) together with the HOTL Reading Behaviors Checklist and PRESS assessments are used as diagnostic tools to match students with the instructional practices that will best meet their needs. All staff in grades K-2 are trained to perform error analysis on running records and benchmark assessments in order to further distinguish if students are demonstrating need in the areas of comprehension, decoding, or language structure.

Progress Monitoring – All students performing below the 30th percentile on screening assessments participate in bi-weekly progress monitoring using the grade appropriate FAST measure. This data is used to determine if students are showing adequate response to the interventions that they are participating in. Data from progress monitoring is shared with classroom teachers and building interventionists on a weekly basis.

Communicating Assessment Results with Parents – Following literacy screening/diagnostic assessments in the fall and winter, parents of students who are selected to participate in targeted interventions are notified both in writing explaining:

- How the child was selected for the intervention
- What items from the HOTL Reading Behaviors Checklist will be the focus of the intervention
- What the exit criteria will be
- How the parent can further support progress with these reading behaviors at home

Classroom teachers and/or interventionists also provide a follow up communication in person or by phone to answer any additional questions parents may have about the reading intervention.

Results of progress monitoring will be shared with parents at conferences in November and February, which will be approximately 6-8 weeks into the fall/winter intervention cycle.

Section 3: Process for Notifying and Involving Parents in Accelerating Literacy Development for their Children

Alignment of Core Literacy Instruction and Intervention Supports with Grade Level Content Standards -

All staff at HOTL participate in ongoing critical analysis of the Minnesota curriculum standards and MCA Test Specifications in order to insure that our instruction and intervention are aligned to prepare our students for success. Through PLCs (Professional Learning Communities) all grade level teams work together to identify Essential Learner Outcomes (ELOs) from the state standards. These ELOs are then placed on a pacing map across the calendar year in order to insure that there is adequate time for instruction on each. Intervention efforts are focused on students who, following core instruction in the classroom, have not mastered ELOs by the designated time, and therefore need more time and instruction.

The Fountas and Pinnell Benchmark Assessment and PRESS assessments are the primary diagnostic assessment used by staff at HOTL. This assessment not only provides vital information about a child’s reading level performance (Independent Level, Instructional Level, and Frustration Level) but also about a child’s comprehension and fluency strengths and needs. The Benchmark Assessment System allows teachers to deeply analyze the type of errors that students more frequently make as well as the strategies that they have in place for helping them solve words and make meaning at the point of difficulty. The information from these assessments, in conjunction with the HOTL Reading Behaviors Checklist, provides the vital information that teacher need to plan instruction and interventions that meet small group and individual learner needs.

Communication plan and timelines for collaborating with parents on understanding data and existing supports - Each summer, in late August, we provide “Back to School Literacy Assessments” to all students in grades K-2. This is an opportunity for teachers to begin the diagnostic assessment process with children and to have their first parent contact about reading expectations for the coming year. In grades 3-4 students participate in literacy assessments the first month of the school year. In both cases, parents are provided will be provided with Reading Text Level Targets to help them better understand the Benchmark Assessment System and the specific achievement levels goals throughout the school year for each grade level. For students who are functioning below grade level in reading, the parents will also be provided with a copy of their child’s performance on the HOTL Reading Behaviors Checklist in order to help them understand the specific skills and strategies that their child is missing.

September	HOTL Reading Expectations HOTL Reading Behaviors Checklist (for students below grade level)
October	Contact with parents of students selected for fall targeted interventions. Parent Meeting at Family Fun Night to explain interventions and supports available at school as well as educate parents about how they can support their children at home.
November	Parent teacher conferences with parents of all HOTL students.
December	
January	Contact with parents of students selected for winter targeted interventions. Parent Meeting at Family Fun Night to explain interventions and supports available at school as well as educate parents about how they can support their children at home.
February	Parent teacher conferences with parents of all HOTL students.
March	Contact with parents of students selected from spring targeted interventions.
April	Contact parents of students recommended for summer services as a result of not meeting grade level expectations in reading.

May	Parents receive year end data and report cards stating whether students are meeting grade level expectations and suggestions for summer reading.
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Resources to Involve Parents in Supporting Strong Readers - Parents are a child's first and most influential teachers. Family members are essential in supporting learning at home, at school, and in the community.

Parents play specific roles in children's literacy development:

- creating a literacy-rich environment
- sharing reading and writing activities
- acting as reading models
- demonstrating attitudes toward education

Read to Your Child – It REALLY MATTERS! - As parents, you should know that shared learning and reading experiences are valuable gifts you can give your child. Reading is a key learning skill that will enable your child to become proficient in other areas. Reading aloud can also help your child become a better listener.

Reading doesn't have to take a lot of time. As a parent, finding the time to read to or with your child is not always easy. However, it is an investment that pays off in big dividends! Research shows that children who spend as little as 30 minutes a day reading books, magazines and newspapers are more likely to become good readers.

Raising a Reader: Getting Started

These easy-to-do activities are designed to build a solid foundation of family literacy at home.

- **Know your children.** Before selecting books, make sure you know your child's reading abilities and interests. Your school's teacher or reading specialist can assess your child's ability. Your child's teacher or school/town librarian can make recommendations on age-appropriate books.
- **Set aside time for reading.** Designate a time of day when family members can read for pleasure. Make reading a part of your family routine.
- **Make reading special.** Children should feel as if having a book is special. Help them create a space for storing their books. However, if your child doesn't show an interest or strong ability in reading, be patient, but don't give up. Reading should be viewed as an enjoyable activity.
- **Use your local library.** One of the best resources you will have as a parent is access to your community's library. It costs nothing to borrow books. Many libraries also offer story hours and other fun literacy activities. Make visits to your library a routine activity.
- **Limit television time.** Monitor program selection for your children. Discuss programs with them. Have a "NO-TV" night with your family on a regular basis. Read magazines, write letters to relatives living far away, or play charades or Scrabble as a refreshing alternative

Online Parent Resources to Support Literacy Practices at Home

Reading Rockets	http://www.readingrockets.org/
On Tough Job – An Online Resource for Real Live Parents	http://www.onetoughjob.org/
Parent Support of Early Literacy Development	http://www.education.com/reference/article/Ref_Parent_Support_Early/
5 Ways to Raise a Reader	http://www.scholastic.com/resources/article/5-ways-to-raise-a-reader/
A Parent’s Guide to Reading with Your Child	http://www.scholastic.com/resources/article/5-ways-to-raise-a-reader/

Section 4: Intervention and Instructional Supports Available to Students NOT Reading at Grade Level

K	<p>Small group and individual support focused on:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Letter Names • Letter Sounds <p>Reading Corps Support</p> <ul style="list-style-type: none"> • Letter Name • Letter Sounds <p>PRESS curriculum is used for Tier II and III interventions.</p>
1st	<p>Comprehensive Small Group LLI (Leveled Literacy Instruction)</p> <ul style="list-style-type: none"> • Word solving strategies • Fluent reading of connected text • Comprehension Skills <p>Flexible small group and individual work focused on:</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics skills • Fluency <p>Reading Corps support</p> <ul style="list-style-type: none"> • Fluency and comprehension

	PRESS curriculum is used for Tier II and III interventions.
2 nd	<p>Comprehensive Small Group LLI (Leveled Literacy Instruction)</p> <ul style="list-style-type: none"> • Word solving strategies • Fluent reading of connected text • Comprehension Skills <p>Flexible small group work focused on:</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics skills • Fluency <p>Reading Corps to support:</p> <ul style="list-style-type: none"> • Fluency and comprehension <p>PRESS curriculum is used for Tier II and III interventions.</p>
3 rd	<p>Comprehensive Small Group LLI (Leveled Literacy Instruction)</p> <ul style="list-style-type: none"> • Word solving strategies • Fluent reading of connected text • Comprehension Skills <p>Reading Corp and Read Naturally to support:</p> <ul style="list-style-type: none"> • Fluency and comprehension <p>PRESS curriculum is used for Tier II and III interventions.</p>
4 th	<p>Comprehensive Small Group LLI (Leveled Literacy Instruction)</p> <ul style="list-style-type: none"> • Word solving strategies • Fluent reading of connected text • Comprehension Skills <p>PRESS curriculum is used for Tier II and III interventions.</p>

Section 5: Description Elementary Teachers will Participate in and Benefit from Professional Development in Scientifically Based Reading Instruction

Collaboration of Teachers and Specialists across Grades, Subjects, Disciplines, Building, and District

All teachers at HOTL participate in a comprehensive PLC (Professional Learning Communication) network. The PLC network includes the following collaborative activities:

Weekly grade level PLC meetings – These meetings are focused on development of common core curriculum, formative assessments, and analysis of grade level data. These teams meet for a minimum of 50 minutes each week of the school year and often tackle large scale curriculum enhancement

projects over the summer months. Time for PLCs is provided through common scheduling within each grade level.

Weekly Reading Interventionist PLC Meetings – All reading interventionists in the building, along with our primary and intermediate level reading coaches meet weekly to review progress monitoring data, engage in collaborative problem solving on individual students not making adequate progress, and collaborate on ways to strengthen the content of small group interventions.

Data and Collaboration Meetings – Four times each year, following building wide reading screening assessments and diagnostic assessments, collaborative grade level teams meet. These teams include regular education teachers in the grade, reading interventionists from the grade, and special education teachers from the grade. Time for this staff development activity is provided by bringing in subs to relieve teachers from their regular teaching responsibilities in order to participate.

- Review all current reading performance data on ALL students in the grade
- Select students to participate in targeted strategic and intensive small group interventions
- Do collaborative planning to insure that there is consistency and continuity between the regular classroom instruction and all small group and individual instruction
- Analyze, review and revise current curricular focus based on achievement data and state standards

Vertical Literacy Team Meetings – At HOTL a vertical team, including one representative from each grade level, as well as the principal and the literacy coaches, meets at least three time each year to insure that curriculum is connected between grades and that each grade level has a clear understanding of how to support the grades above and below.

District Wide Literacy Meetings – At least one time annually, a K-12 team, with vertical representation from all buildings, meets to review district wide reading achievement data and collaborate on ways to strengthen our K-12 curriculum.

Literacy Coaching/ Training Supports – Ongoing coaching is provided to all literacy teachers at HOTL, by highly trained literacy coaches who have participated in the Ohio State Literacy Collaborative intensive training. These coaches visit classrooms, collaborate with teachers, provides training and support in providing high quality literacy instruction. They provide support with problem solving, facilitate conversations about best practice and organize professional development opportunities based on gradual release of responsibility and meeting the needs of all learners.

Use of data for selection of professional development priorities – Literacy coaches, together with the principal and teaching staff, use the data from Benchmark Assessments and Minnesota Comprehensive Assessments to select areas of literacy instruction for further staff development. Each spring, once year-end results are available, staff analyze these results and utilize them to identify the focus for professional development in the coming year.

Section 6: Implementation of Comprehensive Scientifically Based Reading Instruction throughout the Elementary Grades

Access to a high quality teacher - The literacy framework at Heart of the Lakes Elementary is built around a solid research core that indicates the single most important factor that supports student success in reading **is access to a good teacher**. Our commitment to PLCs, ongoing professional development, literacy coaching, and access to wide array of current and user friendly professional development are all important contributors to quality teaching.

The following professional resources make up the foundation on which the literacy framework at HOTL is built.

Grades K - 2	Grades 3-4
Benchmark Literacy is the core reading curriculum used in K-2.	Benchmark Literacy is the core reading curriculum used in 3-4.
Guided Reading (Fountas and Pinnell) http://www.heinemann.com/products/08863.aspx	Guiding Readers and Writers (Fountas and Pinnell) http://www.heinemann.com/products/E00310.aspx
A Curricular Plan for the Reading Workshop (Lucy Calkins) http://www.heinemann.com/series/103.aspx	Units of Study for Teaching Reading, Grades 3-5 (Lucy Calkins) http://www.heinemann.com/series/103.aspx
Comprehension Toolkit (Harvey and Goudvis) http://comprehensiontoolkit.com/gradek_2/default.asp	Comprehension Toolkit (Harvey and Goudvis) http://comprehensiontoolkit.com/grade3_6/default.asp
Teaching for Comprehending and Fluency (Fountas and Pinnell) http://www.heinemann.com/products/E00308.aspx	A Curricular Plan for the Reading Workshop (Lucy Calkins) http://www.heinemann.com/series/103.aspx
Growing Readers (Collins) http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=373	Teaching for Comprehending and Fluency (Fountas and Pinnell) http://www.heinemann.com/products/E00308.aspx
Primary Spelling by Pattern (Cambium) http://www.aft.org/pdfs/americaneducator/winter0809/joshi.pdf	Spelling for Writers (Fresch and Wheaton) http://www.greatsource.com/GreatSource/pdf/SpellingforWritersFAQs.pdf
First Grade Readers (Parsons)	Reading Works.org Comprehension Strategy Lessons

http://www.heinemann.com/products/E01728.aspx	http://www.ReadWorks.org
Benchmark Literacy Phonics	

Lots of Time to Read - Mountains of research also confirm that in order for students to progress as readers, they must have **abundant time to read** with “just right texts”. Therefore, our literacy program begins with a serious commitment to giving students large chunks of time to be deeply engaged in reading books—ones of their own choosing, when possible, and **always** ones that they can read with fluency, accuracy and comprehension. The chart below shows the minimum amount of time that each grade level is committed to for daily independent reading.

Grade	Fall	Winter / Spring	At Home /Daily
Kindergarten	5 – 10 minutes	10 – 20 minutes	1-2 books
1st	10 – 20 minutes	20 – 30 minutes	20 minutes
2 nd	15 – 25 minutes	25 – 35 minutes	20 minutes
3 rd	15 – 30 minutes	30 – 40 minutes	20 minutes
4 th	25 -35	35 - 45 minutes	20 pages

Access to engaging texts that are at a child’s independent reading level - Our teachers begin the year by assessing their students to learn the level of text complexity that each child can handle (on an A-Z scale) and then connecting kids with texts they can read. Students select a variety of books that are of interest to them, keeping these close at hand in book bins, tubs or baggies, so they can progress from one book to another without interruption. Students read in school and continue reading at home, carrying books between home and school and reading daily. Older students keep reading logs in which they carefully record the data about pages read and the time spent reading. Teachers study and review at home and in school reading habits with children in order to identify patterns and help students set or modify goals.

Explicit Instruction on the Skills and Strategies that Good Readers Use - Each reading workshop begins with explicit teaching of a skill or strategy that proficient readers use and an opportunity to practice that skill or strategy in a meaningful way. This is called the mini-lesson, and lasts only about 10- 15 minutes. Following the mini-lesson, all students engage in “eyes-on-text” reading. This means actual reading of “just right books”. While students are engaged in reading, the teacher is either having individual conferences with students about their reading, or working with small groups of students who have common needs.

All of our instruction in the literacy block at HOTL follows a gradual release of responsibility model. This is a progression that moves gradually from the point of an adult demonstrating to the child to the point of the child being able to perform the task independently.

- Watch – I’ll show you how to do it.
- I’m going to do it again. I want you to help.
- You try it. I’ll help.
- You do it. I’ll watch.
- You’re ready to do this independently.

Gradual release of responsibility is a foundational concept, that acknowledges the need for varied pacing and the availability of an adult who is knowledgeable, available, and understands what a child needs next.

Phonics and Word Study - We also support explicit instruction in phonics and word study. This is especially important for beginning readers who are still acquiring the skills needed to efficiently “break the code” of written language. In grades K-2 our students receive instruction in Benchmark Literacy Phonics. The phonics lessons are taught through direct instruction from the classroom teacher. Each grade level, K-2, has specific goals for student progress in the area of phonics. In grades 3-4 students engage in word study and spelling activities designed to help them enhance their ability to read and write multi-syllable words efficiently.

Section 7: Training and Support for Elementary School Teachers in Recognizing Students’ Diverse, Cross Cultural, and linguistic Needs

Training and Support for Elementary School Teachers to Recognize and Support the Needs of Culturally and Linguistically Diverse Students – Staff at HOTL do not serve large numbers of students who are culturally or linguistically diverse. The regular education staff who have students in this population consult regularly with the ELL instructor for ideas on specific student needs as well as more general ways to support students.

Because we have built our literacy curriculum on the belief that all children need LOTS of chances to read books they care about that are at their own independent and instructional reading levels, book

selection and availability will be important components for us to consider in meeting the needs of all students.

Staff are provided with ongoing staff development on the following core beliefs to guide our interactions with all students:

- Teachers must respect all learners.
- Teachers must recognize that all people, have culturally defined identities.
- All students have something to offer their learning communities. Teachers must work to incorporate the knowledge and experience into classroom practice.
- Teachers need to model culturally responsive and socially responsible practices for students.

Section 8: Assessment Data Submitted to the Minnesota Commissioner of Education

Annually each year, prior to July 1, the district will submit to the Commissioner of Education assessment data that demonstrates the percentage students at each grade level who have met proficiency standards for reading according district standards. The table below shows/explains the data measures and proficiency rates that will be used. (Only data from grades K-2 is required for submission; however the district will perform their own analysis of the following data for all grades.)

Grade	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Assessment	FAST-Early Reading	FAST-Early Reading	FAST-Adaptive Reading	FAST-Adaptive Reading	FAST-Adaptive Reading
Proficiency Measure	Concepts of print, onset sounds, letter names and sounds, word rhyming, blending, and segmenting, sight words, sentence reading, oral language	Concepts of print, onset sounds, letter names and sounds, word rhyming, blending, and segmenting, sight words, sentence	Broad Reading Achievement including, comprehension and fluency	Broad Reading Achievement including, comprehension and fluency	Broad Reading Achievement including, comprehension and fluency

		reading, oral language			
Year End Proficiency Goal	Composite Score- Determined by FAST in August	Composite Score- Determined by FAST in August	Composite Score- 484	Composite Score- 501	Composite Score- 512
% At or Above Grade Level Proficiency 2010-2011 School Year	38%	60%	68%	57%	58%
% At or Above Grade Level Proficiency 2011-2012 School Year	74%	77%	80%	61%	65%
% At or Above Grade Level Proficiency 2012-2013 School Year	78%	75%	82%	70%	71%
% At or Above Grade Level Proficiency 2013-2014 School Year	82%	61%	73%	72%	70%
% At or Above Grade Level Proficiency 2014-2015	55%	37%	50%	52%	56%

School Year					
Year End Proficiency Goal 2015-2016	Composite Score-68	Composite Score-65	Composite Score- 487	Composite Score- 510	Composite Score-516
% At or Above Grade Level Proficiency 2015-2016 School Year	53%	56%	68%	39%	61%
Year End Proficiency Goal 2016-2017	Composite Score-65	Composite Score-68	Composite Score-489	Composite Score-503	Composite Score-513
% At or Above Grade Level Proficiency 2016-2017 School Year	62%	69%	71%	62%	64%