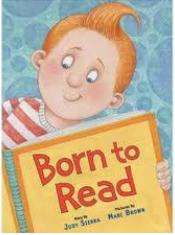


#881 Maple Lake School District Local Literacy Plan

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level:



Judy Sierra's book, *Born to Read*, states, "Readers win and winners read." Our goal at Maple Lake Elementary (MLE) is to nurture that winning attitude towards reading and to achieve reading proficiency with 100 % of our students by Grade 3. By integrating the 5 Components of Reading Instruction and a Balanced Literacy approach into our core teaching preK-Grade 3 & beyond, we develop self-extending readers who use all sources of information in a smoothly orchestrated system.

Through comprehensive efforts, we work to close the achievement gap of our young readers. MLE provides highly qualified instructors in every classroom and provides multiple layers of interventions. Constructive problem solving and standards-based instruction are also essential keys to developing critical literacy skills with our students. These fundamentals help our students to realize that readers DO win!

Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3:

All children in our school district come in when they are 4-5 years old for Early Childhood Screening. From the data gathered from the Dial 3 at this screening, consideration is given to candidates who score low for scholarships for our all-day kindergarten program which is currently tuition-based.

Reading Proficiency Assessments will be administered with students individually by teachers coming in to kindergarten & 1st grade in August prior to the start of the school year and again at the end of each trimester. Work Sampling is done with our Kindergarten students. First graders are each administered the Observation Survey in August. All students coming in to first grade will also be screened by our Speech/Language team in August. We do progress monitoring mid-year with all 1st graders in the yellow or red zone by administering the Observation Survey once again.

Students in grades 2-3 will be administered the Reading Proficiency Assessments listed below. Additionally, students in grades 1-6 will be assessed in September with the Northwest Evaluation Associations' MAP tests, with progress monitoring done mid-year with students who fall in our yellow & red zones. Additionally, we test all students who are

new to our district within the first week they are enrolled. In May, we test all students with the MAP tests to analyze gains made from the fall testing.

Results of each assessment will be communicated with parents at conferences in October & February and again at the end of the year. Additionally, report cards address various areas assessed with each grade level and have a place where teachers indicate Below/At/Above grade level at the end of each trimester.

Data from the achievement results in K-3 is disaggregated into triangles for each grade level to determine which students will require core instruction plus additional intervention support from our Title I, Reading Recovery, Reading Corps, Irish Support (*Alternative Delivery of Specialized Instructional Services-ADSIS* program), and/or special education programs. Our Teachers Assisting Teachers (TAT) team reviews evidence gathered by core & intervention teachers to make data driven decisions about which intervention level of support would be appropriate for each student.

Reading Proficiency tools used to assess grade K-3 are as follows:

Kindergarten Reading Proficiency Assessment

Letter Sounds (Proficiency Level: 23/31)

Local assessment

Blending & Segmenting (Proficiency Level: 14/20)

Phonological Awareness: Blending & Segmenting...Optional Literacy Assessments, Fountas & Pinnell

Leveled Passage (Proficiency Level: D or above instructional level)

Benchmark Assessment System 1, Fountas & Pinnell

Word Recognition (Proficiency Level: 38/50 or above)

Reading High Frequency Words: 25 Words...Optional Literacy Assessments, Fountas & Pinnell

Concepts of Print (Proficiency Level: 17/23)

Observation Survey

1st Grade Reading Proficiency Assessment

Decodable Words (Proficiency Level: 30/40)

Phonograms Lists 1-4...Optional Literacy Assessments, Fountas & Pinnell

Blending & Segmenting (Proficiency Level: 16/20)

Phonological Awareness: Blending & Segmenting...Optional Literacy Assessments, Fountas & Pinnell

Leveled Passage (Proficiency Level: J or above instructional level)

Benchmark Assessment System 1, Fountas & Pinnell

High Frequency Words (Proficiency Level: 113/150)

Reading High Frequency Words: 100 Words...Optional Literacy Assessments, Fountas & Pinnell

Concepts of Print (Proficiency Level: 18/24)

Observation Survey

2nd Grade Reading Proficiency Assessment

High Frequency Words (Proficiency Level: 113/150)

Reading High Frequency Words: 200 Words...Optional Literacy Assessments, Fountas & Pinnell

Oral Fluency (Proficiency Level: 2 or above)

Benchmark Assessment System 1, Fountas & Pinnell

Leveled Passage (Proficiency Level: M or above instructional level)

Benchmark Assessment System 1, Fountas & Pinnell

Comprehension (Proficiency Level-2/7 or above)

Part Two: Comprehension...Benchmark Assessment System 1, Fountas & Pinnell

3rd Grade Reading Proficiency Assessment

Vocabulary (Proficiency Level: 9 or above)

Assessing Vocabulary in Context: Fiction...Optional Literacy Assessments, Fountas & Pinnell

Comprehension (Proficiency Level: 7 or above)

Part Two: Comprehension...Benchmark Assessment System 1, Fountas & Pinnell

Oral Fluency (Proficiency Level: 2 or above)

Benchmark Assessment System 2, Fountas & Pinnell

Leveled Passage (Proficiency Level: P or above instructional level)

Benchmark Assessment System 2, Fountas & Pinnell

Description of Maple Lake Elementary's effort to screen and identify dyslexia:

Dyslexia indicators used for student screening: Pre -K and Kindergarten: - Family History =- Poor phonemic awareness - Difficulty rhyming K - 2nd Grade: Family History - Rapid Automatic naming letters - Phonemic awareness - poor spelling - low reading fluency rate, high errors in fluency, continued efforts to increase staff development for general and special education staff in regards to dyslexia. Screenings will include Fountas and Pinnell Multiple Measures and Phonemic Awareness Measures.

Description of Maple Lake Elementary's effort to screen and identify convergence insufficiency disorder:

Convergence Insufficiency Disorder Indicators used for student screening: Pre -K and Kindergarten: - Family History =- Poor phonemic awareness - Difficulty rhyming K - 3rd Grade: Family History - Rapid Automatic naming letters - Phonemic awareness - poor spelling - low reading fluency rate, high errors in fluency, as well as headaches or eye strain. Efforts will be made to increase staff development for general and special education staff in regards to Convergence Insufficiency Disorder.

Specific information on how elementary schools within the district will notify and involve parents accelerating literacy development for their children in each grade level Kindergarten through Grade 3:

Maple Lake Elementary School is the only elementary in District #881.

Families are an integral part of the process for ensuring success for each student at Maple Lake Elementary. Our partnership is a powerful element which we believe greatly increases academic achievement, self-esteem, and a child's attitude toward learning. Parents/guardians will be provided progress reports at conference times in October & February, as well as at the end of each trimester. The report clearly articulates what tier of support the child is involved with, as well as if the child is above/at/below grade level expectations.

At the beginning of the school year, grade level teachers invite parents & students to come in for a formal curriculum presentation of the goals and objectives for their grade level.

These informative sessions provide families an opportunity to learn how to be productively involved in the child's literacy development. Kid-friendly Standards, aligned to the 2010 ELA Academic Standards, are provided for each grade level. Strategies families can use at home to help reinforce the standards are also provided to parents with Kid-friendly Standards, in teacher newsletters and on their web pages. Informal conversations occur frequently to help work collectively with parents/guardians.

We provide several other opportunities at school to promote parent involvement. A Title I Parent Breakfast is held each year to have students/parents learn ways they can work together at home with hands-on activities. Each year we offer a Family Involvement night to provide learning strategies for parents to incorporate at home. Parent Involvement dollars

provided by Resource Training & Solutions in St. Cloud has provided a means for us to invite speakers for parent evenings to inform them about how to work with their child at home. Speakers have provided information on organizing learning spaces at home, strategies to work with children with ADHD, and ideas for how to motivate children to want to learn.

One important way we encourage success is by encouraging families to read at home at least 15 minutes every day. Every child in K-3 has an individual book bag that goes home daily with a book the child can read independently from the child's Browsing Box at school. Alternately, students may bring home a book to do a family read-aloud that supports literacy development and the joy of reading!

When parents are involved in their children's education, kids do better in school. This has been supported in many studies. Parents are important role models. Former Reading Specialist for the Minnesota Department of Education, Al Greenfield, reported the following facts on why there is such a difference for children who are in homes where reading is emphasized:

- A home where parents read to their children, model reading, talk to and with their children, and play games with their children develop more language for their children.
- Children who are read to, talked to, and played with about 2000 hours (1.1 hours a day from birth) learn about 10,000-20,000 words by age 5. Their rate of learning new words each year is also greater because they can build on past knowledge.

There are many ways parents can support the literacy development and joy of reading in your child. Examples are included at the following web site, voted **Best Source of Information** by readers of *Minnesota Parent Magazine*:

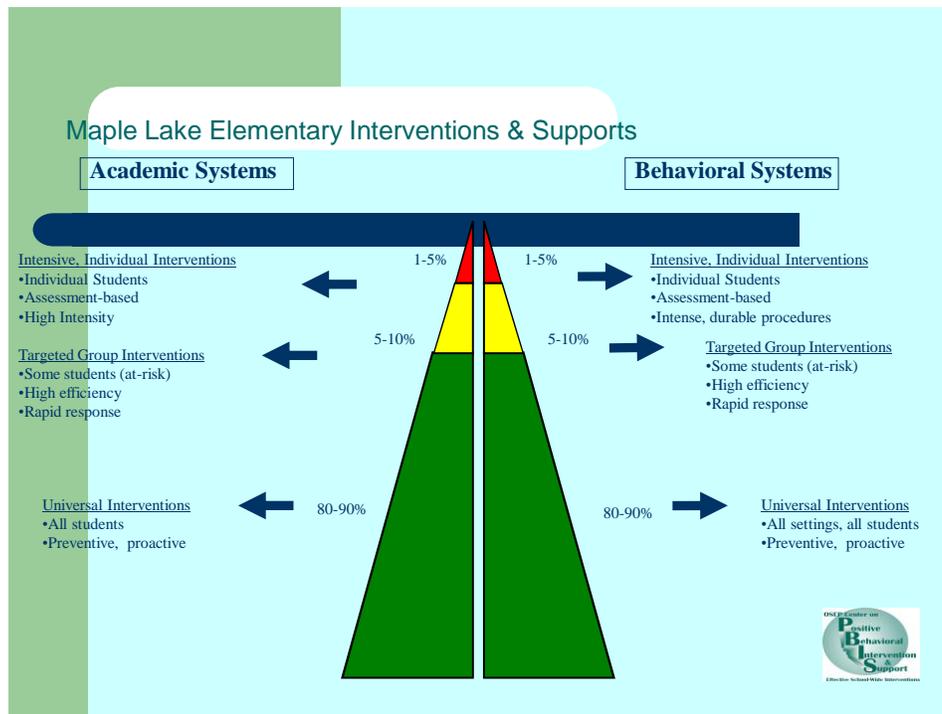
http://www.parentsknow.state.mn.us/parentsknow/gradeK_8/topicsAZ/PKDEV_000482

Growing Readers Newsletter-written especially for parents, *Growing Readers* provides monthly tips for raising strong readers and writers. The one or two-page articles are available at:

<http://www.readingrockets.org/newsletters/extras/>

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress:

At Maple Lake Elementary, we provide 3 tiers of interventions for our students. Students in our green zone receive core instruction daily from teachers for 120 minutes, which encompasses Shared Reading, Guided Reading, Independent Reading & Read Aloud. Students are placed in small groups, but these groups are fluid. They change groups as needed, based on assessment data.



Students in our yellow (Tier 2) & red zones (Tier 3) will be provided additional support with a support staff person from our Title I, Reading Recovery, Irish Support, and/or Special Education. The continuum of interventions begins with classroom teachers providing interventions, based on data collected through achievement assessments. Data sources include assessments from our Fountas & Pinnell Literacy Assessments, Observation Survey, MAP testing, & Work Sampling. Next the teacher may bring concerns to our building TAT team for recommendations which may include additional services from our support staff team members, with parent approval. Two six-week interventions may then be implemented and progress tracked. The frequency of services and exact interventions will target individual student needs. Differentiation will be based on the students' readiness, interest, and learning profile and the curriculum content, process and product will also be determined by the student needs. Students in this Tier will be assessed weekly with a variety of tools including Literacy Level Interventions & Aims Web.

If the student makes adequate progress with these interventions, the student will continue with the core instruction again to see if they can maintain their progress. If a student does not demonstrate gains after 12 weeks of the Tier 2 support, a referral is completed for our Child Study team to review and parents are contacted to consider options.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction:

The Maple Lake School District understands that literacy is key for any student to be Career & College ready upon graduation. Literacy is a goal all faculty members can encourage in their specialized teaching area and one that is measurable. Focusing the achievement of that goal is the center component of the Q-Comp required learning communities in our district.

Teachers participate in school-wide professional learning communities (PLCs) related to Balanced Literacy, using Fountas & Pinnell's model. The PLCs meet twice a month for a total of 180 minutes. During PLC time, staff members are required to analyze assessment data to drive their instruction in each of the strand areas of reading. Additionally, each staff member is required to set a Smart Goal based on an area of literacy. Teachers create a pretest and posttest to ensure student growth based on strategies and interventions taught all year to accomplish this goal.

With our Q-comp plan, all tenured staff are trained and coached to deliver core instruction and instructional interventions through a peer coaching model. Kim Marshall's rubric for effective instructional strategies is used.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades:

Definition of Reading at Maple Lake Elementary School:

Reading is a meaningful process that transports knowledge.

Our Beliefs about Literacy at Maple Lake Elementary:

“Literacy is the foundation upon which academic learning and successful student performance depends?”

-Meltzer and Niemba, 2006

“Thoughtful literacy is more than remembering what the text said. It is engaging the ideas in texts, challenging those ideas, reflecting on them, and so on.” Richard Allington, 2006

There is reciprocity between reading and writing. What you can read you can write and what you write you can read. We believe, if students are not reading well by 3rd grade they will face an uphill battle throughout their remaining nine years of school. Henceforth, the following literacy experiences Richard Allington and Rachael Gabriel presented in their article in *Educational Leadership* are ones ALL students should have every day at Maple Lake Elementary.

They are:

- Every child reads something he/she chooses.
- Every child reads accurately.
- Every child reads something he/she understands.
- Every child writes about something personally meaningful.
- Every child talks with peers about reading and writing
- Every child listens to a fluent adult read aloud.

What Does Reading Look Like in Maple Lake Elementary Primary Classrooms?

We know that children arrive to Maple Lake Elementary School with varying experiences in the world of literacy. This wide range of literacy learning means that teachers must meet children where they are, addressing each individual's knowledge and experience. The challenge for each teacher does not diminish as children progress through school. Maple Lake Elementary School offers a comprehensive, scientifically-based reading instruction. The balanced literacy instructional practices it uses ensure that students will achieve grade level requirements set at a high rigor by the state and local district.

The five components of instruction for reading are evident in all classrooms and they are integrated into instructional strategies. The components are: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. A brief description of each one follows:

- **Phonemic awareness:** the ability of students to notice, think-about, and manipulate individual sounds in spoken syllables and words. It is critical that children develop a strong foundation of phonological awareness through reading, writing, oral games, Elkonin sound boxes, songs and other methods that build sensitivity to the sounds of language and the letters that represent them.
 - Phonemic awareness is taught in preschool, kindergarten and first grade using the Fountas and Pinnell Phonics Lessons and Word Study Lessons and Fountas and Pinnell Literacy Beginnings in preschool.
- **Phonics:** the understanding that there are systematic and predictable relationships between written letters and spoken words. Systematic and explicit phonics instruction is required and is linked to student's decoding ability.
 - There is a direct correlation between phonics instruction and reading comprehension. Phonics instruction occurs at all grade levels K-3 using the Fountas and Pinnell Phonics Lessons and Word Study Lessons.
- **Fluency:** the ability to read accurately, quickly and expressively requires automatic word recognition, appropriate expression and intonation, as well as grouping words into meaningful phrases paying attention to punctuation (Armbruster, Lehr, and Osborn, 2001).
 - Fluency is taught by modeling in read-alouds, practicing in shared reading experiences, and used in guided reading lessons in grades K-3.
- **Vocabulary development:** an active process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items.
 - Graves (2000) recommends four components of an effective vocabulary program which Maple Lake Elementary incorporates into their daily teaching, K-5:
 - Wide or extensive independent reading to expand word knowledge.
 - Instruction in specific words to enhance comprehension of texts across texts containing those words across curriculum areas.
 - Instruction in dependent word-learning strategies.
 - Word consciousness and word play activities to motivate and enhance learning. The school has a golden word of the week that all students work with.

- Reading comprehension: an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension involves assessing previous knowledge, understanding vocabulary and concepts, making inferences and linking key ideas. (RAND Reading Study Group 2002).
Harris and Hodges (1995) defined comprehension as “the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.”
 - Rote instruction will not build strong reading comprehension, so instruction at Maple Lake Elementary is a process that is continuously linked across the components of reading and curriculum areas. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing cognitive strategies to help beginning readers derive meaning through an intentional, problem-solving thinking process. Readers need to be highly cognitive (Garner, 1987) and monitor their own reading. Teachers use multiple-strategy instruction that teaches students to apply comprehension strategies flexibly and interchangeably according to task. A good example of this instruction is reciprocal teaching.

Teachers are responsible for understanding all aspects that are critical to effective teaching: knowing the readers, knowing how leveled text words at each level, and understanding the reading process. Maple Lake Elementary teachers follow the Fountas and Pinnell reading principals. Teachers are continuously assessing students both formally and informally using running records, fluency checks and comprehension questions to collect data to make informed and intentional teaching decisions to ensure student success. The Fountas and Pinnell Benchmark Assessment System is used to support learning and collect data in classrooms. It is used to inform teaching to move the students along the continuum of literacy learning as well as inform instruction. We use the *Continuum of Literacy Learning Guide for Teaching*, developed by Fountas and Pinnell, as a tool to inform, focus, and support strategic action when making reading decisions for individuals, small groups, and the whole class.

- Classrooms have literacy-rich instruction that offers:
 - students reading comprehension is being built through incorporating explicit instructional strategies
 - writing is part of reading instruction
 - opportunities for listening and viewing
 - opportunities for deep discussion and presenting
 - instruction in use of critical thinking skills

The students at Maple Lake Elementary are continuously building the network of understanding that make up the reading process. Maple Lake Elementary School uses a balance literacy approach to teaching reading which includes read-alouds, shared reading, guided reading and independent reading. Children build successful processing strategies as they learn to read for meaning. When children are reading a book at their level, they are able to use many different sources of information from the text in a smoothly operating system that focuses on meaning. The four components of a balanced reading approach are read-alouds, shared reading, guided reading, and independent reading which is driven by on-going assessments that drive instruction and is done formally through the Fountas and Pinnell Benchmark System or Observation Survey Subtests and informally through the use of leveled text. Each component is described below:

- **Read-alouds** are teacher selections that are read aloud by teacher to students from both picture books and chapter books. Teachers develop a community of readers that enjoy a variety of genre and authors. This time gives teachers an opportunity to promote a love of reading, stimulate the imagination and help students to develop an ear for language structures and vocabulary. Teachers introduce, through the use of mini lessons, reading strategies and model or demonstrate them by thinking aloud during the read-aloud. It also gives students the opportunity to hear fluent reading, develop vocabulary and develop active listening. Teachers have opportunities for on-going assessment through their observations of students and their responses to a variety of questioning levels.
- **Shared Reading** is when the teacher and students read a text together through the use of poetry, songs, chants, Reader's Theater, plays, etc. Shared reading allows the teacher to model reading strategies, provide essential demonstrations of how reading works, and what readers do to construct meaning. This is also a time where students feel safe in a non-threatening environment to learn how text works, concepts of print and allows them to see themselves as readers. Students feel comfortable and experience fluency when they join in the reading of familiar text. Teachers can teach strategies for decoding unknown words and can learn how to construct meaning from the text. Teachers have the opportunity for ongoing assessment through observation of interest and participation, response to questioning, and conversation around text. Written responses to reading and the use of cloze activities may also be used to gather information.
- **Guided Reading or Strategy Groups** happen when the teacher works with small flexible groups who have similar needs. The instruction is delivered at their instructional level and is driven by assessment. Guided reading groups offer the students scaffolding to practice reading skills and problem solving while teachers monitor students' progress. Guided reading expands student's belief in their own abilities as a reader and extends their understanding of a text that the teacher introduces and monitors as students read in a low voice. When difficulties arise, teacher may prompt students to apply their knowledge of reading strategies. On-going assessment is crucial for guided reading groups to be flexible and strategic. Teachers are consistently using running records, fluency checks, comprehension checks, strategy checks and observation of reading behaviors to make informed decisions for each student.
- **Independent Reading** occurs when students use their stamina to strategically read books at their independent level. Independent reading increases comprehension by allowing readers to practice the behaviors of proficient readers while developing an enjoyment for reading. Fluency is developed as students read just-right books and fosters self-confidence by reading familiar and next text. The opportunity for on-going assessment happens as the teacher does running records, individual reading conferences and checks on skills the student is working toward.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students:

At Maple Lake Elementary we currently have very few EL students, however, 20 % of our student population qualifies for special education services. As needs of our school community change, appropriate training and coaching will be provided for staff working with those children.

