

Delano Public Schools
#879
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 3rd 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 9 year MCA Reading Historical Data – 3rd and 4th Grade Students Proficient

School Year	Reading DES	Reading State Average
2017-2018	74.4%	
2016-2017	74.9%	56.6%
2015-2016	76.4%	59.5%
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%

Commented [1]: This will have to be adjusted after we get our data on August 30. We will then have the state data as well.

Delano Elementary School FAST Data (Average)

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 S-16	448.0	484.8	503.9	520.8	526.8
Reading F-16	400.2	449.9	481.4	497.6	514.7
Reading S-17	447.2	484.8	505.2	516.4	526.5
Reading F-17	394.2	450.3	484.0	503.7	515.7
Reading S-18	443.5	485.8	506.9	515.9	527.6

2. Assessment Techniques and Strategies

- All Kindergarten students are given the FAST Early Reading assessment at the beginning of the school year to recognize students who may be eligible for Title One services.
- Reading Corps services qualified 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 1st - 3rd grade teachers assess student reading fluency using the FAST CBMR-English assessment during the Fall, Winter, and Spring.
- All K-3rd grade students take the FAST aReading 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-3rd grade students who score at High Risk on the FAST aReading 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.

Target by Grade Levels:

Kindergarten – Letter Sound Fluency

Sept: 8 letter sounds

January: 27 letter sounds

May: 48 letter sounds

First Grade – Nonsense Word Fluency (Fall ONLY) and Oral Reading Fluency (Winter and

Spring ONLY)

Sept: 36 Is (NWF)

January: 63 Is (NWF) and 52wpm (ORF)

May: 82 wpm (ORF)

Second Grade – Oral Reading Fluency

Sept: 63 wpm

January: 97 wpm

May: 116 wpm

Third Grade – Oral Reading Fluency

Sept: 100 wpm

January: 122 wpm

May: 135 wpm

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 these students 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 aReading assessment are then assessed 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-3rd grade parents during the October & January parent-teacher conferences.

Teachers also share weekly “basal” assessments and theme assessments, fluency probes. 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.

<u>Assessment</u>	<u>Purpose</u>	<u>Grade Level</u>	<u>Frequency</u>	<u>Proficiency</u>
Fountas and Pinnell Benchmarking System	Screening	K-3 Targeted Services	2-4x per year	K: Level A/B/C/D 1: Level D/F/H/J 2: Level J/K/L/M 3: Level M/N/O/P
Reading Corps Fluency Screener	Screening	K-3 Targeted Services	2-4x per year	K: 8/27/48 1: 36/52/82 2: 63/97/116 3: 100/122/135
FastBridge Formative Assessment System for Teachers (FAST)	Screening	K-3 All Students	3x per year	K: 387/417/435 1: 435/454/471 2: 469/481/489 3: 487/497/503
AIMSWeb	Screening	K-3 Targeted Services	Weekly	Growth based on individual growth targets

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 provides 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
- Basal Theme test scores
- PRESS (Pathway to Reading Excellence in School Sites) assessments
- Accelerated Reader
- Reading Mastery
- FAST Early Reading assessment
- FAST aReading assessment
- Fast CBMR-English assessment

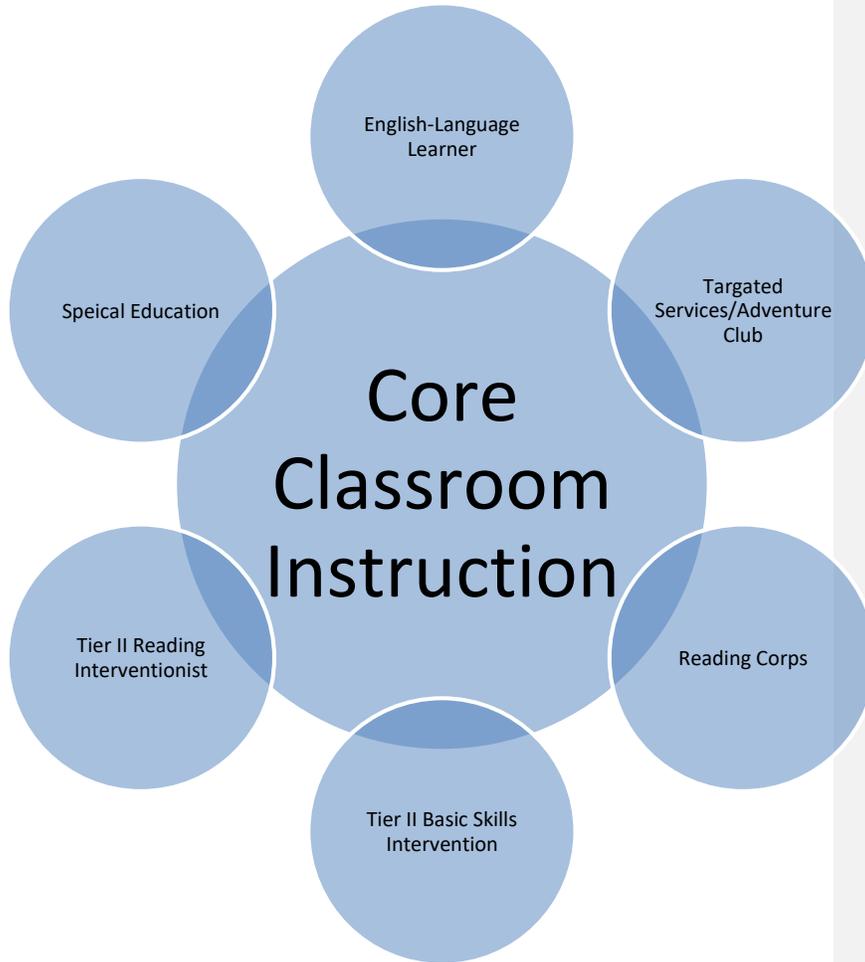
The DES communication plan includes sharing data:

- 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	IXL.com	

4. Interventions and Instructional Supports



Special Education Services	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.
ADSIS Reading Interventionist	The Delano Elementary ADSIS Reading Interventionist provides reading services to students who are identified as performing significantly below grade level. Student groups range from 1-3 students per group. AIMS Web benchmarking is used weekly.
Title I/Basic Skills	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.
Reading Corps	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.

Tiered Interventions Designed for Some Students

Guided Reading	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 each student's instructional and independent reading levels. Teachers organize students into small groups allowing the students to read and apply comprehension strategies to text that is at their level.
Core Classroom Instruction	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.

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 are 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. Ongoing training is offered to staff on collecting baseline data, progress monitoring and providing quality interventions.

Delano Elementary School uses formative assessment data, 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 in small groups. Guided reading allows the teacher to observe the students functioning as readers and helps the teacher determine students’ reading levels and how to move each student forward.</p> <p>ALL DES CLASSROOM TEACHERS WILL SELECT BOOKS FROM A VARIETY OF GENRES AND 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 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 to read books of their choice. Independent reading helps insure success and enjoyment of reading.</p> <p>ALL DES STUDENTS WILL HAVE FREQUENT OPPORTUNITIES TO SELECT AND READ A VARIETY OF GENRES.</p>
<p>Write-Aloud</p>	<p>Write-aloud models 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>

<p>Independent Writing</p>	<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>
<p>Word Work</p>	<p>Word work or word study explicitly teaches skills and at the same time engages student interest and motivation to learn about how words 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>
<p>Differentiation of Instruction</p>	<p>Differentiated reading instruction is paramount for an effective literacy program. Differentiated instruction recognizes that students come to school with varying background knowledge, readiness, language, preferences in learning, and interests. The intent of differentiated instruction is 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>

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 teachers on interventions that can be worked on in a pull-out basis. The District will utilize the EL budget to provide training for the EL teacher in administering the ACCESS test, as well as interventions to meet each student's' 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.