

# Lake of the Woods School District #390

## Local Literacy Plan

### Statement of Goals and Objectives:

Lake of the Woods School District will ensure that every student will be reading at or above grade level no later than the end of grade 3 by providing research based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary and comprehension as measured by the third grade MCAs. Reading proficiency is defined as students being able to read at grade level with fluency, accuracy, comprehension, and with appropriate expression.

According to the 2018 MCA data, all third graders were 43.3% proficient (this is 3.3% higher than the previous year) and students in the Free and Reduced Lunch group were 7.7% proficient (this is a significant drop from the previous year). The goal is to increase reading proficiency for all students by at least 5% per year until 100% of students meet or exceed academic standards. In 2019, 8 out of 22 students or 36% of third graders met the MCA Reading Benchmark. 25% (2 out of 8) of the students in the Free and Reduced Lunch group met the MCA Reading Benchmark. Please note that the data provided is not for the same cohort group of students. Data for the 2019-20 school year does not exist due to Covid-19.

Lake of the Woods School District uses a balanced literacy approach to teach reading. A balanced literacy approach includes a combination of whole group, small group, and individualized instruction to meet all student needs in reading. Areas of instruction include: phonics and decoding skills, vocabulary development, fluency when reading, and comprehension skills. Title I and classroom remediation will be provided for students not making adequate growth to meet grade level goals. Special Education services are also provided for those students who qualify. Those students have an Individual Education Plan developed based on their needs to help them make growth in reading.

### 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. Benchmark screenings are often quick measures of overall ability and critical skills known to be strong indicators that predict student performance. Benchmark screenings are done with all students in the fall and spring of the year. Initial screening is done using Title I assessments and Fastbridge. Additional assessments with QRI and PRESS may be used to determine where each child is at in their reading journey and where they may need additional instruction to meet expectations. This 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 throughout 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 reviews and reports progress to parents on a quarterly basis.

\*NOTE: Benchmark cut scores are based on the “high-risk” cut score.

Grade Level	Assessment Source	Assessment	Frequency and Administrator	Benchmark Cut Score
PRE-K	FASTBridge	Concepts of Print	Spring Title One and/or Classroom Teacher	6 correct or higher

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	FASTBridge	Onset Sounds	Spring  Title One and/or Classroom Teacher	7 correct or higher
	FASTBridge	Letter Names	Spring  Title One and/or Classroom Teacher	8 correct or higher
	FASTBridge	Letter Sounds	Spring  Title One and/or Classroom Teacher	3 correct or higher
	FASTBridge	Word Rhyming	Spring  Title One and/or Classroom Teacher	3 correct or higher
	FASTBridge	Word Blending	Spring  Title One and/or Classroom Teacher	1 correct or higher
<b>Kindergarten</b>				
	FASTBridge	Concepts of Print	Fall  Title One and/or Classroom Teacher	5 correct or higher
	FASTBridge	Onset Sounds	Fall, Winter  Title 1 and/or Classroom Teacher	F: 5 correct or higher W: 13 correct or higher
	FASTBridge	Letter Sounds	Fall, Winter, Spring  Title 1 and/or Classroom Teacher	F: 0 correct or higher W: 13 correct or higher S: 27 correct or higher
	FASTBridge	Word Rhyming	Fall, Spring  Title 1 and /or Classroom Teacher	F: 3 correct or higher S: 9 correct or higher
	FASTBridge	Word Segmenting	Winter, Spring  Title 1 and/or classroom teacher	W: 10 correct or higher S: 24 correct or higher

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	FASTBridge	Sight Words (50)	Spring Title 1 and/or classroom teacher	4 correct or higher
<b>First Grade</b>				
	FASTBridge	Word Segmenting	Fall, Winter, Spring  Title 1 and/or Classroom Teacher	F: 22 correct or higher W: 27 correct or higher S: 28 correct or higher
	FASTBridge	Decodable Words	Fall, Winter, Spring  Title 1 and/or Classroom Teacher	F: 5 correct or higher W: 10 correct or higher S: 14 correct or higher
	FASTBridge	Sight Words (150)	Fall, Winter, Spring  Title 1 and/or Classroom Teacher	F: 5 correct or higher W: 19 correct or higher S: 40 correct or higher
	FASTBridge	Sentence Reading	Fall  Title 1 and/or Classroom Teacher	F: 4 wcpm or higher
	FASTBridge	CBM Reading	Winter, Spring  Title 1 and/or Classroom Teacher	W: 16 wcpm or higher S: 30 wcpm or higher
<b>Second Grade</b>	FASTBridge	aReading	Fall, Winter, Spring  Title 1 and/or Classroom Teacher	F:445 or higher W: 462 or higher S: 469 or higher
	FASTBridge	CBM Reading	Fall, Winter, Spring  Title 1 and/or Classroom Teacher	F: 22 wcpm or higher W: 46 wcpm or higher S: 66 wcpm or higher
<b>Third Grade</b>				
	FASTBridge	aReading	Fall, Winter, Spring  Classroom Teacher and/or Title 1	F: 468 or higher W: 477 or higher S: 483 or higher
	FASTBridge	CBM-R	Fall, Winter, Spring  Classroom Teacher and /or Title 1	F: 51 wcpm or higher W: 75 wcpm or higher S: 90 wcpm or higher

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The teachers will use the results of the testing, screening, and progress monitoring to help create whole group, small group, and/or individual reading intervention 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 assessment as referenced in the table above.

Teachers have created a notification form for grade level reporting that includes assessments used for benchmarking. This information is discussed during fall and spring parent/teacher conferences and sent home with the end of year report card. Progress monitoring reports are sent home with quarterly report cards for all students receiving intervention services.

### **Parent Notification and Involvement:**

Lake of the Woods School has a parent resource library so that parents can find literature on parenting, children, and learning. We also keep parents informed on the benchmarks from the state standards during parent/teacher conferences, so they are aware of what skills their child needs at each grade level. Progress reports are sent home monthly for students receiving intervention services. This helps parents understand what their child is expected to learn each year in each subject and how their child is performing.

### **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 English Language Arts (ELA) Academic Standards set in 2010. Teachers use the standards as a baseline for determining areas of instruction. This instruction is inclusive of the five research-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. We are currently piloting several reading curricula to determine which is the best fit for our students.

Lake of the Woods Elementary implements a Multi-Tiered System of Support (MTSS) to meet the needs of all learners. The MTSS involves varying levels of support for individual students, including academic and behavioral supports. When fully implemented, each student will receive the amount of support he or she needs as noted below:

- Core Classroom Instruction: All students receive core instruction. The classroom teacher works with whole or small groups and individual students depending on students' academic needs. Every student in grades K-3 will be screened for difficulties in reading.
- Individualized Intervention: Students are identified for intervention based on benchmark data and classroom observations. Students who need additional support receive small group interventions in addition to core classroom instruction. These interventions could occur in or outside the classroom for 10-30 minutes five days per week. The classroom teacher or another trained staff member may provide these interventions using resources from System 44, Read 180, PRESS and FASTBridge. Intensive Intervention: Students receiving intensive intervention have been identified through the MTSS process. Intensity and duration is determined by each student's individualized needs as determined by the MTSS Problem Solving Team. Trained specialists provide these interventions using resources from PRESS, System 44, Read 180, The Barton System for Decoding and Systematic Reading Instruction, extra fluency instruction, and/or extra sight word instruction.

### **Professional Development on Scientifically-Based Reading Instruction:**

Lake of the Woods School's staff development committee is committed to reading training and inservice time

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dedicated to reading instruction. It has been, and will continue to be, a priority for future staff training. Our school has Professional Learning Communities (PLC) organized and promoted across the district. The staff has had training from Learning Science International on Monitoring for Learning and Targets and Scales. PLC work is focused on continuation of work in these areas for reading. This work is job-embedded taking place on early release days with teachers reviewing assessment data, student work, and planning instruction. PLC teams will meet weekly for an hour each session. The Lake of the Woods Elementary will be participating in the Language Essentials for Teachers of Reading and Spelling (LETRS) during the 2020-21 and 2021-22 School Years.

### **Student Support Systems for English Learners:**

There are no English Learners (EL) in our district at this time. The EL supervisor/Title staff will meet with staff to coordinate training and support systems in the event this population grows. EL will be supported in reading academics with a balanced literacy curriculum used by the Lake of the Woods Elementary and support from the MTSS process.

### **Communication System for Annual Reporting:**

Lake of the Woods School District's Local Literacy plan is displayed in a prominent location on the district website.

### **Data Citations:**

#### **Assessment**

Clay, Marie. *An Observational Survey of Early Literacy Achievement*. Heinemann. 2002. Print.

Goodman, Yetta, Watson, Dorothy, Burke, Carolyn. *Reading Miscue Inventory: Alternative Procedures*. Richard Owen Publishing. 1987. Print.

Leslie, Lauren, Schudt Caldwell, JoAnne. *Qualitative Reading Inventory*. 5th edition. Pearson. 2011. Print.

Taylor, Dr. Barbara. *Early Intervention in Reading*. University of Minnesota Center for Improvement of Early Reading Achievement. 2000. Print.

#### **Interventions**

Caldwell, JoAnne, Leslie, Lauren. *Intervention Strategies to Follow Informal Reading Inventory Assessment*. 2nd Edition. Heinemann. 2004. Print.

Dean, Ceri, Ross Hubbell, Elizabeth, Pitler, Howard, Stone, BJ. *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*. McRel 2012. Print.

Fountas, Irene, Pinnell, Gay Su. *Guided Reading: Good First Teaching for All Children*. Heinemann. 1996. Print.

Fountas, Irene, Pinnell, Gay Su. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Heinemman. 1998. Print.

Wormelli, Rick. *Summarization in Any Subject: 50 Techniques in Any Subject*. ASCD. 2005. Print.

Please contact the elementary principal or superintendent with any comments, questions, or feedback. The district seeks feedback from stakeholders through a Title I Advisory Committee and opportunities for public input are available at monthly school board meetings.