

Lake of the Woods School District #390

Local Literacy Plan

Purpose Statement

Read Well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for 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 their learning across all subject area. 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. –MN Statue 120B.12

The Lake of the Woods Schools District Mission is to create opportunities through caring partnerships for students to think creatively to solve problems and to be enabled to succeed in their own particular learning styles. This philosophy of lifetime learning is tied to our local literacy plan. The Lake of the Woods literacy plan focuses on assessment, Multi-tiered systems of support and intervention, core instruction, staff development, and community outreach and engagement. This will ensure that all students will reach reading proficiency by Grade 3 and beyond.

Use of Data

In order to assess and monitor student levels of proficiency, a comprehensive assessment plan has been established Kindergarten through Grade 5. The plan contains assessments for screening, diagnosis, processes for progress monitoring, measuring growth and proficiency. Our district has also created targets and scales and rubrics for both reading and writing that align with the MN English Language Arts standards. Teachers use this data to make instructional decisions to ensure each child receives high quality instruction geared for their individual needs.

The Lake of the Woods school uses a Multi-tiered Response to Intervention to meet the needs of all students. A highly effective core instruction is top priority that is aligned with state standards and with research based practices. Core reading instruction is focused on the primary foundations of literacy which include; phonemic awareness, phonics, fluency, vocabulary, and comprehension. To meet the needs of students who require additional support to meet grade level standards teachers provide research based interventions and monitor student growth and progress on a regular basis to ensure they are making growth towards proficiency.

Comprehensive Needs Assessment (CNA)

2017-2018 Comprehensive Needs Assessment and Data Review:

DATA	REFLECTION	DATE REVIEWED	NEXT STEPS
<p>Review Enrollment Data:</p> <p>85% white, 7% Two or more races, 3.3% American Indian/Alaskan Native, 2% Hispanic, 1% Asian, 1% Black</p> <p>Free and Reduced Lunch: 50%</p> <p>Special Education: 15%</p>	<p>Based on 2015/16 data: American Indian population increased from 1.9% to 3.3%, Special Education increased from 13.9% to 15%, Free and Reduced Lunch rate stayed stable. We project the American Indian rate to increase.</p>	<p>10/10/2017</p>	<p>Develop a starter ELL plan for Title I program. Establish procedures and policies for any incoming ELL students.</p>
<p>Review MCA/MTAS Proficiency and Achievement Level Data at a School Level: <u>Elementary School-wide</u></p> <p><u>Reading:</u></p> <p>Exceeds: 9%</p> <p>Meets: 35.9%</p> <p>Partially: 27.6%</p> <p>Does Not Meet: 27.6%</p>	<p>Our Exceeds Standards levels are much lower than state levels.</p> <p>Our focus is to move each group up a level on their proficiency rating.</p>	<p>10/10/2017</p>	<p>Dedicate 3 PLC dates to review data (October, February, and May dates).</p>
<p>Review MCA/MTAS Proficiency and Achievement Level Data by Student Group</p> <p><u>Reading</u></p> <p>All Students: 2015-64.5% dropped to 44.2% in 2017</p> <p>3rd grade: increase from 41.9% to 52.8% from 2015-2016, then decline to 37.5% in 2017.</p> <p>4th grade: stable just above 54% 2015-2017.</p>	<p><u>Reading</u></p> <p>All Students: No difference between all students and free and reduced lunch.</p> <p>3rd grade: Free and reduced is following the same trend as the full population.</p>	<p>12/11/2017</p>	<p>Dedicate 3 PLC dates to review data (October, February, and May dates).</p>

<p>5th Grade: decline from 60.5% to 44.8% from 2015-2017.</p> <p>6th grade: decline from 82.7% to 32.4% 2015-2017</p> <p>Free and Reduced Lunch</p> <p>All Students: Almost the same as all students inclusive.</p> <p>3rd grade: Increase from 34.6% to 50% 2015-2016 and decline to 35% in 2017.</p> <p>4th Grade: 59.1% 2015 increase to 65.1% 2016 and decline to 38.5% 2017</p> <p>5th Grade: 66.6% 2015 decline to 42.9% 2016 and increase to 63.2% 2017.</p> <p>6th Grade: 73.4% 2015 steady decline to 33.3% 2017</p>	<p>4th grade: Free and reduced is declining from 2016-2017 faster than all student group.</p> <p>5th grade: Both groups decline from 2015-2016, but free and reduced had a major increase in 2017, all students continued the decline.</p> <p>6th grade: Slightly less decline for the free and reduced population compared to the all student population</p>		
<p>Review MCA/MTAS Proficiency and Achievement Level Data by Grade:</p> <p>Reading:</p> <p>Grade 3:</p> <p>Exceeds: 3.1%</p> <p>Meets: 34.4%</p> <p>Partially: 25%</p> <p>Does not Meet: 37.5%</p> <p>Grade 4:</p> <p>Exceeds: 11.1%</p> <p>Meets: 30.6%</p>	<p>Reading 2013-2017:</p> <p>Steady increase with a dip in 2017 for grade 3.</p> <p>Consistently steady in grade 4, remains below state average.</p> <p>Slight dips up and down, just below state average in grade 5.</p> <p>Continuous downward trend in grade 6.</p>	<p>10/10/2017</p>	<p>Dedicate 3 PLC dates to review data (October, February, and May dates).</p>

<p>Partially: 36.1%</p> <p>Does not Meet: 22.2%</p> <p>Grade 5:</p> <p>Exceeds: 12.8%</p> <p>Meets: 38.5%</p> <p>Partially: 30.8%</p> <p>Does not Meet: 17.9%</p> <p>Grade 6:</p> <p>Exceeds: 7.9%</p> <p>Meets: 39.5%</p> <p>Partially: 18.4%</p> <p>Does not Meet: 34.2%</p>			
<p>Review MCA/MTAS Maintenance of Proficiency and Maintenance of Achievement Level Data</p> <p><u>Reading</u></p> <p>We have been under the state standards since 2013 (10% to 20% below the state for proficiency)</p> <p>2014-2016 showed a steady increase followed by a decrease in 2017</p>	<p>We have consistently been under the state standards for reading since 2013, but we have had steady increases in both from 2014-2016.</p> <p>We had a school wide focus on standards and rigor starting in 2015 with monitoring for learning and targets and scales and PLCs.</p>	<p>12/12/2017</p>	<p>Dedicate 3 PLC dates to review data (October, February, and May dates).</p>
<p>Review MCA/MTAS Growth Data</p> <p><u>Reading</u></p> <p>Proficient:</p>	<p><u>Reading</u></p> <p>The transition to school-wide services from</p>	<p>12/12/2017</p>	<p>Dedicate 3 PLC dates to review data (October, February, and May dates).</p>

<p>Low: 20%</p> <p>Medium: 24%</p> <p>High: 7%</p> <p>Non-Proficient:</p> <p>Low: 16%</p> <p>Medium: 19%</p> <p>High: 14%</p>	<p>targeted services has shown that there has been very little impact on non-proficient student growth.</p>		
<p>Review ACCESS for ELLs Growth and Proficiency Data</p>	<p>No ELL population</p>	<p>10/10/2017</p>	<p>Title program needs to have an ELL plan in place for an ELL student if and when we have a need.</p>
<p>2016-2017 Aims Web Reading Data K-6</p>	<p>As an elementary there is a trend to see gains in reading scores increase from Fall to Winter. The scores have a tendency to fall back from Winter to Spring.</p>	<p>11/07/17</p>	<p>We need to have fidelity to the testing window across grade levels. The testing window is the month of May. We need to dedicate the beginning week of May for assessments instead of the entire month across grade levels.</p>
<p>2016-2017 Read Well Data</p>	<p>Data reflects that as certain cohorts move through the grades the scores fluctuate with them across all measures.</p>	<p>11/07/17</p>	<p>Try to determine the root cause and respond with staff or curricula that will focus SEL and academic support for identified cohorts.</p> <p>Revisit Read Well plan</p>
<p>Review perception data collected from staff, students, parents, or other stakeholders</p> <p>Elementary Staff Survey</p>	<p>Community engagement was identified as a major need in our district.</p>	<p>1/29/18</p>	<p>Increase opportunities for community outreach by grade level and by elementary school.</p>

2017-2018 Comprehensive Needs Assessment Summary:

Successes

Grade 3 Reading has shown three years of steady increase with a slight decrease in 2017. Grade 4 reading has been steady, although flat. Grade 6 reading had a year of growth with a slight decrease in 2017.

Prioritized Concerns:

Our core instruction continues to not meet the needs of at least 80% of our students. Our students continue overall to make yearly growth but are not reaching grade level proficiency. Our student fluency scores and other forms of data have not translated into MCA proficiency scores. While interventions are increasing proficiency for students in certain sub-groups, our core instruction across the grade levels has been inadequate to ensure proficiency of 80% or more of our students. We have identified an increase in Social Emotional Learning needs in our student population, which we feel can have a negative impact on student performance.

Hypothesized Root Causes:

New curriculums were implemented in the language arts and project based learning areas. Social and science haven't aligned to reading curriculum. We do not have a consistent reading language curriculum or strong instructional reading strategy implementation across K-6 to meet the needs of our core group of students. Staff have been fluid at some grade levels with many new staff over the past five years. Even though we have a strong mentor program, there are staff development needs for research based instructional reading strategies that a reading coach would be able to address. Our student population has become more culturally diverse and have more social emotional needs than in previous years. We need a plan to help reduce the variability from year to year and teacher to teacher.

Assessment Plan

Statement of Process to Assess Students Level of Reading Proficiency:

To determine if students are meeting grade level expectations instructors follow a process of using assessments that include screenings, diagnostic, and progress monitoring. Screenings are often quick measures of overall ability and critical skills known to be strong indicators that predict student performance. Screenings are done with all students in the fall and spring of the year. Initial screening is done using Title I assessments, MAP testing, AIMSweb and/or Fastbridge, QRI and results are used to determine where each child is at in their reading journey and where they may need additional instruction to meet expectations. Diagnostic testing is used to determine classroom lessons based on the needs of the children to include whole group, small group, and individual instruction. Progress monitoring is used to determine if the children are making adequate progress through the school year.

All student reading achievement data is reviewed by grade level instructors and the Title I staff using the tools listed in the table below. All students are monitored informally on a monthly basis. Staff will review and report progress to parents on a quarterly basis.

PRE-K				
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Kindergarten	<p>Early Intervention in Reading (EIR/Fastbridge)</p> <p>Rhyme Screening</p>	Rhyming	<p>Fall and Spring</p> <p>Title One and/or Classroom Teacher</p>	Rhyme 100% of words
	<p>Letter Recognition-Screening and Progress Monitoring (EIR/Fastbridge)</p>	<p>Letter Recognition of Upper and Lower Case Letters</p> <p>(52)</p>	<p>Fall, Winter, Spring</p> <p>Title One and/or Classroom Teacher</p>	Identify 100% of lower and uppercase letters
	<p>Sounds Test</p> <p>Blending and Segmentation (EIR/Fastbridge) - Screening and Diagnostic</p>	<p>Letter Sounds</p> <p>Blending and Segmentation</p>	<p>Fall and Spring</p> <p>Title One and/or Classroom Teacher</p>	<p>Identify all consonant, and all long and short vowel sounds.</p> <p>Blend & Segment all one syllable (CVC) pattern words.</p>
	<p>FastBridge Learning</p>	<p><u>Fall</u></p> <p>Letter Names</p> <p>Concepts of Print</p> <p>Rhyming</p> <p><u>Fall/Winter/Spring</u></p> <p>Letter Sounds</p>		

		<p>Onset Sounds</p> <p><u>Winter</u></p> <p>Word Segmenting</p> <p>Decodable Words</p> <p><u>Spring</u></p> <p>Sight Words</p> <p>Nonsense Words</p> <p>Sentence Reading</p>		
First Grade				
	AIMS Web Benchmarks	Nonsense Words	<p>Fall, Winter, Spring</p> <p>Classroom Teacher</p>	End of year score of 57 sounds or more correct.
	AIMS Web Benchmarks	Reading Fluency	<p>Fall, Winter, Spring</p> <p>Classroom Teacher</p>	Students will read 53 words per minute or more correctly.
	AIMS Web- Progress Monitoring	Fluency	<p>Every week</p> <p>Reading Support Staff</p>	Students will read 53 words per minute or more correctly.
	Qualitative Reading Inventory (QRI)-	Word Accuracy, Fluency,	Spring	Students will correctly read 54

	Screening and Diagnostic	and Comprehension	Reading Support Staff	<p>words per minute or more correctly.</p> <p>Students will read with 94% or more word accuracy.</p> <p>Students will score at the Instructional or Independent comprehension level on a grade level passage.</p>
	Measures of Academic Progress- Screening and Diagnostic	Phonological Awareness, Phonics, Concepts of Print, Vocabulary and Word Structure, Comprehension, and Writing	<p>Fall, Winter, and Spring</p> <p>Classroom Teacher</p>	End of year mean score of 177 or above.
Second Grade				
	Dolch Sight Words- Screening	Word Recognition	<p>Fall, Winter, and Spring</p> <p>Classroom Teacher</p>	100% of the grade 2 level sight words
	AIMSweb Progress Monitoring	Fluency	<p>Every week, 1 x per week</p> <p>Title I staff</p>	Students will read 75 words per minute or more correctly.

	Measures of Academic Progress- Screening and Diagnostic	Vocabulary, Comprehension, and Literature	Classroom Teacher	End of year mean RIT score of 190 or above.
	Qualitative Reading Inventory (QRI)- Screening and Diagnostic	Word Accuracy, Fluency, and Comprehension	Fall and Spring Title I Teacher Support Staff	Students will read 75 words per minute or more correctly. Students will read with 94% or more word accuracy. Students will read at an Instructional or Independent comprehension level a on grade level passage.
Third Grade				
	Minnesota Comprehensive Assessment	Proficiency of MN State Standards	Spring	350 Meets Standards
	Qualitative Reading Inventory (QRI)- Screening and Diagnostic	Word Accuracy, Fluency, and Comprehension	Spring Title I Support Staff	Students will read 90 or more words per minute correctly. Students will read 94% word accuracy or above. Students will read at the Instructional or

				Independent comprehension level a grade level passage.
	AIMs Web	Fluency	Fall, Winter, Spring Classroom Teacher	119 words correct per minute.
	Measures of Academic Progress-Screening and Diagnostic	Vocabulary, Comprehension, and Literature	Fall and Spring Classroom Teacher	End of year mean RIT score of 199 or above.
Fourth Grade				
	Minnesota Comprehensive Assessment	Proficiency of MN State Standards	Spring	450 Meets Standards
	Qualitative Reading Inventory (QRI)-Screening and Diagnostic	Word Accuracy, Fluency, and Comprehension	Spring Title I Support Staff	Students will read 123 or more words per minute correctly. Students will read 96% word accuracy or above. Students will read at the Instructional or Independent comprehension level

				a grade level passage.
	AIMs Web	Fluency	Fall, Winter, Spring Classroom Teacher	136 words correct per minute.
	Measures of Academic Progress-Screening and Diagnostic	Vocabulary, Comprehension, and Literature	Fall and Spring Classroom Teacher	End of year mean RIT score of 206 or above.
Fifth Grade				
	Minnesota Comprehensive Assessment	Proficiency of MN State Standards	Spring	550 Meets Standards
	Qualitative Reading Inventory (QRI)- Screening and Diagnostic	Word Accuracy, Fluency, and Comprehension	Spring Title I Support Staff	Students will read 139 or more words per minute correctly. Students will read 94% word accuracy or above. Students will read at the Instructional or Independent comprehension level a grade level passage.

	AIMs Web	Fluency	Fall, Winter, Spring Classroom Teacher	143 words correct per minute.
	Measures of Academic Progress- Screening and Diagnostic	Vocabulary, Comprehension, and Literature	Fall and Spring Classroom Teacher	End of year mean RIT score of 212 or above.

The teachers will use the results of the testing, screening, and progress monitoring to help create whole group, small group, and individual instruction for the students. Groups for instruction are changed based on the needs of the children. Proficiency is determined at each grade level based on the information in the table above. Students score below cut score in three or more assessments are considered to be at risk.

Intervention and Instructional Supports/Curriculum and Instruction:

The curriculum and reading instruction used at Lake of the Woods Elementary is aligned with and based on the 2010 English Language Arts (ELA) Academic Standards. Teachers use standards as a baseline for determining instruction. This instruction is in the five researched based areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as outlined by the ELA standard benchmarks at each grade level. Skills introduced in kindergarten are built upon in subsequent grades. Teachers participate in cross-grade level teams to discuss current instructional methods related to the ELA Academic Standards. Cross-grade level teams collaborate and focus on the literacy practices, instructional strategies, and assessment results for students that achieve below, at, and above grade level in reading. Teachers also meet to discuss instructional strategies across grade levels to ensure a cohesive reading curriculum. Resources that are used to implement and support a balanced approach to literacy instruction include: leveled readers, children’s literature, fluency readers, and novel sets to teach guided reading. All materials represent a variety of genres, fiction and non-fiction, and other types of literature aligned with standards at each grade level.

Lake of the Woods Elementary uses a multi-tiered system of support to meet the needs of all learners. The Response to Intervention (RTI) involves varying levels of student support that builds on one another. Each student will receive the amount of support he or she needs as noted below:

- Core Classroom Instruction: All students receive this instruction. A classroom teacher works with large and small groups of students depending on their needs. Small group instruction may

include pre-teaching or review of skills, the use of reading material at different levels, or other need-based methods. Every student in grades K-5 will be screened for difficulties in reading.

- Individualized Intervention: Students receive this instruction based on need. Students who need more support are given small group interventions in addition to core classroom instruction. These interventions could occur in or outside the classroom for 10-30 minutes three to five times a week. The classroom teacher or other trained staff members may provide these interventions. Students who are receiving additional intervention will be progress monitored weekly using AIMS web/Fastbridge.
- Intensive Intervention: Students who receive this instruction if they are having difficulty even though they are already receiving some additional support. Students who do not have success at the first two levels will receive targeted interventions, four or more times per week for 20-25 minutes a day by trained teaching staff. Students may receive two support sessions per day outside of the classroom at this level. Curricula selected for Tier 3 consist of The Barton System for Decoding and Systematic Reading Instruction, extra fluency instruction, extra sight word instruction, individual comprehension strategies, and math interventions based on teacher/assessment criteria. These interventions can be small group or individual based on need. Students who are receiving additional intervention will be progress monitored weekly using AIMSweb/Fastbridge.

Data sources for the literacy plan include the Minnesota Academic Standards for English Language Arts, Minnesota Comprehensive Assessments, Early Intervention in Reading Assessments, Qualitative Intervention in Reading, and Measures of Academic Progress Assessments. Other data sources are included in the table above. Multiple data sources are used to match students with appropriate research-based interventions based on their specific individual needs.

Action Planning for Continuous Improvement

District wide continuous improvement involves long term comprehensive planning to support and improve teaching and learning that is aligned with creating WBWF. A district wide WBWF advisory committee, consisting of school board, parents, administration, faculty, and students, meets 2-3 times annually to ensure active community participation in all phases of planning and improving the core instruction in all curricular areas affecting state and district academic standards.

School administration along with teaching staff spend time at data workshops reviewing data and planning for school improvement and instruction. Staff review data in grade level and cross grade level teams during Professional Learning Community work time. Common times are built in the schedule on a weekly basis for staff to collaborate on data review. Our intent is to build on administrators' and teachers' strengths and identify needs for further support through on-going evaluation, peer coaching, and professional development processes.

The elementary school has established site teams that meet to develop and implement strategies and effective practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross cultural communication, and student achievement.

Our school Reading Goals include:

At the beginning of Fall 2017 50% of our students were ready for Kindergarten reading. By end of year Kindergarten, 75% of students will meet Spring literacy cut scores by Spring 2018 as outlined in the Read Well Literacy Plan.

By the end of Grade 1 and 2, 75% of students will meet Spring Literacy cut scores as outlined in the Read Well Literacy Plan

Students in Grade 3 on MCA reading scored 37.5 % proficiency in Spring 2017. At year-end 2018, students in Grade 3 will score 42% proficiency on state MCA assessments.

Students in Grades 3-6 will increase proficiency scores for reading MCAs by 5% from 45% to 50% by Spring 2018.

STAGE	ACTION STEPS	EXPECTATION	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
Full Implementation	<p>PreK-3 Leadership Training (Judy B., Nicole G., Brenda N., Sarah P.)</p> <p>There are 5 training dates scheduled for the team to attend.</p>	<p>-Make a seamless transition from early childhood programs to kindergarten.</p> <p>-Assessments: make certain that PreK assessments are aligned to standards and a seamless transition to kindergarten.</p> <p>-Prioritize Title I funding and services for PreK/School Readiness and K-3.</p>	9/1/18	<p>The Pre-K-3 Leadership team is meeting during PLC time January 31st.</p> <p>More working dates will be set in the future.</p> <p>Pursue grant opportunities (February 8, 2018).</p>
Initial Implementation	<p>Targets and Scales Development for Social Studies and Science (K-6 Classroom Teachers)</p> <p>Summer 2017-standards alignment and curriculum mapping initiated, work</p>	<p>-K-6 will develop and use targets and scales for social studies and science (Nell Duke and PLTW prioritized)</p>	5/2018	<p>Grade level teams are meeting at PLC and in-service times to develop targets and scales</p>

	continues through the school year			
Exploration	<p>FastBridge Assessment vs Aimsweb/NWEA (PreK and 1st-6th Classroom teachers)</p> <p>2017/18-FastBridge in use by Kindergarten</p> <p>Spring/Summer 2018-FastBridge presentation for all teachers</p>	-Determine if FastBridge is a better alternative to Aimsweb and/or NWEA.	9/2018	Contact FastBridge about a presentation for teachers
Full Implementation	<p>SEL (K-2 Classroom Teachers and Peacemakers Staff)</p> <p>SEL (3-6 Classroom Teachers and Joyce B.)</p> <p>Whole school staff training on adverse childhood experiences in August, 2017.</p> <p>Bi-Weekly SEL instruction in the classrooms with staffing during the 2017/18 school year.</p>	<p>-Reduce behavior referrals to the office</p> <p>-Common language across the entire school staff</p>	2/2018	<p>-Evaluate effectiveness of the programming</p> <p>-Continued training with Peacemakers</p>
Full Implementation	<p>FastBridge Assessment (K Classroom Teachers)</p> <p>Training summer 2017</p> <p>In use 2017/18 school year</p>	-Individualized data reports that can be used to evaluate programming and implementation.	5/2018	-Examine data results from fall 2017 to spring 2018
Full Implementation	Core instruction training focused on organizing students and student centered instructional	Classroom teachers will be utilizing various forms of organizational	5/2018	-Monitor classroom usage of training using walk-throughs and evaluations.

	strategies (K-6 Classroom Teachers) Training conducted for all teaching staff Aug. 2017	strategies to improve student learning. Diversifying presentation types		
Full Implementation	C4I/Peer Coaching for Core Instruction C4I training Nov. 2017 for new staff/review for returning staff	-Continued expectation of C4I peer coaching model	on-going	-All teachers conducting peer coaching in PLC groups.

Evidence-based Intervention (if partner, both must use same strategy(ies))

The curriculum and reading instruction used at Lake of the Woods Elementary is aligned with and based on the 2010 English Language Arts (ELA) Academic Standards. Teachers use standards as a baseline for determining instruction. This instruction is in the five researched based areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as outlined by the ELA standard benchmarks at each grade level. Skills introduced in kindergarten are built upon in subsequent grades. Teachers participate in cross-grade level teams to discuss current instructional methods related to the ELA Academic Standards. Cross-grade level teams collaborate and focus on the literacy practices, instructional strategies, and assessment results for students that achieve below, at, and above grade level in reading. Teachers also meet to discuss instructional strategies across grade levels to ensure a cohesive reading curriculum. Resources that are used to implement and support a balanced approach to literacy instruction include: leveled readers, children’s literature, fluency readers, and novel sets to teach guided reading. All materials represent a variety of genres, fiction and non-fiction, and other types of literature aligned with standards at each grade level.

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at the first two levels will receive targeted interventions, four or more times per week for 20-25 minutes a day by trained teaching staff. Students may receive two support sessions per day outside of the classroom at this level. Curricula selected for Tier 3 consist of The Barton System for Decoding and Systematic Reading Instruction, extra fluency instruction, extra sight word instruction, individual comprehension strategies, and math interventions based on teacher/assessment criteria. These interventions can be small group or individual based on need. Students who are receiving additional intervention will be progress monitored weekly using AIMSweb/Fastbridge.

Data sources for the literacy plan include the Minnesota Academic Standards for English Language Arts, Minnesota Comprehensive Assessments, Early Intervention in Reading Assessments, Qualitative Intervention in Reading, and Measures of Academic Progress Assessments. Other data sources are included in the table above. Multiple data sources are used to match students with appropriate research-based interventions based on their specific individual needs.

Intervention	Appropriate Grade Level	Description	Reading Component
Letter Name/Sound Tracing	K-1	The goal of the tracing is to teach the name of each letter and create a picture link for each letter sound	Phonics
Letter-Sound Correspondence	K-1	Looking at letters and producing correct sound, using letter cards	Phonemic Awareness
Early Intervention in Reading	1-5	A supplemental 30 minute program for max 7 students focusing on fluency, basic reading skills, working on words/writing, and comprehension.	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
Phoneme Blending	K-2	The teacher says individual sounds and the student blends them together into words.	Phonemic Awareness
Phoneme Segmentation	K-1	The teacher says words and the student breaks them into phonemes.	Phonemic Awareness

Saxon Leveled Readers/Phonics	K-1	Supplemental daily 10-15 minute program to build accuracy and fluency.	Fluency, Phonemic Awareness, Phonics, Sight Words and Phrases, stories
Barton System	K-5	Intensive reading program focusing on Orton-Gillingham Instructional Methods that uses repetition, visualization, and symbolism.	Fluency, Phonics, Phonemic Awareness, Sight Words
System 44	3-5	Intensive phonics-based reading program that is individualized to provide instruction at the students' reading levels. Used in place of classroom reading instruction for struggling readers.	Phonics, Comprehension, Fluency, Vocabulary, Writing, Spelling, Technology
Read 180	5	Intensive reading program that is individualized to provide instruction at the students' reading levels. Used in place of classroom reading instruction for struggling readers.	Comprehension, Fluency, Vocabulary, Writing, Spelling, Technology
Words Their Way	1-5	Systemic Spelling Program	Phonics, Spelling, Word Study
IXL	K-5	Computer-based practice and intervention for reading skills	Phonics, Phonemic Awareness, Vocabulary, Fluency, Spelling, Comprehension

Parent and Community Engagement

We communicate with our families and the community to promote literacy awareness, provide student progress information, and collaborate to increase academic achievement in the following ways:

- Parent resource library with literature on parenting, children, and learning
- Grade level notification forms with assessment benchmark data and proficiency cut scores
- Parent/Teacher conferences twice a year to communicate student progress, grade level expectations, and individual student goals
- Quarterly reports cards are sent home, progress reports are included for students receiving intervention services
- Parent meetings are held for those receiving Title I pull-out services
 - Goal compacts between the school, parent, and child are agreed upon and signed yearly
- Parents are invited and included in site committees
- Open house is held inviting parents to visit their child's classroom with their child prior to the start of each school year
- Community experts are invited and utilized in the classrooms as their expertise is requested
- Book fairs are held at the school 3 times per year to promote literacy appreciation amongst the community
- Field trips are held regularly to locations within the community to promote learning and literacy about our area

Communication Plan

Lake of the Woods School provides communication through a variety of methods to the stakeholders, parents, and guardians. Methods include the district website, community media, social media, face-to-face, and written communication from the school.

Reporting to Stakeholders

The Lake of the Woods School District services majority of Lake of the Woods County. Due to the extensive nature of this area, multiple publications are utilized on a regular basis. Some of these include:

- Lake of the Woods School District's Local Literacy plan is displayed on the district website.
- The District webpage includes a link to the Minnesota Department of Education website for access to student achievement data.
- In conjunction with school reading specialist and the school nurse, students are screened to identify those with dyslexia or convergence insufficiency
- School information is shared in the Northern Light Region on an on-going basis
- School news is published through the Education Plus three times per year and goes to every mailbox in the school district
- The school district has a weekly spot on the local radio morning broadcast
- The district submits all required data to the Commissioner according to Minnesota Statute

Reporting to Parents/Guardians

Lake of the Woods School communicates to parents and the community in a variety of ways:

- Parent/Teacher conferences twice a year to communicate student progress, grade level expectations, and individual student goals
- Quarterly reports cards are sent home, progress reports are included for students receiving intervention services
- Parent meetings are held for those receiving Title I pull-out services
 - Goal compacts between the school, parent, and child are agreed upon and signed yearly
- In conjunction with school reading specialist and the school nurse, students are screened to identify those with dyslexia or convergence insufficiency
- Parent resource library with literature on parenting, children, and learning
- Grade level notification forms with assessment benchmark data and proficiency cut scores
- Social media presence

Professional Development

Professional development is essential to the work teachers do. In Lake of the Woods School all teachers receive professional development in the following areas: Multi-Tiered System of Support, assessment, and data driven decisions. Teachers in Lake of the Woods School will be provided professional development through formal trainings and workshops, Professional Learning Communities (PLCs), and peer coaching. A mentor program is provided for new teaching staff. When planning professional development, a focus will be placed on research-based literacy strategies and standards-based instruction. All teaching staff are required to have training in English Language Learners to ensure the needs of this population are met. All teachers collaborate to meet the needs of students, whether through pull-out, co-teaching, or a combination of these methods to ensure the needs of all students are met.