

District #182 Local Literacy Plan

ISD 182 has developed a local K-3 Literacy Plan to ensure that all district students will be reading well by the end of third grade.

Aligned Curriculum, Instruction, and Assessment

Student achievement results and growth data in grades K-3 shows that our school population is making adequate progress. In the subgroups of *Free and Reduced Lunch* and *Special Education* students continue to be in need of supplemental reading instruction.

CRES Plan to Insure Reading Proficiency

Instruction	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
Core Instruction	HMH Journeys Reading Series			
Administered	90 minutes	90 minutes	90 minutes	90 minutes
Assessments	* FAST-Early Reading	* Star Enterprise * FAST-Early Reading	* Star Enterprise * FAST CBM	* Star Enterprise * FAST CBM
Administered	Fall, Winter, Spring	Fall, Winter, Spring	Fall, Winter, Spring	Fall, Winter, Spring
Interventions and Supplemental Instructions	* Small group instruction *Balanced Literacy Framework * Title I * Special Education	* Small group instruction *Balanced Literacy Framework * Title I * Special Education	* Small group instruction *Balanced Literacy Framework * Title I * Special Education	* Small group instruction *Balanced Literacy Framework * Title I * Special Education
Administered	30-60 minutes	30-60 minutes	30-60 minutes	30-60 minutes

We use the interventions of Title I and Special Education programs and small group instruction with students, grouping them at their instructional level to increase their reading ability, aligned to the Multi-Tier System and Supports model. Our CRES students continue to show growth in their reading. Students identified as not yet proficient participate in core reading instruction 60-90 minutes each day, as well as an additional 30-60 minutes daily of reading reinforcement in small groups based on skills.

Assessment process

All students are given a screening assessment three times a year: fall, winter and spring. Kindergarten and Grade 1 are screened on skill that includes letter recognition, word segmenting, decodable words, onset sounds, sight words and letter sounds. 1st through 3rd grade screening includes timed readings at grade level and comprehension strategies.

Students not performing at grade level are monitored weekly (grade level progress monitoring bi-monthly and performance/skill level monitoring bi-monthly). Students not at grade level receive extra reading instruction in small groups. These groups are flexible and are re-arranged based on the student's progress in their performance/skill level progress monitoring and rearranged according to student progress.

Kindergarten through 3rd grades use the data from the PRESS diagnostic assessments and Star Enterprise Reading (comprehension measure) testing to drive instruction and determine diagnosis for reading instruction.

Reading instruction

All students participate in core reading instruction. Core reading instruction included guided reading for all students, provided by the classroom teachers. In addition, they are grouped according to their instructional level for small group reinforcement, where they receive intervention services from classroom teachers, Title I, and Special Education geared to their specific needs identified in screening and/or diagnostic assessment. As students grow in their reading proficiency, they will be placed in other small groups that correspond to their instructional level.

Data

Results of screening through FAST, and STAR testing identify what intervention level the student needs for reading. All students are placed into reading interventions based on the screening scores. Students identified in the bottom 15%ile in STAR and/or FAST are listed for intensive intervention. Those students are given a PRESS diagnostic assessment and that data determines the level of reading intervention. We hold monthly data meetings to evaluate the fidelity of the services. Our intensive reading intervention teachers use the progress monitoring data to determine placement of needs for each child. These process is evaluated every 10 days of instruction for a child, based on the PRESS intervention model.

Continuum of Core Instruction

	Kindergarten	1st Grade	2nd Grade	3rd Grade
Key Literacy Areas	<ul style="list-style-type: none"> *Concepts of Print *Onset Sounds *Letter Names *Letter Sounds *Word Segmenting *Decodable Words *Sight Words *Sentence Reading *Orthographic development 	<ul style="list-style-type: none"> *Word Segmenting *Decodable Words *Sight Words *Sentence Reading *CBM Reading *Comprehension *Orthographic development 	<ul style="list-style-type: none"> *CBM Reading *Comprehension *Orthographic development 	<ul style="list-style-type: none"> * CBM Reading *Comprehension *Orthographic development
Intervention Supports	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education 	<ul style="list-style-type: none"> * Small group instruction * Title I * Special Education

In 2018-2019, we will enter year five of the Houghton-Mifflin/Harcourt Journeys reading-series implementation.
http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary. We are also entering year 5 of balanced literacy for grades K-3 and year 4 for grades 4-6.

Multi-tiered reading instruction

All students participate in diagnostic assessments to create multi-tiered level systems of support that are delivered by Title I, Special Education, and small, flexible grouping by classroom teacher.

English Language Learners

Currently, we have no enrolled students that require English language acquisition. As the need arises, funds will be allocated for materials and training of staff in language acquisition.

Staff training

Elementary teachers participate in monthly PLC (Professional Learning Community) meetings. Each grade level team meets for 90 minutes during the school day and includes classroom teachers (substitute teachers are provided for the regular classroom).

For the 2018-19 school year, the continued focus PLC meetings will be to assist teachers in implementing the Balanced Literacy Model with a high degree of fidelity (emphasis on lesson planning, differentiating independent work and vocabulary instruction). Training also continues on fidelity of the ELA standards during core instruction as well.

Student performance data provided drive our prioritization and selection of professional development strategies.

Scientifically Based Reading Instruction

Data collected from FAST, Star Enterprise, and MCA scores are used to design and plan future staff development opportunities. Monthly discussions on data analysis suggest areas to focus on for training.

Serving diverse needs

CRES currently has the following systems in place to help deal with students' diverse needs:

PBIS (Positive Behavioral Interventions and Supports), Power Skills (group therapy provided by Northern Pines Mental Health Services), and the on-site family collaborative worker.

Resources and staff training are also available through the Paul Bunyan Co-Op to address students' diverse needs.

The instructional strategies we adopted of balanced literacy and a 30 minute reading intervention time for all students (What I Need) are both identified as highly effective best practice strategies for teaching all students.

Assessments

Information on an individual student's reading proficiency is shared with the student's parents during fall parent-teacher conference. In addition, at the end of each screening cycle, a Star Reading Assessment Report and FAST Parent report are provided to the parents of all students K-6.

Informing parents

Through columns in the CRES Informer newsletter, CRES staff shares resources and tools with parents to support literacy practices at home. Students not meeting grade level proficiency receive extra reading instruction and interventions to help them improve their reading proficiency. CRES will host one family reading night to build connectedness to school

and continue with Books for Bingo hosted by our PTO.

Feedback

We will host a parent information night to gather information to help us build the success of our reading programming.

If there are any questions regarding the literacy plan, please feel free to contact the following people:

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