

Lincoln Elementary – Ivanhoe Public School

ISD 403

Literacy Plan



DISTRICT 403, LINCOLN ELEMENTARY - IVANHOE PUBLIC SCHOOLS LITERACY PLAN

Approved July 23, 2012 by Ivanhoe's Board of Education

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

LITERACY PLAN SUMMARY:

Our district is currently using Storytown, a traditional basal program, to teach reading in Kindergarten through Grade 3. Included in this program are components for guided reading, read aloud, shared reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-3 are given the STAR Reading test. All students in grades K-3 will be taking the STAR Reading assessment four times throughout the course of the year. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Students not responding to these interventions are referred for possible special education testing. Parents are kept informed of their child's progress at every step of the process.

We also use NWEA to help us check growth during the year, and help us make sure students are making progress towards the MCA proficiency by the end of 3rd grade.

The goal of the Lincoln Elementary-Ivanhoe school district is to ensure that all learners are proficient with regard to the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The district's curriculum is aligned with the Minnesota State Standards.

Specific information is included in this K-3 Literacy Plan that follows the summary. For those who are interested in learning more about Lincoln Elementary-Ivanhoe's literacy

program, please contact: Courtney Frie at 507.694.1540 or courtney.frie@ivanhoe.lincolnhi.org.

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 Literacy Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

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 will analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

By the spring of 2016, 85% students in 3rd grade will meet or exceed proficiency as measured by the reading MCAs.

PROCESS OF ASSESSMENT:

The Building Administrator will administer the screening and diagnostic assessments listed below.

Measures of Academic Progress (MAP) and MAP for Primary Grades are used as benchmark assessments. They are adaptive and sequential tests used to measure student growth. The 2011 NWEA RIT Scale Norms provide growth and status norms in the following content areas: Reading, Language Usage, and Mathematics. The RIT scores for each grade level in Reading and Language Usage are listed in the following charts: 2015 Reading Status Norms (RIT Values)

Grade	Beginning-of- Year Mean Score	Middle-of-Year Mean Score	End-of Year Mean Score
K	141.0	151.3	158.1
1	160.7	171.5	177.5
2	174.7	184.2	188.7

Following the assessments, parents will receive a letter, either via mail or at conferences with the teachers, 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.

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

- A. Examine the student data determining growth or help that is needed.
- B. Change the intervention or choose a new intervention if a student is not responding after 3 weeks
- C. Re-evaluate using a teacher created assessment to check for understanding.
Interventions may be changed based on the data presented. Continuation of the interventions will be used until the student meets the grade-level benchmark
- D. Retesting of STAR Reading is done quarterly, while the NWEA is done three times a year, approximately every 15 weeks, so intervention strategies will vary after a new compilation of data is completed.
- E. We can refer the student to the Teachers Assisting Teachers (TAT) team if the student isn’t responding to the interventions and if teacher observations from daily work indicate a need
- F. Continue progress monitoring at least three times following the discontinuation of intervention to ensure that progress has been maintained. If monitoring shows the child remains at or above grade level, the interventions may be discontinued.

PARENT COMMUNICATION AND INVOLVEMENT:

The district has developed a parent communication letter that identifies that their child is not meeting grade-level standards as well as how their child is progressing toward meeting these standards.

Parent Communication plan

- 1. Beginning of the year for grades K-3 there will be an explanation of the core literacy instructional practices that are currently in place. This will include a list of interventions and assessments used, data collected, problem-solving practices that can be used by parents, and classroom supports used with all students.
- 2. Assessment results will be provided to parents in a timely manner.
- 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. Parents of students receiving interventions will receive monthly progress reports.
5. All parents will receive a parent letter at least three times a year with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

Online Resources for Home Practice:

- <http://www.starfall.com/>
- <http://www.spellingcity.com/>
- <http://www.readingrockets.org/>
- <http://www.abcya.com/>

SCIENTIFICALLY-BASED READING INSTRUCTION:

The scientifically-based reading curriculum Lincoln Elementary - Ivanhoe uses is Storytown, by Houghton Mifflin Harcourt, 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

Phonics

- Sight word readers
- Phonics readers
- Sight word games
- Sound Boxes
- Letters: Match, change one letter, letter identification, sort by how they look, memory
- Syllables
- Read the Room
- Word-Building
- Early Reading Intervention by Scott Foresman
- PALS – Kindergarten, First Grade
- Dr. Fry's Informal Reading Assessments
- STAR Reading

Phonemic Awareness

- Phoneme Segmentation
- Play "I'm Thinking"
- Compare middle sounds in words
- Initial sound Bingo
- Rime activities
- Alliterations
- Rhyming word activities
- Clapping syllables
- Early Reading Intervention by Scott Foresman

- PALS – Kindergarten, First Grade
- Dr. Fry’s Informal Reading Assessments
- STAR Reading

Fluency

- Reader's Theatre
- Eye Lighter/Tracking slip
- Have students read and graph their fluency results
- Tutors/Buddy reading
- Duet reading
- Echo reading
- Choral reading
- Listen first, read along with a CD/tape
- PALS – Kindergarten, First Grade
- Dr. Fry's Informal Reading Assessments
- STAR Reading

Comprehension

- Activate prior knowledge
- Make connections
- Question before, during and after reading
- Critical thinking questions
- Break a longer reading selection into shorter segments
- Graphic organizers
- Retell using puppets, acting it out, etc.
- Timeline
- Predict
- Summarize
- Use pictures instead of writing
- Highlight text
- 5 W's
- Teach students to create mental images
- Visualization / Verbalization (VV)
- Dr. Fry's Informal Reading Assessments
- STAR Reading
- Accelerated Reading

Vocabulary

- Word wall (high frequency words)
- Prefix/suffix word wall
- Illustrate vocabulary words
- Graphic organizers
- Create homonyms, synonyms, or antonyms
- Match vocabulary with definitions
- Play "Memory" or "Charades"
- Journals
- Word sorts
- Provide multiple opportunities to interact with word
- Write, define, illustrate, make an association
- Dr. Fry's Informal Reading Assessments
- STAR Reading
- Accelerated Reading

Professional Development:

The Lincoln Elementary – Ivanhoe Public School District has 13 hours [2 early outs and 14 PLC times] available for Professional Development. Based on student performance data, the district has determined implementing the new reading series, as well as strengthening PLC time, will be the Reading/Literacy Professional Development focus for the 2012-2013 school year.

Professional Development is provided through:

- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer / Mentor Coaching
- Basal Training from Company Representative
- Outside Resources/Consultants
- Literacy Team

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

ENGLISH LANGUAGE LEARNERS:

Lincoln Elementary – Ivanhoe does not currently have any English Language Learners as we have 100% white population.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

The required documentation of students in grades K-3 that are at or above grade level was submitted to the commissioner on June 27, 2012.

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?

Your feedback is welcomed and encouraged. If you would like to provide answers to the questions above or suggestions on how to improve the plan, please contact Michelle Mortensen at 507-694-1540 or michelle.mortensen@ivanhoe.lincolnhl.org.