

# Verndale Public School Local Literacy Plan

Reading Well by Third Grade  
2020 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 2020 School Board Meeting.

The school district serves a student population of approximately 550 students in K-12<sup>th</sup> grade. The elementary school serves 281 students with 49% 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/DCD teacher, one LD teacher, and one primary EBD teacher. Additional help is provided by educational aides.

Due to the needs of our students, we have created the following goals for 2020-2021:

1. Include training and curriculum to support the Structured Multi-Sensory Literacy lesson format that will be implemented for students below grade level.
2. Intervention WIN (What I Need) instruction for tier 2 and 3 students, driven by the monthly data check-ins. We will also have 3 data retreats throughout the school year.
3. Staff will follow the school wide instructional model, based off of Marzano's High Reliability Schools research. Within this model, staff will create curriculum unit plans that are centered on priority standards, focus on how to support student stamina within the lesson, and have students apply standards to more complex (level 3 or 4) portions of the 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 - WIN (What I Need) time
3. Guided Reading, Structured Multisensory Literacy lessons (only in 2 small groups/grade), and PRESS intervention to provide support and challenge for all students
4. Three Data meetings throughout the year as well as monthly check-in meetings

## Aligned Curriculum, Instruction, and Assessment

The primary (K-4) uses Wonders as a curriculum resource to support MN standards instruction and assessments. Our current reality shows that we have started to create Standards based unit plans with the High Reliability Schools model of instruction with Assessments and Wonders curriculum as the guide. Teachers need additional time next year to create the rest of these unit plans with assessments to match. Our K-6 elementary also uses a WIN intervention framework and classroom Small group differentiated instruction to deliver instruction for students at their reading level. We have an elementary Book Room, as well as classroom leveled libraries, which provides instructional and independent leveled text for use in the small groups and independent reading.

Student achievement results and growth data for benchmark screenings from Fall 2019 to Winter 2020, validates that children in grades K-1 are showing improvements for Phonemic Awareness, Letter sounds, High Frequency Words, and Phonics (Blending Words) together. Kindergarten has two WIN times daily to help students achieve this high level of growth. Intervention teachers used PRESS interventions, while classroom teachers use Guided Reading to support these gains. As students move to 2nd grade on up, we start to lose their ability to stay fluent, year after year. The gap tends to widen with their fluency, which leads to difficulty with comprehension. Therefore, this coming school year, our WIN groups will also include Structured Multisensory Literacy instruction for students not maintaining grade level. Research shows students need advanced Phonemic Awareness in the way of multisyllabic instruction to build fluency, and these lessons will give that support to those students.

Due to all classes moving to online instruction for March through May, we have decided to continue addressing student growth this coming school year with the goals listed above. We did and will continue to address student plateauing in the areas of fluency and sight word recognition by continuing monthly data check-ins and adopting the Structures Multisensory Literacy lessons. Teacher's will continue to develop unit plans that support the instruction of the MN standards. Our district wide Plan has been established to monitor reading and will be implemented for the 2020-2021 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, 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 the fall and spring of the year.

Verndale K-6 Literacy Assessment Plan

	Assessment	Types of Reading Data	Students Tested	Administrator of Test
<b>Fall</b>	1. AIMSweb Fall Benchmark	1. Screening: For Differentiated Instruction Placement	1. K-6th Grade	1. Classroom Teacher or Title Teachers
	2. F&P Benchmark leveling	2. Screening: For Instruction Placement	2. K-4th Grade	2. Classroom Teacher
	3. Spelling Inventory	3. Diagnostic	3. 1st-4th Grade	3. Classroom Teacher
	4. SLANT	4. Diagnostic	4. K-2 and Tier 2 and 3 students at 3rd-4th grade	4. Title Teacher
<b>Winter</b>	1. AIMSweb Winter Benchmark	1. Screening: For Differentiated Instruction Placement	1. K-6th Grade	1. Classroom Teacher or Title Teachers
	2. F&P Benchmark leveling	2. Screening: For Instruction Placement	2. K-4th Grade	2. Classroom Teacher
	3. Spelling Inventory	3. Diagnostic	3. 1st-4th Grade	3. Classroom Teacher
	4. SLANT	4. Diagnostic	4. K-2 and Tier 2 and 3 students at 3rd-4th grade	4. Title Teacher
<b>Spring</b>	1. AIMSweb Spring Benchmark	1. Screening: For Differentiated Instruction Placement	1. K-6th Grade	1. Classroom Teacher or Title Teachers
	2. F&P Benchmark leveling	2. Screening: For Instruction Placement	2. K-4th Grade	2. Classroom Teacher
	3. Spelling Inventory	3. Diagnostic	3. 1st-4th Grade	3. Classroom Teacher
	4. SLANT	4. Diagnostic	4. K-2 and Tier 2 and 3 students at 3rd-4th grade	4. Title Teacher
<b>All Year</b>	1. AIMSweb	1. Progress monitoring	1. K-6th grade	1. Classroom Teacher
	2. SLANT	2. Progress Monitoring	2. K-2 tier 2/3 students	2. Title Teacher
	3. F & P Benchmark	3. Progress Monitoring	3. K-4th grade	3. 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, F & P Benchmark Assessment System, and Words Their Way Elementary Spelling Inventory to 1-6 graders. Recommend and give SLANT diagnostic assessments for placement into RtI Interventions(WIN: What I Need). Start WIN reading group in K-6.
October	Set up 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, F & P Benchmark Assessment System, and Words Their Way Elementary Spelling Inventory to 1-6 graders. Recommend and give SLANT diagnostic assessments for placement into RtI Interventions(WIN: What I Need). Update and start new WIN reading group in K-6.
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, F & P Benchmark Assessment System, and Words Their Way Elementary Spelling Inventory to 1-6 graders. Recommend and give SLANT diagnostic assessments for placement into RtI Interventions(WIN: What I Need). Update and analyze data to evaluate Read Well by Third Grade plan and next year's focus.
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. Verndale Elementary Language Arts Block includes instruction, practice, and support in: Reading, Spelling, and Writing.

Tier 1	Tier 2	Tier 3
<p><b>Core Instruction</b></p> <ul style="list-style-type: none"> <li>● <b>K-4 120 minutes</b></li> <li>● <b>5-6 60 minutes</b></li> <li>● <b>Differentiation used</b></li> <li>● <b>Covers all 5 Pillars</b> <ul style="list-style-type: none"> <li>○ <b>Phonemic Awareness:</b> Wonders curriculum</li> <li>○ <b>Phonics:</b> Wonders curriculum</li> <li>○ <b>Fluency:</b> S.S.R, Daily 5 Read to self/Someone, Online Epic</li> <li>○ <b>Comprehension:</b> Strategy instruction</li> <li>○ <b>Vocabulary:</b> Wonders curriculum</li> </ul> </li> </ul>	<p><b>W.I.N. (What I Need) ~ K-6</b></p> <ul style="list-style-type: none"> <li>● Guided Reading small group support or</li> <li>● SLANT Multisensory Structured Literacy Support</li> </ul> <p><b>Foster Grandparents</b></p> <ul style="list-style-type: none"> <li>● 1:1 for K-1 students needing support with foundational skills in reading</li> </ul>	<p><b>LD and DCD instruction:</b></p> <ul style="list-style-type: none"> <li>● Need to qualify for this support</li> <li>● read 180 (5th-6th Grade)</li> <li>● (3rd-4th Grade)</li> <li>● (K-2nd Grade)</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>● Differentiated Small Group instruction in classrooms. Based on standards assessments, SLANT diagnostics, and progress monitoring.</li> </ul>

Using the Minnesota Common Core Literacy Standards, each grade level has developed Priority Standards 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 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 during WIN time, while students “below target” receive additional Tier III services in class, Special Education, or with intervention staff.

## Job-Embedded Professional Development

All teachers are actively participating in Professional Learning Communities that are driven with a focus on student learning. PLC groups collaboratively reflect on instruction that is research-based and proven to be effective. The district has allocated eight 2-hour late starts days to accommodate job-embedded professional development. This job-embedded professional development has allowed teachers to implement new ideas and pedagogy into their classroom instruction. The district promotes development of competent use of instructional strategies that are effective for the students most in need of additional support by providing time through monthly two- hour late starts for professional collaboration.

Our school is also involved in the Marzano High Reliability Schools grant for Region 5. Our teachers have already become certified in Level 1, safe, supportive and collaborative learning environment. Level 1 focus includes specific strategies for shared decision making and developing collaborative processes that clarify the work of teacher teams and help schools operate as a cohesive network of teams clearly focused on curriculum, instruction, assessment, and achievement for all students. The school has also achieved certification in Level 2, effective teaching in every classroom with a school wide instructional model. This level creates a culture of supporting teachers with their pedagogical growth.

Teachers are currently working on being certified in Level 3, guaranteed and viable curriculum. Teachers are building on these strategies and creating standards-based unit plans which include scales to assess student progress toward proficiency of the standard. Teachers are observed by administration focusing on their High Reliability work. 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 their observations.

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 the 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.

- Parent letter 3 times a year
- Report Cards quarterly
- 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
- 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)

<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. Feedback from parents and community will also come from the annual World's Best Workforce meeting and Title One Parent meeting.

Questions and comments can be submitted by going to the Read Well Report tab that is located on the Verndale Public School website or by contacting the Verndale District office at 218-445-5184.