

Warroad Public Schools



Local Literacy Plan

2019-2020

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Introduction

“Reading well by the end of 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 all academic success. Reading well by the end of 3rd grade ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by the end of 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.”

-Minnesota Department of Education

Warroad Public Schools’ believe all students are unique with individual learning styles, paces, preferences, cultural backgrounds, abilities, and support systems. As recognized by the Minnesota State Legislature, CORE instruction, intervention, and professional learning are all important factors in closing the achievement gap and preparing students to be college and career ready. Warroad Public Schools are committed to ensuring a learning path is developed for all learners to promote growth towards reaching or exceeding grade-level reading standards.

Minnesota Statute 120B.12 requires the following of all school districts:

- Assess all students’ level of reading proficiency and identify students not yet meeting grade level expectations
- Notify and involve students’ parents/guardians of grade level reading expectations and students’ progress toward grade level goals
- Provide intervention and accelerated learning opportunities for students to meet or exceed grade level expectations
- Train and support all elementary teachers to provide comprehensive, scientifically-based and culturally sensitive instruction
- Annually adopt a Local Literacy Plan outlining steps to ensure all students are reading at or above grade level by the end of third grade
- Post the Local Literacy Plan on the school website

Warroad Public Schools’ Literacy Plan satisfies the requirements of Minnesota Statute 120B.12. The plan provides the district an opportunity to reflect upon literacy instruction and communicate ongoing efforts to help all students achieve literacy success.

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Literacy Plan Purpose:

Warroad Public School District is dedicated to providing all students with the educational foundation necessary to succeed in school and life. The Literacy Plan promotes accountable conversations across all content areas which guide students in valuing their literacy skills and knowledge. Ongoing development and alignment of school assessments, instructional strategies, multi-tiered systems of support, professional development, and family and community partnerships seek to empower student success as 21st century learners.

Literacy Plan Goals and Objectives

Warroad Public Schools' primary literacy goals:

- Develop readers who are proficient at grade-level or above.
- Work collaboratively across grade levels and content areas to ensure all students are supported in making reading gains.

As established in the 2010 Minnesota Academic Standards for English Language Arts K-12, Warroad Public Schools aim to support and guide students in gaining the skills of a literate individual. The following descriptions move to define reading proficiency:

- Learners demonstrate skills to comprehend and evaluate complex text.
- Learners build content knowledge by reading subject area texts.
- Learners respond to varying demands of disciplines, tasks, and purposes.
- Learners utilize technology to enhance reading experiences.
- Learners obtain evidence when interpreting text.
- Learners demonstrate respect of many perspectives and cultures.

To ensure attainment of literacy goals, the Local Literacy Plan supports:

- Literacy development beginning with Early Learners' programs
- Alignment with the 2010 Minnesota Academic Standards in the English Language Arts K-12
- Utilization of a balanced literacy approach to teaching reading, writing, thinking, listening, and speaking
- High-quality, research-based CORE literacy instruction for all students promoting independent, lifelong learners
- Student assessments which provide specific data to make instructional, intervention, and professional learning decisions

Reading Proficiency Assessment Process

Warroad Elementary uses a variety of assessments to gather information, monitor student growth, and inform instruction. Assessments are administered based upon the District's Assessment Plan. Information collected on students' levels of proficiency are communicated with parents, identify students who may need intervention, and may direct professional development opportunities. The assessments administered include:

- **Benchmark Screening:** Screening assessments provide educators with beginning assessment of student preparation for grade-level reading instruction.
- **Diagnostic:** Diagnostic assessments provide educators with more detailed information regarding a student's reading needs. The assessment offers the opportunity to set individualized reading growth goals.
- **Progress Monitoring:** Progress monitoring assessments measure growth and intervention effectiveness. The assessment is a quick sample of skill development to inform decision making towards making progress towards reading growth.
- **Summative Assessments:** Students in Grades 3-6 participate in the Minnesota Comprehensive Assessments (MCA). The MCA provides information related to student progress towards meeting the Minnesota's state reading standards.

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The following chart indicates Warroad Public Schools Reading Screening Assessment Protocol. The level of performance defined by the district as meeting proficiency is presented.

Grade	Assessment	Spring Proficiency
Kng.	ESGI Letter Names/Sounds AIMSweb Letter Naming Fluency AIMSweb Letter Sounds Fluency STAR Early Literacy FRY Words	26/26 Letter Names/Sounds 50 Letter Names Per Minute (LNF) 48 Letter Sounds Per Minute (LSF) Scaled Score (SS): 658 50 Words
1	AIMSweb Oral Reading Fluency STAR Reading FRY Words (Reading/Writing)	82 Words Per Minute (WPM) SS: 166 200 Words
2	AIMSweb Oral Reading Fluency STAR Reading FRY Words	116 WPM SS: 299 200+ Words
3	AIMSweb Oral Reading Fluency STAR Reading MCA Reading	135 WPM SS: 429 Meets or Exceeds
4	STAR Reading MCA Reading	SS: 552 Meets or Exceeds
5	STAR Reading MCA Reading	SS: 673 Meets or Exceeds
6	STAR Reading MCA Reading	SS: 817 Meets or Exceeds

Parent Notification and Involvement

Warroad Public Schools' believe communication with the families of our students is valuable in creating an educational partnership. Elementary school communication with families occurs through the school website and Learning Management System. Newsletters include updates on school activities and opportunities to participate in the education of all learners. During building tours, open houses, and parent teacher conferences, families are welcomed to become actively involved in learning experiences. Additionally, Warroad Public Schools will share written communication and/or online links each trimester which provide parents with information to accelerate literacy development.

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Teacher communication with students' families occurs through newsletters, emails, phone calls, and the parent portal within the district's Learning Management System and/or Student Information System. Communication between teachers and parents/guardians is welcomed throughout the school year to support individual student learning and development.

Benchmark screening data is shared with parents each trimester. Parents of students who require intervention services receive additional communication during the school year about student progress towards proficiency.

Warroad Public Schools offer opportunities for families to be involved in education:

- Early Childhood Screening
- Kindercamp
- Open House
- Parent-Teacher Conferences
- Family Literacy Night
- Book Fair

Reading Intervention and Instructional Support

Data review meetings led by literacy teams consider multiple data points for each student to identify students in need of literacy intervention. Interventions are matched with student needs to be implemented by licensed and trained interventionists. A balanced literacy approach to CORE instruction is the Tier I foundation for developing strong literacy skills. Tier II, strategic intervention, occurs in small group or individualized learning setting as students receive targeted instruction at an identified area of need. Tier III intensive intervention results when a student is not able to make sufficient gains with a combination of Tier I and Tier II instruction.

Tier I-CORE Instruction

Warroad Public Schools strives to have a well-planned, comprehensive literacy program. Scott Foresman (2004) and Mondo reading curriculums provide scope and sequence guides which serve as teaching guides. Instruction is tailored to align with the 2010 Minnesota English Language Arts standards. A balanced literacy model of reading instruction encourages whole group, flexible small group, and individual instruction to build skills through interactive read alouds, mini-lessons, small groups,

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and independent practice. Instruction targets fluency, comprehension, vocabulary, word work, phonemic awareness, and phonics.

Tier II-Strategic Interventions

Although students receive differentiated instruction by teachers, some students require more time with varied materials or instructional strategies to reach grade level benchmarks. Some students may receive interventions from their classroom teacher while other students may receive strategic interventions from trained teachers or tutors. Although interventions may be specific to phonemic awareness, phonics/word study, vocabulary, or fluency, all interventions are designed to support reading comprehension.

Tier III-Intensive Interventions

When sufficient progress towards reading proficiency is not being made through Tier I and Tier II intervention, Tier III instruction may involve alternative, targeted, skill focused curriculum or increased time with on-level and instructional level texts. A change of the instructional strategy to build skills provides another avenue for increasing achievement. Students may have an Individualized Educational Plan or learning plan in place.

Strategic and Intensive Reading Interventions

- Leveled Literacy Intervention (LLI)
- Minnesota Reading Corps
- Guided Reading or skill based small group instruction
- Additional research based interventions
- Title I Reading

Families are encouraged to support literacy instruction in the following ways:

- Reinforce the value of reading for meaning.
- Encourage and model reading outside of school.
- Communicate with teachers regularly.

Professional Development on Scientifically-based Reading Instruction (SBRI)

Minnesota Statute 120B.12 requires school districts to implement scientifically based reading strategies as defined in section 122A.06, subdivision 4. By doing so, the district is helping each child achieve grade level proficiency in reading by the time he/she completes third grade. Warroad Elementary has reading resources available for each teacher which address the development of reading components. If gaps are identified,

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teachers will make adjustments in the instructional strategy and/or reading materials to build independent skills. The opportunity to provide student data to the Student Assistance Team to analyze and problem solve to provide intervention protocol exists. Through this process, coaching will occur to guide teachers in implementation of scientifically-based reading instructional techniques.

Educators are expected to collaborate with colleagues to discuss personalizing learning for all students. Weekly professional development is offered to build the teacher's toolbox. Throughout the course of a month, educators have the opportunity to learn more about technology integration, Positive Behavior Intervention and Supports, crisis response, and data driven decision making through Professional Learning Communities (PLC). PLC's will meet two times each month. The PLC may consist of vertical or horizontal teams and include the building of understanding of the fidelity of research-based intervention strategies, data decision making, balanced literacy, guided reading, and direction in writing student-focused learning goals.

The Local Literacy leaders will meet throughout the school year to review:

- Implementation of balanced literacy
- Alignment of standards with curriculum
- Tiered instruction within a multi-tiered system of support
- Assessment protocol and data meetings

Curriculum and Instruction System

Curriculum mapping will begin to provide equity of instruction for students within the district. The maps will be based upon Essential Learning Outcomes and Learning Targets focusing on the 2010 Minnesota English Language Arts standards. Teachers are allowed to work collaboratively in both a horizontal and vertical teaming effort to align curriculum with state standards.

Elementary reading curriculums are Scott Foresman (2004) and MONDO. Instruction is to occur utilizing a balanced literacy framework which may include elements of Daily 5. Interactive read alouds, mini-lessons, small group learning, independent practice, word study, and writing are literacy block components.

Technology is a supplemental tool which can enhance reading instruction. Teachers will be guided in providing new learning opportunities for students by integrating technology into instruction and practice. Devices will be available for all kindergarten through sixth grade students. This model will be available to every teacher in the

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district. Direction on how to incorporate specific programs, web-based learning, and strategies into the literacy block will be available by collaborating with the district's Innovation Facilitator and administration.

Balanced literacy review sessions, Pineapple Board opportunities to observe strategies in action, and technology integration will be provided by the school's administrator. The administrator will welcome the opportunity to partner with teachers in modeling reading strategies in classrooms, leading discussions on literacy, and providing mini-lesson trainings throughout the school year.

Student Support System for English Language Learners

Warroad Public Schools are committed to honor the culture and language of all students. EL programming is offered as an opportunity to support the development of English as an additional language for students. Specialized support of district English Learners is provided by a certified EL teacher. Warroad Public Schools' administration support the unique needs of the EL department. Plans of service delivered to students in need of EL services depends upon grade level and language proficiency level (Entering, Beginning, Developing, Expanding, or Bridging) based upon WIDA assessment. Support is provided to teachers based upon EL student n

Communication System for Annual Reporting

Annually Warroad Public Schools submits literacy information to the Minnesota Department of Education via the Read Well by Third Grade reporting system by the first of July each school year. The report includes reading assessment data for students in grades kindergarten through third grade and the Local Literacy Plan. The Local Literacy Plan is posted for stakeholder review on the Warroad Public Schools website: www.warroad.k12.mn.us. Stakeholders looking to provide feedback on the Local Literacy Plan are encouraged to contact the Elementary School office at (218) 386-6094.