

Verndale Public School Local Literacy Plan

Reading Well by Third Grade

2019 Update

Statement of Goal and Objectives

The District 818, Verndale Public School Local Literacy Plan was developed to ensure that district students are proficient readers by the end of third grade. This plan encompasses students in Pre-K through sixth grade in the areas of literacy instruction and intervention, so that, our goal above will be optimized to its fullest before/by the end of third grade.

This Reading Well by Third Grade Plan will be up for approval at the June 2019 School Board Meeting.

The school district serves a student population of approximately 560 students in K-12th grade. The elementary school serves 287 students with 53% free and reduced student population. Approximately 58% of the students open-enroll from surrounding school districts. The district qualifies as a school- wide Title I program.

Our elementary staff consists of two classrooms at each grade level. The Preschool Program is on site and provides pre-kindergarten support for its students in the area of literacy. In grades K-3, support is provided through two licensed intervention teachers, one Speech and Language Pathologist, one LD teacher, and one DCD teacher, and one primary SPED teacher. Additional help is provided by educational aides and community volunteers. In addition, we had 3 Minnesota Reading Corp Tutors.

Due to the needs of our students, we have created the following goals:

1. Include 1 days of Professional Development this summer to focus on core classroom instruction and how to incorporate the 5 Reading Pillars into our best practices.
2. Instruction based off of weekly data check-ins. We will also have 4 data retreats throughout the school year.
3. We also want to put some focus on student stamina and retention of instruction.
4. Staff will follow the school wide instructional model, based off of Marzano's High Reliability Schools research. Within this model, staff will create curriculum centered on priority standards.

We are using the following to help students read well by third grade:

1. Verndale primary grades implementing solid core instruction
2. A classroom-based intervention model of reading instruction replacing a "pull-out" model - WIN (What I Need) time
3. Guided Reading structure and PRESS intervention to provide support and challenge all students
4. Data meetings quarterly as well as weekly check-in meetings

Aligned Curriculum, Instruction, and Assessment

The primary reading program uses Wonders as a resource to support MN standards. Small group differentiated instruction is used to deliver instruction to students at their reading level. An elementary Book Room, as well as classroom leveled libraries, provides instructional and independent leveled text for use in the small groups and independent reading.

Student achievement results and growth data from benchmark screenings from Fall 2018 to Spring 2019, validates that children in grades K-3 are showing growth. We will continue to address student growth this next year with the goals listed above. We are addressing student plateauing in the areas of fluency and sight word recognition by continuing weekly data check-ins. Our district wide Plan has been established to monitor reading and will be implemented for the 2019-2020 school year.

Student proficiency in reading is measured three times a year during Benchmark testing. This information allows teachers to place students into the correct interventions to support their learning. Those students showing greater need for improvement are progress monitored every couple of weeks, therefore, measuring students' growth. The interventions used with students are research-based and used to plan and enhance reading instruction for all students.

Using the assessment schedule below, students will be benchmark tested in the fall, winter, and spring of the school year. The goal will be for students to attain the appropriate grade level achievement as determined by students' scores. Students will be rated according to need by On-Level, Strategic, or Intensive Levels of differentiated instruction. These levels also determine the frequency that students will be monitored, whether weekly (Intensive), twice monthly (Strategic), or only at the benchmark dates (ON-Level). AIMSweb provides easy to read graphs that show student progress over the year that are shared with parents at conferences in both the fall and spring of the year.

Verndale K-6 Literacy Assessment Plan

	Assessment	Types of Reading Data	Students Tested	Administrator of Test
Fall	AIMSweb Fall Benchmark	Screening: For Differentiated Instruction Placement	K-3rd Grade	Classroom Teacher or Title/Intervention Teachers
	Spelling Inventory	Diagnostic	1st-3rd Grade	Classroom Teacher
	PRESS	Diagnostic	K-2 and Tier 2 and 3 students 3rd grade	Title/Intervention Teacher
	E. C. Leveling Assessment	For Reading Level Placement	All students K-3 and new students	Classroom Teacher

Winter	AIMSweb Winter Benchmark	Screening: For Differentiated Instruction Placement	K-3rd Grade	Classroom Teacher or Title/Intervention Teachers
	Spelling Inventory	Diagnostic	1st-3rd Grade	Classroom Teacher
	PRESS	Diagnostic	K-2 and Tier 2 and 3 students 3rd grade	Title/Intervention Teacher
	E. C. Leveling Assessment	Diagnostic	All students K-3 and new students	Classroom Teacher
Spring	AIMSweb Spring Benchmark	Screening: For Differentiated Instruction Placement	K-3rd Grade	Classroom Teacher or Title/Intervention Teachers
	Spelling Inventory	Diagnostic	1st-3rd Grade	Classroom Teacher
	PRESS	Diagnostic	K-2 and Tier 2 and 3 students 3rd grade	Title/Intervention Teacher
	E. C. Leveling Assessment	For Reading Level Placement	All students K-3 and new students	Classroom Teacher
All Year	AIMSweb	Progress monitoring	K-3rd grade	Classroom Teacher
	PRESS	Progress Monitoring	K-2 tier 2/3 students	Title/Intervention Teacher
	E.C. Leveling Assessment	Diagnostic	K-3: All	Classroom Teacher

Data Driven Decision Making

Grade level data teams will meet monthly during the school year to review data and progress of all students. These teams will consist of grade level teachers, special education teachers, intervention teachers, and the principal. The following table will determine the agenda for each month.

September	Review data from Fall AIMSWEB benchmark, MCA scores, and Reading Level Assessment (Mondo) and PRESS. Recommend and give PRESS diagnostic assessments for placement into RtI Interventions.(WIN) Administer Words Their Way Elementary Spelling Inventory to 1-6 graders. Start WIN reading group in K-3.
October	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
November	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
December	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
January	Review data from Winter AIMSWEB benchmark, MCA scores(remove), and Reading Level Assessment (Mondo) and PRESS. Recommend and give PRESS diagnostic assessments within strategic and intensive RtI Intervention levels(WIN). Administer Words Their Way Elementary Spelling Inventory to 1-6 graders.
February	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
March	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
April	Review progress monitoring for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.

May	Review data from Spring AIMSWEB benchmark, MCA scores, and Reading Level Assessment (Mondo) and PRESS. Recommend and give PRESS diagnostic assessments within strategic and intensive RtI Intervention levels.(WIN) Administer Words Their Way Elementary Spelling Inventory to 1-6 graders. Data used to evaluate Read Well by Third Grade plan.
August	Administer entrance screeners on all incoming kindergarten students.

In the spring of each school year we will use data to evaluate proficiency on the goals. If students meet these proficiencies, we know our intervention programs have had a positive effect on our students and therefore were a success for all involved.

Benchmark data will be used to document the outcomes of the Verndale Literacy Plan. This information will guide the format for the continued use or modifications of these interventions.

Multi-Tiered Levels of Support

Interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3. Targeted Services (an after school program) and Summer School are programs that offer additional interventions to students in need.

<u>Whole Group Instruction</u> <u>Tier 1 and 2</u>	<u>Tier 2 and 3 supports</u>	<u>Tier 3</u>
*K-4 120 minutes daily *5-6 60 minutes daily	<u>K-2, 3-4, & 5-6</u> *Interventionist Support	*Read 180 - grades 4-6
<u>5 Strands of Literacy Instruction</u> *Phonemic Awareness *Phonics *Fluency *Comprehension *Vocabulary	*Small group instruction based on data of students' needs	* students who qualify for the program
<u>Differentiated Instruction</u> *Small Group Work *Leveled Book Boxes	<u>Foster Grandparents (K-2)</u> *1:1 support for foundational reading	<u>DCD Instruction - K-6</u> *students qualifying for instructional support
<u>Comprehension Strategy Instruction</u>	<u>Minnesota Reading Corps (K-3)</u> *1:1 interventions based on MRC data and matching student needs	<u>LD Instruction - K-6</u> *students qualifying for instructional support
	<u>Volunteers Program</u>	Verndale Elementary Language Arts Block includes instruction,

<u>Wonders Reading Curriculum</u>	*Reads and coaches students 1:1	practice, and support in: Reading, Spelling, and Writing
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Using the Minnesota Common Core Literacy Standards, each grade level has developed Essential Learner Outcomes that align the state standards to our literacy plan. Several teachers have started using a Standards based pre and post assessment to measure student mastery of standards in reading. As we move forward with our school-wide reading instruction, all classrooms have been given Professional Development on how to start using standards as their foundational curriculum. Students not meeting grade level in any of the five strands of core literacy instruction will be given research based intervention opportunities to enhance their reading to meet or exceed grade level. Those students “near target” receive Tier II services, while students “below target” receive Tier III services.

Job-Embedded Professional Development

All teachers are actively participating in Professional Learning Communities that are data driven with a focus on student learning to improve and collaboratively reflect on instruction that is research-based and proven to be effective. The district has allocated eight 2-hour late starts/early release days to accommodate job-embedded professional development. This job-embedded professional development has allowed the teachers to implement the new ideas and pedagogy into their classroom instruction. The district promotes development of competent use of literacy practices and instructional strategies that are effective for the students most in need of additional supports by providing time through monthly two- hour late starts for professional collaborate. Educators are also required to use 1 hour a month outside of student contact time to further enhance their reading instruction and monitor student data.

Our school is also involved in the Marzano High Reliability Schools grant for Region 5. Our teachers have already become certified in Level 1, which is a safe and collaborative environment for learning. We are currently working on being certified in Level 2, which supports teachers using researched, effective strategies. Teachers build these strategies around standards and then use scales to assess student progress toward the standard. Professional Development is given to teachers in the area of creating unit plans with effective strategies embedded and only standard driven.

Teachers are observed by administration focusing on literacy instruction. Administration uses a combination of informal walkthroughs, as well as formal observation to monitor instructional practices in the classrooms. Mentor teachers are assigned to new teaching staff members to ensure high quality literacy instruction. All staff are required to develop an Individual Growth and Development Plan that includes SMART goals for professional growth that are measured with student data. Staff are also involved in 2 to 3 Instructional Rounds per year. Teachers observe co-workers in action to determine if there are strategies or ideas to affirm what they currently are doing, or to reflect on how their instruction can grow, based on what they saw.

The District Leadership Team and Elementary Leadership Team are in place to monitor the professional development needs of the staff , including the area of literacy instruction. PLCs and in-service topics cover those areas of literacy that support strong teaching practices.

Family & Community Partnership

Parents and families will be frequently informed of student progress and specific strategies in which they can support their child's development in literacy. The following information is available to parents throughout the school year. Parents are notified as their child is placed and exited from intervention programs when indicated by diagnostic and progress monitoring data.

Newsletter 4 times a year

Report Cards 4 times a year

Progress Reports as needed

Text Leveling Assessment 4 times a year

IEP Meetings as needed

Progress Monitoring graphs quarterly

MCA Result-Parent Information Sheet

Parent teacher conferences in fall and spring

Website-ongoing

Newspaper

MCA and AYP data on file in the district office-available at anytime

Below are the letters sent to parents throughout the year to keep them informed of student learning.

[Parent letter](#)

The following provide interactive parent strategies and tips to support their own child's development and learning:

www.MNParentsKnow.info

www.intothebook.org/

<http://reading.ecb.org/>

Literacy data will be used to document the outcome of the Verndale Reading Well by Third Grade Plan. We will seek feedback from the public during the annual Language Arts Curriculum Review meeting regarding the following; accessibility of information, usefulness of documents, and support provided for implementing effective strategies at home.

Questions and comments can be submitted by going to the Literacy Corner tab located on the Verndale Public School website or by contacting the Verndale District office at 218-445-5184.