

#879  
Delano Public Schools  
K-3 Local Literacy Plan



# 1) Statement of Goals and Objectives

It is the goal of the Delano Elementary School District to implement the developmental, accelerated, and preventative reading program requirements that will ensure that students can read on grade level by the end of 3<sup>rd</sup> grade.

Delano Elementary will align Language Arts instruction to meet MN State Common Core Standards.

The plan is designated so that every student will:

Receive reading instruction which reflects quality researched-based teaching practices;

Be assessed regularly to plan for instruction;

Read fluently on grade level before entering Grade 4;

Receive appropriate intervention services as needed;

Learn strategies for reading complex content area texts

Improve performance on MCA III Reading Test

Maintain a balanced approach that integrates Guided Reading and a Basal Reading Program

Delano Elementary School's 7 year MCA Reading Historical Data – 3<sup>rd</sup> and 4<sup>th</sup> Grade Students Proficient

School Year	Reading DES	Reading State Avg.
2014-2015	75.9%	59.5%
2013-2014	76.5%	59.1%
2012-2013	73.4%	57.8%
2011-2012	94.0%	76.0%
2010-2011	93.1%	74.6%
2009-2010	85.4%	72.3%
2008-2009	88.3%	71.9%

## Delano Elementary School 7 Year NWEA Historical Data – Average RIT By Grade Level

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Reading F-07	146.5	163.1	180.2	198.2	204.7
Reading S-08	163.1	184	195.6	206.9	211
Reading F-08	146.7	166.9	181.8	196.3	207
Reading S-09	162	186.5	196.5	205.1	214.1
Reading F-09	145.8	164.2	181	194.8	202.6
Reading S-10	164.7	188.4	198.1	206.5	213
Reading F-10	146.8	164.6	183.4	197.6	204.5
Reading S-11	166.2	189	199.7	208.4	214.6
Reading F-11	145.4	166.7	182.5	197.5	206.1
Reading S-12	164.1	187.7	200.4	209.6	215.4
Reading F-12	146.7	165	182.8	197.3	206.5
Reading S-13	166.5	186.2	199.2	206.8	214.3
Reading F-13	145.5	168.7	179.9	198.2	204.9
Reading S-14	165.4	189.9	196.0	207.6	214.3

# Delano Elementary School FAST Data - Avg. Scale Score By Grade Level

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Reading F-14	400.2	442.3	482.9	495.4	511.3
Reading S-15	442.6	479.8	504.9	516.2	527.4
Reading F-15	399.7	445.6	479.7	501.6	512.9
Reading F-16	448.0	484.8	503.9	520.8	526.8

## 2) Assessment Techniques and Strategies

-All Kindergarten students are given an informal reading assessment at the beginning of the school year to recognize students who may be eligible for Title One services.

-Reading Corps services K-3 students throughout the school year. All Kindergarten students are benchmarked in September by Reading Corps members. Students who qualify are then tracked through third grade. Reading Corps' goal is to have all students fluently reading at grade-level by the end of third grade.

-First grade teachers assess all students before the school year using the Fountas and Pinnell reading intervention assessment kit. Teachers assess in the middle of the year and at the end of the year. Students who are not meeting grade level expectations at the beginning of the year are also assessed again in Oct./Nov. by Title one or a classroom teacher.

-All K-3 teachers regularly assess student reading fluency using probes and keep running records throughout the school year.

-All K-3 students take the FAST assessment in the Fall, Winter, and Spring. Students are given a scaled score after the Fall test, which sets a baseline and can be broken down by Low Risk, Some Risk, and High Risk. Students who score High Risk will receive interventions and be progress monitored.

-All K-3 students who score a High Risk on the FAST assessment in the Fall will be assessed by our Reading Interventionist.

### Reading Corps

The entrance to MN Reading Corps is achieved when the student reads below target score. Target scores are determined by MN Reading Corp by grade level which increases three times throughout the year: September, January, May.

Here at Delano, we assess a student three times a year once they are a part of the program. We also assess students for entrance into the program anytime during the year when they are flagged by a

teacher. In September we assess students who are a part of the program plus ALL kindergarten and first graders and then in January we assess students in the program. It is also noted that students in the Title and Basic Skills programs are assessed alongside the MN Reading Corps students.

Targets by GRADE LEVEL:

Kindergarten – Letter Sound Fluency:

Sept: 8 letter sounds

January: 27 letter sounds

May: 48 letter sounds

First Grade – Nonsense Word Fluency (Fall and Winter ONLY) and Oral Reading of Connected Text (Winter and Spring ONLY)

Sept: 36 Nonsense Words

January: 63 Nonsense Words and 52 Oral Reading

May: 82 words in Oral Reading

Second Grade – Oral Reading of Connected Text

Sept: 63 words in Oral Reading

January: 97 words

May: 116 words

Third Grade – Oral Reading of Connected Text

Sept: 100 words in Oral Reading

January: 122 words

May: 135 words

Students are exited from the program once they have achieved the following benchmark target scores and the minimum time in the program is approximately 3 weeks.

The FAST assessment provides grade level reading passages and the letter sounds/nonsense words for assessment.

Weekly monitoring is done with materials also provided by FAST Assessment.

Title One/Basic Skills:

We use the Fountas & Pinnell Benchmark Assessment System to determine a student's instructional and independent reading levels. Then we compare each student's level to the expected level for that student's grade at that particular time of year. The students who fall into the Tier 2 level (and some Tier 3 depending on our numbers) are eligible for Title I/Basic Skills services. The assessments cover word accuracy percentage and self-correction ratio, comprehension, fluency, and rate.

After the initial assessments at the beginning of the year, or when a new student enrolls, we administer these assessments 1 – 3 more times during the year depending on the student's level (i.e. Students in Tier 1 are assessed at the beginning and end of year, Tier 2 three times a year, and Tier 3 are assessed 4

times a year.) Assessing them throughout the year allows us to monitor student progress. The assessment results will determine whether the student exits Title I / Basic Skills services, whether the intervention model is changed for those students, or whether or not we continue to serve them in the same way until they get to the expected level for their grade.

ADSIS Services/Reading interventionist: \_\_\_\_\_

Students who are identified as High Risk on the FAST assessment are using the Fountas and Pinnell reading intervention assessment kit to determine eligibility. The students scoring the furthest from grade level up to 60 students will receive intervention services. Students will be screened at the beginning of the year, in November, in February, and at the end of the year. Grade level instructional text reading levels that show meeting expectations at the beginning of the year are: K-A; 1-D; 2-J; 3-M; 4-P. In November: K-B; 1-F; 2-K; 3-N; 4-Q. In February: K-C; 1-H; 2-L; 3-O; 4-R. End of year: K-D; 1-J; 2-M; 3-P; 4-S. Students who receive ADSIS services are screened weekly using AIMSWeb.

**Communication Plan and Timeline**

-FAST data is shared with all K-3 parents at the September & January parent-teacher conferences. Teachers also share weekly basil assessments and theme assessments, fluency probe and STAR Reading test data. Students performing below grade level at the beginning of the school year will be offered the opportunity to attend an after-school program which is focused on remedial literacy instruction.  
 -Report cards are posted 3 times throughout the school year, and Language Arts proficiency is reported by using grade-specific marks. Students who are performing below grade-level will be offered summer school opportunities.

<b>Assessment</b>	<b>Purpose</b>	<b>Grade Level</b>	<b>Frequency</b>	<b>Proficiency</b>
<b>Fountas and Pinnell Benchmarking System</b>	<b>Screening</b>	<b>K-3 – Targeted Students</b>	<b>2-4X per year</b>	<b>K: Level A/B/C/D 1: Level D/F/H/J 2: Level J/K/L/M 3: Level M/N/O/P</b>
<b>Reading Corps Fluency Screener</b>	<b>Screening</b>	<b>K-3 – Targeted Students</b>	<b>3X per year</b>	<b>K: 8/27/48 1: 36/52/82 2: 63/97/116 3: 100/122/135</b>
<b>FastBridge Formative Assessment System for Teachers (FAST)</b>	<b>Screening Diagnostic</b>	<b>K-3 – All Students</b>	<b>3X per year</b>	<b>K: 391/415/435 1: 434/452/469 2: 465/480/485 3: 481/497/502</b>
<b>AIMSWeb</b>	<b>Screening</b>	<b>K-3 – All ADSIS Students</b>	<b>Weekly</b>	<b>Growth based on individual growth targets</b>

### 3) How DES will notify and involve parents in accelerating literacy development

Delano Public Schools acknowledge the importance of the partnership between home and school, and provided parents and community members with meaningful opportunities to participate in the education of our children. By fostering the partnerships between home, school, and the classroom, we ensure that the literacy goals for our students are achieved.

Delano Elementary students and staff use the Houghton Mifflin Journey's basal series. Within the basal series, students are provided the skills necessary to meet district and Common Core Language Art's standards. Title One, Basic Skills, Reading Corps, ADSIS Interventionist, Special Education, and classroom teachers use intervention materials to assist students who are performing below grade level.

The following diagnostic assessments are used:

- AIMS Web reading probes
- Fountas and Pinnell leveled literacy assessments
- Theme test scores
- STAR Reading Test
- Accelerated Reader
- Reading Mastery
- FAST Assessment

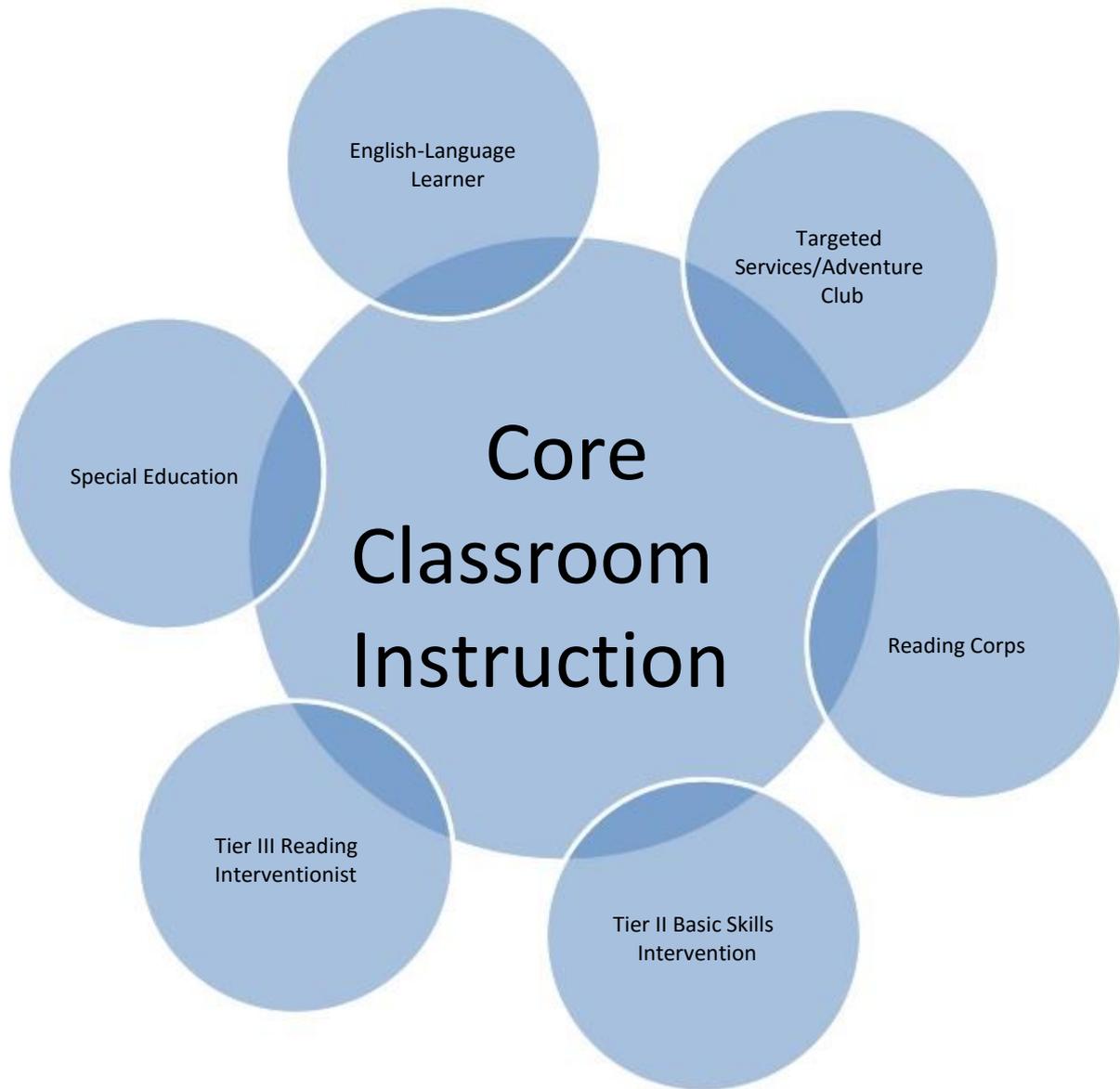
The DES communication plan includes sharing data:

- Report Cards posted 3 times a year
- FAST data provided during Fall & Winter Conferences
- Fall and Winter Parent-Teacher Conferences
- Informal communication between parents and teachers throughout the school year

Resources and Tools for parents and caregivers:

Book Bags	Comprehension Activities	Game-Based Activities
Language Development Songs	Word Attack Strategies	High Frequency Word Builders
Think Central	Tumblebooks	Class Websites
Moby Max	Reading Eggs	Book Flix
Accelerated Reader	Classroom Newsletters	Classroom/Teacher Blogs
Parent Resource Library		

## 4) Interventions and Instructional Supports



<p><b>Special Education Services</b></p>	<p>Delano Public Schools offers a full range of Special Education services for qualifying students. Students work with Special Education teachers in a one to one setting, small group setting, as well as in the regular classroom. Most of the specialized instruction addresses the areas of reading, writing, math, speech, language and social skills.</p>
<p><b>ADSIS Reading Interventionist</b></p>	<p>The Delano Elementary ADSIS Reading Interventionist provides reading services to students who are identified as performing significantly below grade level. Student groups range from 1-4 students per group. AIMS Web benchmarking is used weekly.</p>
<p><b>Title I/Basic Skills</b></p>	<p>Title I/Basic Skills teachers provide additional reading and math instruction to students who are below grade-level identified through ongoing assessments throughout the school year. Student groups range from 3 to 5 students per group.</p>
<p><b>Reading Corps</b></p>	<p>Reading Corps members provide reading instructional support in the 5 areas of reading (phonics, phonemic awareness, fluency, vocabulary and comprehension). AIMS Web benchmarking is used weekly.</p>
<p style="text-align: center;"><b>Tiered Interventions Designed for Some Students</b></p>	
<p><b>Guided Reading</b></p>	<p>Guided reading is a form of differentiation or small-group instruction within the classroom setting. Teachers have access to a leveled library to find thematic stories to best meet the students' instructional and reading levels. Teachers organize students into small groups allowing the students to read and apply comprehension strategies to text that is at their level.</p>
<p><b>Core Classroom Instruction</b></p>	<p>DES uses the balanced model of literacy instruction. Balanced literacy promotes the skills of reading, writing, thinking, speaking and listening for all students using the following components: Shared Reading, Guided Reading, Word Work, Read Aloud and writing.</p>

## 5) Professional Development

Delano Public Schools, through the Quality Compensation Program (Q-Comp), uses Professional Learning Communities to promote and develop best-practice literacy and instructional strategies. The district has implemented a professional development academy in which teachers are offered opportunities to promote development of competent use of effective literacy practices and instructional strategies. Through the Professional Learning Communities, teachers are required to meet at least 2 hours per month to discuss current best-practice instructional strategies.

Another way staff is trained to deliver core instruction and interventions is through district staff development days. Focus has been geared toward specific, Research-based Interventions, Guided Reading, Targeted Learning Objectives and Formative Assessment.

Training and support are given to staff through the Quality Compensation Program in which trained peer coaches lead and mentor peers through meetings and observations to promote best- practices throughout. Building administration, through observations and staff meetings also provide learning opportunities for staff. During the Fall of 2014, staff were trained on collecting baseline data, progress monitoring and quality interventions.

Delano Elementary School uses FAST data and MCA III strand data to identify areas of deficiency as well as strengths. Staff will use data to create professional and student growth goals and develop strategies to meet the needs of all learners.

## 6) Comprehensive Scientifically Based Reading Instruction

<p>Reading Aloud</p>	<p>Reading aloud is the single most influential factor in a child's success in learning to read. It builds listening skills, and vocabulary, aids in reading comprehension, and develops a positive attitude toward reading</p> <p>ALL DES CLASSROOM TEACHERS WILL READ ALOUD DAILY TO THE WHOLE CLASS FROM A VARIETY OF AGE APPROPRIATE CHILDREN'S LITERATURE (Fiction, Nonfiction and Poetry)</p>
<p>Shared Reading</p>	<p>Shared reading gives an authentic reason to practice skills and strategies. Creating a low risk environment and supplying support so children can join in and see themselves as readers.</p> <p>ALL DES STUDENTS WILL SEE TEXT ON A DAILY BASIS, OBSERVE THE TEACHER READING TEXT WITH FLUENCY AND EXPRESSION, AND WILL BE DIRECTED TO READ ALONG</p>
<p>Guided Reading</p>	<p>Guided reading provides the teacher with time to observe reading behaviors. Guided reading allows the teacher to see the children functioning as readers and readers and helps the teacher know students' levels to move the children forward</p> <p>ALL DES CLASSROOM TEACHERS WILL SELECT BOOKS FROM A VARIETY OF GENRES FORM SMALL GROUPS WITH THE EXPECTATION THAT ALL THE CHILDREN IN THE GROUP CAN READ THE SELECTION AT AN INSTRUCTIONAL LEVEL WITH PROMPTS AND QUESTIONS.</p>
<p>Independent Reading</p>	<p>Independent reading provides the practice and builds fluency and comprehension. Independent reading demonstrates that reading is a priority. It is a time when the teacher assists students in choosing appropriate books and then allows the students time in reading books of their choice. Independent reading helps insure success and enjoyment in reading.</p> <p>ALL DES STUDENTS WILL HAVE FREQUENT OPPORTUNITIES TO SELECT AND READ A VARIETY OF GENRES.</p>

Write-Aloud	<p>Write-aloud model for students how to think, make decisions, use information, and organize their thoughts and their writing.</p> <p>ALL DES CLASSROOM TEACHERS WILL FREQUENTLY MODEL WRITING IN WHOLE, SMALL GROUP, AND IN ONE ON ONE SITUATIONS</p>
Independent Writing	<p>Independent writing provides opportunities for students to create meaning, using what they know about text. Independent writing develops each student's ability to direct and regulate his/her own writing. Independent writing enhances each student's reading ability as it gives him/her insight into how authors write.</p> <p>ALL DES STUDENTS WILL HAVE FREQUENT OPPORTUNITIES TO WRITE INDEPENDENTLY</p>
Word Work	<p>Word work or word study explicitly teaches skills and at the same time engages student interest and motivation to learn about how word work and is one of the most important aspects of effective literacy programs</p> <p>THE DES LITERACY PROGRAM WILL EXPLICITLY AND CONTINUOUSLY PROMOTE AUTOMATIC OR HIGH FREQUENCY WORD RECOGNITION, SPELLING AND VOCABULARY INSTRUCTION</p>
Differentiation of Instruction	<p>Differentiated reading instruction is paramount for an effective literacy program. Differentiated instruction recognizes that students come from varying background knowledge, readiness, language, preferences in learning, and interests. Differentiated instruction intends to maximize each student's growth and individual success by meeting each student where he/she is, and assist in the learning process.</p> <p>ALL DES TEACHERS WILL USE BOTH FORMATIVE AND SUMMATIVE DATA TO DIFFERENTIATE INSTRUCTION</p>

Balanced literacy instruction, the following components are used to develop effective reading skills and strategic habits: students read aloud, read along with the teacher, read a book independently and in a small group and read books on their own.

**K-4 Elementary Teachers:**

- Create and maintains a literacy rich classroom environment**
- Provides a balanced reading instruction for all students in their classroom**
- Integrates reading instruction into all areas of the curriculum**
- Monitors student reading progress and provides support for all readers at all levels**

## **7) EL Learners**

The use of the ACCESS test will give staff information on EL students' specific reading needs. The EL teacher will communicate with regular education on interventions that can be worked on at a pull-out basis. District will use EL budget to provide training for the EL teacher in administering the ACCESS test as well as interventions to meet the students' needs. Classroom teachers have access to instructional supplies for EL learners in the Houghton Mifflin basal series, and will be trained to use these materials appropriately.