
Glencoe-Silver Lake ISD #2859: Local Literacy Plan

2020-2021

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Freitag

DISTRICT 2859, GLENCOE-SILVER LAKE PUBLIC SCHOOLS: LOCAL LITERACY PLAN

The purpose of this literacy plan is to ensure that all students will achieve grade-level proficiency by the end of Grade 3.

LITERACY PLAN SUMMARY:

Classroom teachers in grades kindergarten through 3 utilize the Reader's Workshop model to present balanced and rigorous literacy instruction (reading, writing, speaking, and listening). Included in this balanced program are components for explicit phonics and vocabulary instruction, guided reading, read aloud, shared reading, and independent reading. Each elementary site, Lincoln & Lakeside, has a leveled bookroom, which contains a variety of fiction and nonfiction reading texts for teachers to use for differentiated instruction. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day.

The Formative Assessment System for Teachers (FAST) literacy battery is used to benchmark students' progress in fall, winter, and spring. Using these data, along with data from aReading and Fountas & Pinnell, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments. The interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored weekly. If the intervention selected is not working, another intervention is selected and implemented. Parents are kept informed of their child's progress throughout the process.

The goal of Glencoe-Silver Lake School District is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a pacing guide is in place to ensure that the standards are taught with rigor.

Additional information is included in the K-3 Literacy Plan that follows this summary. Please contact Bill Butler (Lincoln Elementary) at 320-864-2666 or bbutler@gsl.k12.mn.us or Joy Freitag (Lakeside Elementary) at 320-864-2500 or jfreitag@gsl.k12.mn.us if you are interested in learning more about Glencoe-Silver Lake's Literacy Plan.

LITERACY PLAN GOALS AND OBJECTIVES:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

The Instructional Leadership Team engages in ongoing review of current pedagogical practices including core instruction, differentiation, remediation, and intervention. Curriculum resources will be aligned to current standards.

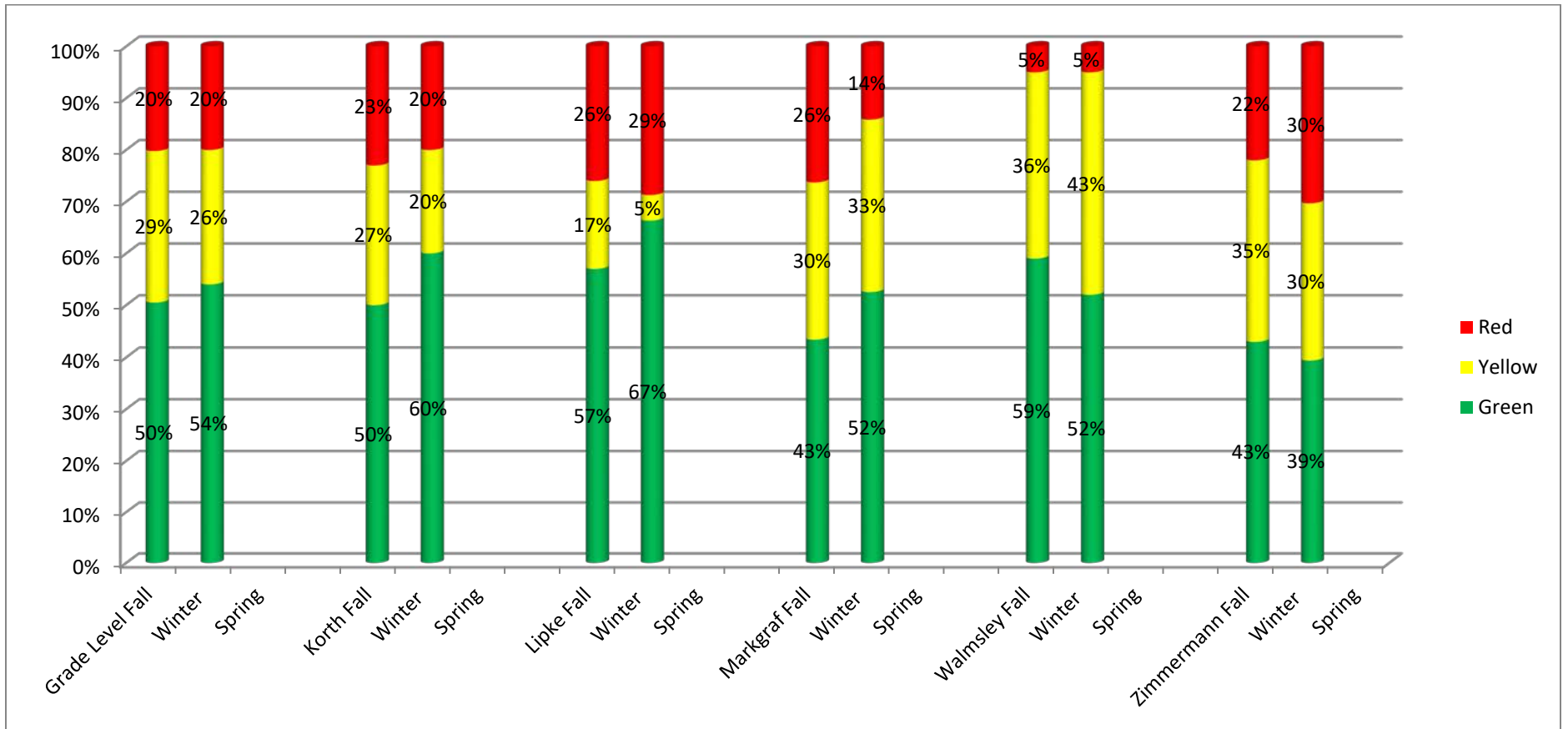
Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities (PLCs) will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gap. Best practices will be shared.

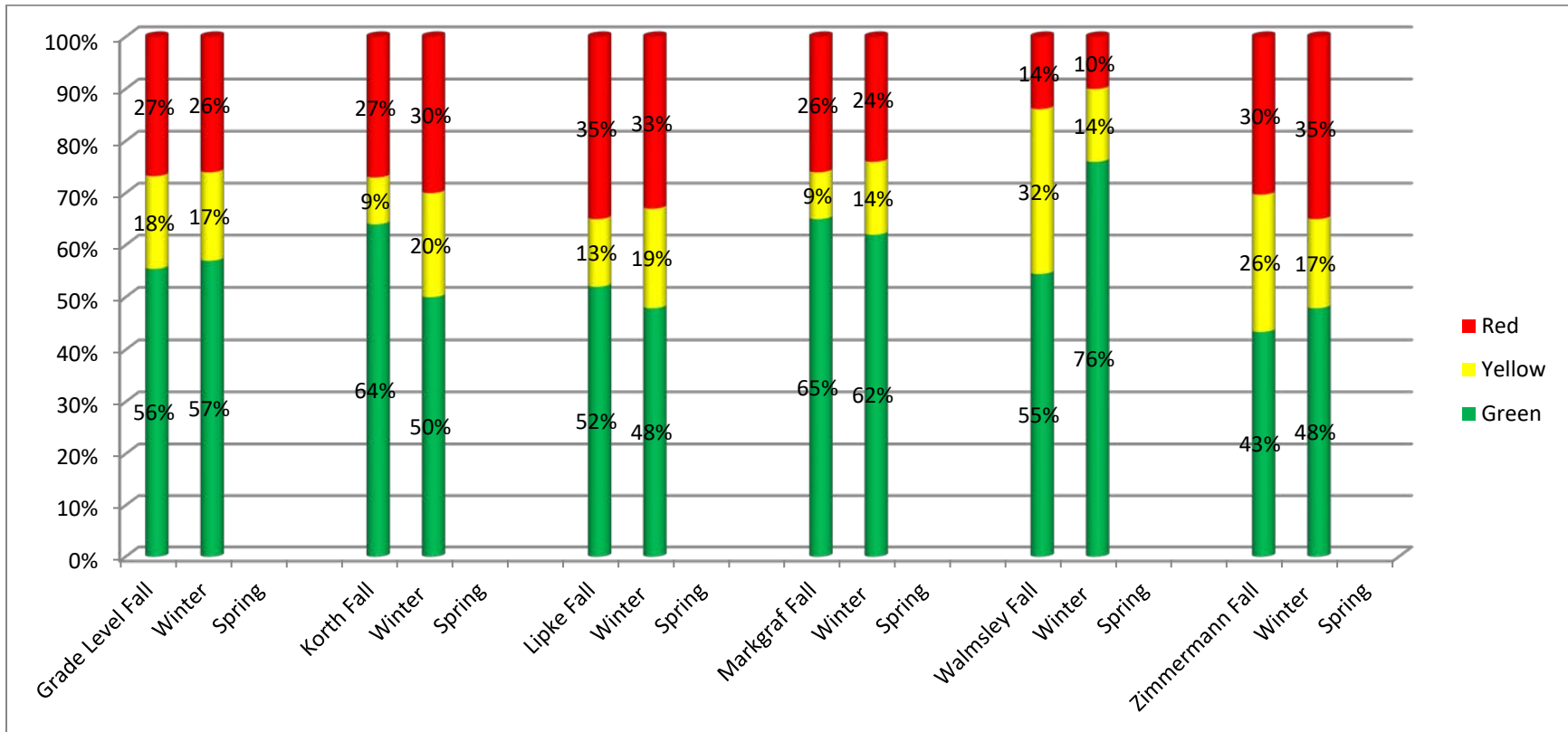
Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

Current data are below:

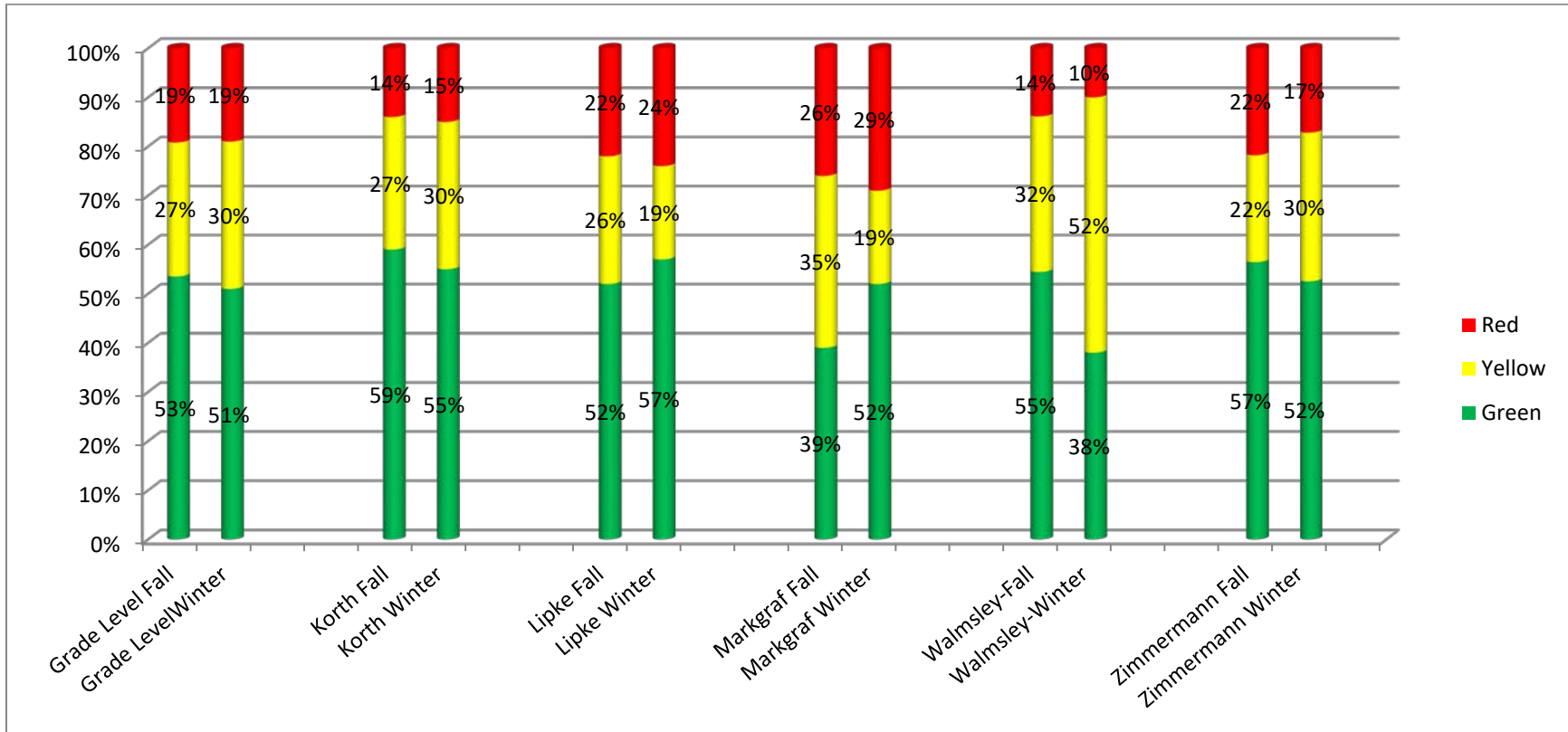
CBM-R – 2019-2020, Grade 3



Fountas & Pinnell – 2019-2020, Grade 3



aReading – 2019-2020, Grade 3



PROCESS OF ASSESSMENT:

The Response to Intervention Specialist will coordinate the screening and diagnostic assessments listed below.



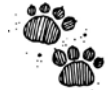
Kindergarten



| Measure | Fall | Winter | Spring |
|--|-------------------|-------------------|--|
| F & P Instructional Reading Level <i>(teacher)</i> | --- | C | D |
| Letter Names (LN) <i>(teacher)</i> Pg. 55 | 25 (20) | 40 (35) | 51 (48) <i>Only for students who did not meet Winter benchmark (40)</i> |
| Letter Sound (LS) | 10 (6) | 28 (22) | 42 (34) |

| | | | |
|--|----------------------------|-----------------------------|--|
| <p>(teacher)</p> <p>Pg. 58</p> | | | <p><i>Only for students who did not meet Winter benchmark (28)</i></p> |
| <p>Word Rhyming (RH)</p> <p>(teacher)</p> <p><i>Pg. 56, Pg. 29 (paper/pencil)</i></p> | <p>8</p> <p>(8)</p> | <p>12</p> <p>(7)</p> | <p>15</p> <p>(14)</p> |
| <p>Word Blending (WB)</p> <p>(teacher)</p> <p><i>Pg. 56, Pg. 35 (paper/pencil)</i></p> | <p>---</p> | <p>8</p> <p>(4)</p> | <p>9</p> <p>(9)</p> |
| <p>Word Segmenting (WS)</p> <p>(teacher)</p> <p><i>Pg. 57, Pg. 45 (paper/pencil)</i></p> | <p>---</p> | <p>15</p> <p>(4)</p> | <p>32</p> <p>(28)</p> |
| <p>Progress Monitoring: All progress monitoring and benchmarking (besides for aReading or aMath) will be done by the classroom teacher, even for students who are receiving</p> | | | |

interventions outside of the classroom.



Grade 1



| Measure | Fall September | Winter January | Spring May |
|--|---------------------------|---------------------------|-----------------------|
| F & P Instructional Reading Level (teacher) | D/E | G | J |
| Word Blending (teacher) | 7 (6) | 8 (8) | 9 (9) |
| | | | |

| | | | |
|---|-------------------|-------------------|-------------------|
| Word Segmenting <i>(teacher)</i> | 27 (25) | 30 (29) | 30 (32) |
| Sight Words (150) <i>(teacher)</i> | 14 (5) | 44 (21) | 61 (48) |
| CBM-R <i>(teacher)</i> | | 43 (27) | 68 (42) |
| Progress Monitoring: All progress monitoring and benchmarking (besides for aReading or aMath) will be done by the classroom teacher, even for students who are receiving interventions outside of the classroom. | | | |



Grade 2



| Measure | Fall | Winter | Spring |
|--|---|--------------------------|--------------------------|
| CBM-R (FAST) <i>(teacher)</i> | 55 <i>(18)</i> | 83 <i>(47)</i> | 96 <i>(63)</i> |
| F & P Instructional Reading Level <i>(teacher)</i> | J/K | L | M |
| Progress Monitoring | All progress monitoring and benchmarking (besides for aReading or aMath) will be done by the classroom teacher, even for students who are receiving interventions outside of the classroom. | | |



Grade 3



| Measure | Fall | Winter | Spring |
|--|---|--------------------|--------------------|
| CBM-R (FAST) <i>(teacher)</i> | 87 (53) | 115 (75) | 129 (93) |
| F & P Instructional Reading Level <i>(teacher)</i> | M | O | P |
| Progress Monitoring | All progress monitoring and benchmarking (besides for aReading or aMath) will be done by the classroom teacher, even for students who are receiving interventions outside of the classroom. | | |

Students who do not meet the target score as listed above will undergo a diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: Developmental Reading Assessment (DRA), Fountas & Pinnell, curriculum based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories, or the Gallistel-Ellis - Revised (GE-R) test of Coding Skills.

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

| Grade Level | Reading Recovery | Fountas-Pinnell Guided Reading | DRA | Basal Equivalent | Lexile Levels |
|--------------|------------------|--------------------------------|-----|------------------|---------------|
| Kindergarten | A & B | A | A | Readiness | |
| | 1 | | 1 | PrePrimer 1 | |
| | 2 | B | 2 | | |
| Grade 1 | 3 | C | 3 | PrePrimer 2 | |
| | 4 | | 4 | | |
| | 5 | D | 6 | Preprimer 3 | |
| | 6 | | 6 | | |
| | 7 | E | 8 | Primer | |
| | 8 | | 8 | | |
| | 9 | F | 10 | Grade 1 | |
| | 10 | | 10 | | |
| | 11 | G | 12 | 200-299 | |
| | 12 | | 12 | | |
| | 13 | H | 14 | Grade 2 | |
| | 14 | | 14 | | |
| Grade 2 | 15 | I | 16 | Grade 2 | 300-399 |
| | 16 | | 16 | | 400-499 |
| Grade 3 | 18 | J & K | 20 | Grade 3 | 500-599 |
| | 20 | L & M | 28 | | |
| | 22 | N | 30 | | |
| 24 | O & P | | 34 | 600-699 | |
| Grade 4 | 26 | Q / R / S | 40 | Grade 4 | 700-799 |
| Grade 5 | 28 | T / U / V | 44 | Grade 5 | 800-899 |
| Grade 6 | 30 | W / X / Y | | Grade 6 | 900-999 |

| | | | | | |
|---------|----|---|--|---------|-----------|
| Grade 7 | 32 | Z | | Grade 7 | 1000-1100 |
| Grade 8 | 34 | Z | | Grade 8 | |

Based on diagnostic assessments, instruction and interventions will be matched to the student’s needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Following the assessments, parents will receive a letter informing them of the results, supports, interventions and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Parents will be invited in to visit about their child’s educational needs and asked if they have any questions. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
- C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- D. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
- E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
- F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

PARENT COMMUNICATION AND INVOLVEMENT:

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication plan

1. At Kindergarten Check-in, teachers will provide an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used with all students.
2. Assessment results will be provided to parents within 10 days.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for a conference with the student's teacher.
4. An additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive monthly progress reports.
6. Parents will receive a letter three times yearly containing suggestions on how to strengthen their child's literacy skills in the five pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

MULTI-TIERED SYSTEMS OF SUPPORT:

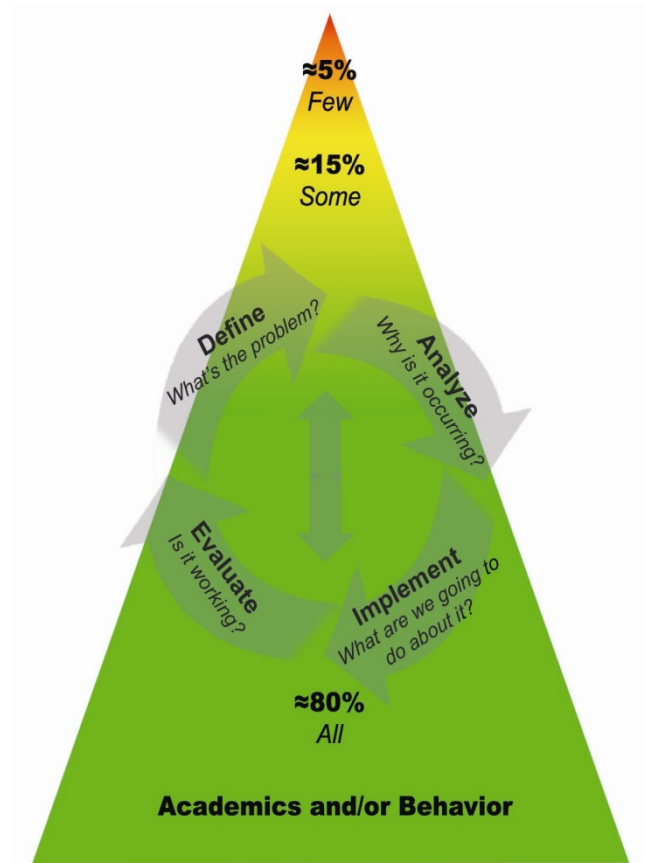
A Model of School Supports and the Problem Solving Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions *Students who need individualized interventions.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are then provided supplemental reading interventions according to their skill deficit(s). Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

SCIENTIFICALLY-BASED READING INSTRUCTION:

The scientifically-based reading curriculum Glencoe-Silver Lake uses is *Treasures*, which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.

Research-Based Interventions

Reading Mastery / Corrective Reading /
Soar to Success / Great Leaps / Rewards
/ LiPS / 6 Minute Solutions / Read
Naturally / Reading Recovery

TIER 3

PALS / Great Leaps / Rewards / 6 Minute
Solution / Soar to Success / Early
Success / Read Naturally / Earobics /
LiPS / Incremental Rehearsal

TIER 2

PALS / 6 Minute Solution / Bringing
Words to Life (vocabulary) /
Collaborative-Strategic Reading / VoWac

TIER 1

PROFESSIONAL DEVELOPMENT:

Glencoe Silver Lake School District has five two-hour late-starts and two full days available for Professional Development. The school district will determine its focus for the 2012-2013 academic year based on student performance data.

Professional Development is provided via:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Peer Coaching
- Literacy Team
- Mentoring

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS:

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics

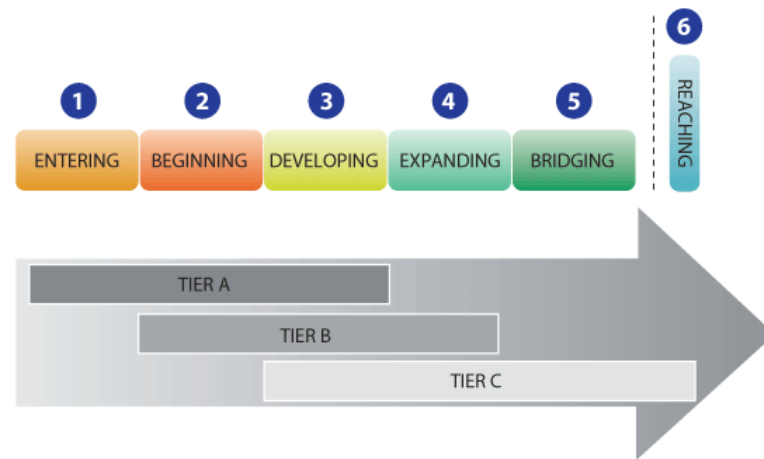
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.



Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Resources available to all staff:

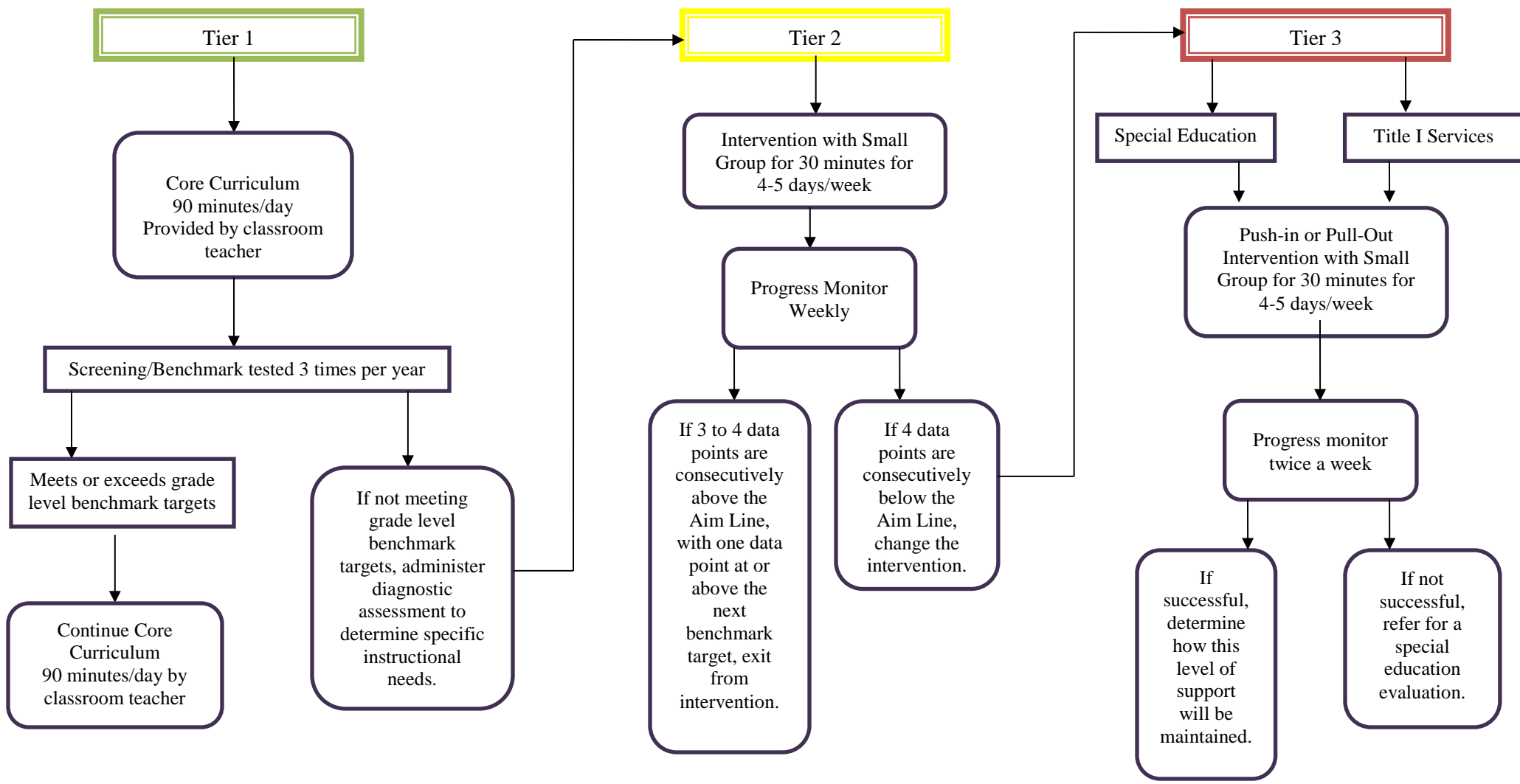
- SIOP (Sheltered Instruction Observation Protocol)

- Title III Activities:
- ESL teachers take on trainer/coaching roles with regular education teachers
- Elisa Fair, Literacy Consultant
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: Fountas and Pinnell, DRA, MAP, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Instructional Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

STAKEHOLDER FEEDBACK:

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?



Tier 1

Core Curriculum
90 minutes/day
Provided by classroom teacher

Screening/Benchmark tested 3 times per year

Meets or exceeds grade level benchmark targets

Continue Core Curriculum
90 minutes/day by classroom teacher

If not meeting grade level benchmark targets, administer diagnostic assessment to determine specific instructional needs.

Tier 2

Intervention with Small Group for 30 minutes for 4-5 days/week

Progress Monitor Weekly

If 3 to 4 data points are consecutively above the Aim Line, with one data point at or above the next benchmark target, exit from intervention.

If 4 data points are consecutively below the Aim Line, change the intervention.

Tier 3

Special Education

Title I Services

Push-in or Pull-Out Intervention with Small Group for 30 minutes for 4-5 days/week

Progress monitor twice a week

If successful, determine how this level of support will be maintained.

If not successful, refer for a special education evaluation.

