

# Verndale Public School Local Literacy Plan

Reading Well by Third Grade

2018 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 2018 School Board Meeting.

The school district serves a student population of approximately 551 students in K-12<sup>th</sup> grade. The elementary school serves 299 students with 56.9% free and reduced student population. Approximately 60% 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 will be adding 2 Minnesota Reading Corp Tutors.

Due to high needs and other various reasons in our school, we have had tremendous turnover in staff. Currently, we have 8 new staff members out of 11. Therefore, it is our goal to:

1. Include 2 days of Professional Development this summer on reading instruction in the core classroom
2. Deepen our use of data to inform our instruction.

We hope to reinstitute:

1. Verndale primary grades implementing solid core instruction
2. A classroom-based intervention model of reading instruction replacing a “pull-out” model
3. Use the Guided Reading structure or PRESS intervention within the RtI model delivering “push-in” support to students
4. Data meetings quarterly as well as weekly check-in meetings

## Aligned Curriculum, Instruction, and Assessment

The primary reading program uses Scott-Foresman Reading Street 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 provides leveled reading materials for use in the small groups.

Student achievement results and growth data from benchmark screenings in Fall, Winter, and Spring, validates that children in grades K-3 are making progress in certain areas like word segmenting and decodable words. Other areas like fluency and guided leveling demonstrate that we are at a plateau and therefore we are addressing this concern with Professional Development this summer and Accelerated Reading so that our children are spending more time in books. We are also addressing the lack of growth with letter sounds and sight words by changing our curriculum to be more rigorous and challenging as we focus on standards to move students forward in reading. This curriculum will now start with Preschool on up. Our district wide Plan has been established to monitor reading and will be implemented for the 2018-2019 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 and Fastbridge 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	3 <sup>rd</sup> Grade	Classroom Teacher or Title Teacher
	Fastbridge	Screening: For Differentiated Instruction Placement	K-2 Students	Intervention Teacher
	PRESS	Diagnostic	Tier 2 and 3 students	Intervention Teacher

	<b>E. C. Leveling Assessment</b>	<b>For Reading Level Placement</b>	<b>All students K-3 and new students</b>	<b>Classroom Teacher</b>
<b>Winter</b>	<b>AIMSweb Winter Benchmark</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>3<sup>rd</sup> Grade</b>	<b>Classroom Teacher or Title Teacher</b>
	<b>Fastbridge</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>K-2 Students</b>	<b>Intervention Teacher</b>
	<b>PRESS</b>	<b>Diagnostic</b>	<b>Tier 2 and 3 students</b>	<b>Intervention Teacher</b>
	<b>E. C. Leveling Assessment</b>	<b>Diagnostic</b>	<b>All students K-3 and new students</b>	<b>Classroom Teacher</b>
<b>Spring</b>	<b>AIMSweb Spring Benchmark</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>3<sup>rd</sup> Grade</b>	<b>Classroom Teacher or Title Teacher</b>
	<b>Fastbridge</b>	<b>Screening: For Differentiated Instruction Placement</b>	<b>K-2 Students</b>	<b>Intervention Teacher</b>
	<b>PRESS</b>	<b>Diagnostic</b>	<b>Tier 2 and 3 students</b>	<b>Intervention Teacher</b>
	<b>E. C. Leveling Assessment</b>	<b>For Reading Level Placement</b>	<b>All students K-3 and new students</b>	<b>Classroom Teacher</b>
<b>All Year</b>	<b>AIMSweb</b>	<b>Progress monitoring</b>	<b>3<sup>rd</sup> grade</b>	<b>Classroom Teacher</b>
	<b>Fastbridge</b>	<b>Progress Monitoring</b>	<b>K-2 students</b>	<b>Classroom Teacher</b>
	<b>PRESS</b>	<b>Progress Monitoring</b>	<b>K-2 tier 2/3 students</b>	<b>Intervention Teacher</b>
	<b>E.C. Leveling Assessment</b>	<b>Diagnostic</b>	<b>K-3: All</b>	<b>Classroom Teacher</b>



## 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 and FASTbridge benchmark, MCA scores, and Reading Level Assessment (Mondo). Recommend and give PRESS diagnostic assessments for placement into RtI Interventions. Administer Words Their Way Elementary Spelling Inventory to 1-6 graders.
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 and FASTbridge benchmark, MCA scores, and Reading Level Assessment (Mondo). Recommend and give PRESS diagnostic assessments within strategic and intensive RtI Intervention levels. 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 and FASTbridge benchmark, MCA scores, and Reading Level Assessment (Mondo). Recommend and give PRESS diagnostic assessments within strategic and intensive RtI Intervention levels. Administer Words Their Way Elementary Spelling Inventory to 1-6 graders. Data used to evaluate Read Well by Third Grade plan.



In the spring of each school year we will use data to evaluate proficiency on the goals. If we 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.

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

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 and evaluated by administration focusing on literacy instruction. Mentor teachers are assigned to new teaching staff members to ensure high quality literacy instruction. All staff is 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 peer “observation walkthroughs” to learn from other innovative teachers and then reflect on how their instruction can grow, based on what they saw..

The Leadership Team is 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](http://www.MNParentsKnow.info)

[www.intothebook.org/](http://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.

