

# ISD #2687 – Howard Lake-Waverly-Winsted Schools Local Literacy Plan

*This document was written in the summer of 2021 for parents of Howard Lake-Waverly-Winsted School students.*

**Our Goal: Humphrey and Winsted Elementary students will read at grade level by the end of third grade.**

To review Humphrey and Winsted Elementary Schools' progress and data, please refer to this website: [Howard Lake-Waverly-Winsted Schools MN Report Card](#)

For the purpose of this plan, "literacy" includes the ability to speak, listen, read, and write.

## **Reading Curriculum and Staff Development**

Benchmark Advance (© 2018) is the core and supplemental reading curricula used at Winsted and Humphrey Elementary Schools. This reading program includes instruction in phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. The link to the correlation between Benchmark and the MN state standards can be found here: [Benchmark Advance Correlation](#)

Humphrey and Winsted Elementary School teachers attend various workshops/trainings in the area of reading instruction including Differentiation, Best Practice Classroom Instructional Strategies, Daily Five, Guided Reading, Daily Café, Six Traits Writing, and Accelerated Reading. Additional training is provided through various District staff development opportunities.

Grade levels hold team meetings monthly. Grade level data meetings are also held monthly. In each of these meetings, teachers collaborate on test results, as well as instructional practices. Professional Learning Communities (PLC's) are held twice a month to review student data and discuss instructional strategies to improve student achievement.

## **Screening**

All students age 3 through grade three are assessed to determine literacy proficiency. These assessments used are considered to be a screening tool to measure individual student knowledge.

**Birth to Age 3—**  
Informal Observations

**Age 3 to 5—**  
Preschool Screening, once (or as needed)

**Kindergarten—**  
**PRESS Phonemic Awareness** 2-3 times per year  
**STAR Early Literacy Test**, 3 times per year  
**District Developed Reading Assessment** 4 times per year

**First Grade—**  
**STAR Early Literacy Test**, 2-3 times per year  
**STAR Reading Enterprise Test**, 2-3 times per year  
**Reading Series Unit Benchmark Tests**, 5 times per year  
**Fluency Checks**, 4-6 times per year  
**PRESS Phonemic Awareness** 2-3 times per year  
**District Developed Reading Assessment** 4 times per year

**Second Grade—**  
**STAR Reading Enterprise Test**, 3 times per year  
**Reading Series Unit Benchmark Tests**, 5 times per year  
**Benchmark Interim Tests**, 2 times per year  
**Fluency Checks**, 6-8 times per year  
**District Developed Reading Assessment** 4 times per year

**Third Grade—**  
**STAR Reading Enterprise Test**, 3 times per year  
**Reading Series Unit Benchmark Tests**, 5 times per year  
**Benchmark Interim Tests**, 2 times per year  
**Fluency Checks**, 6-8 times per year  
**Minnesota Comprehensive Assessments (MCAs)**, 1 time per year

### **Proficiency Determination –**

Grade level proficiency scores on the emergent literacy survey assessment are based on a correlation to Minnesota Comprehensive Assessments (MCA) using local data. STAR Reading Enterprise tests is a nationally normed assessments that provides teachers with an independent reading level for each student. **Students who achieve 80% or greater on a unit benchmark test are considered to be proficient at their grade level.**

### **Communication to Parents –**

STAR Reading data is sent home along with report cards. Upon completion, Reading Series Unit Benchmark tests are sent home with students. Conferences and individual parent contact via phone, email and/or written letter are also used for communication of a student's academic progress.

### **Diagnostic Tool**

When students are not meeting proficiency, a diagnostic tool may be used. A diagnostic tool is used to assist teachers in determining a student's specific weaknesses and match the best intervention to increase his/her reading skills. Winsted and Humphrey Elementary Schools will use the *STAR Early Literacy Assessment*, *PRESS*, and *district-developed assessments* as diagnostic tools, in addition to screening tools. Included in this literacy survey are thirteen reading assessments. The subtests are listed below along with an explanation of each.

- **Phonemic Awareness—**
  - **Rhyme—recognition of word ending similarities**
  - **Beginning Sounds—recognition of the onset of words, both identification and production of**
  - **Blending Onsets and Rimes—blending of beginning and ending sounds to form words**
  - **Segmenting Onsets and Rimes—breaking apart words into beginning and ending sounds**
  - **Phoneme Blending—listening to each phoneme read to create a word**
  - **Phoneme Segmentation—given a word, break the words down into each phoneme**
  
- **Familiarity with Print**
  - **Concepts of Print—tracking, sound/written word correspondence, word representation**
  - **Letter Naming—correctly identifying letter names**
  
- **Beginning Reading and Writing**
  - **Word Recognition—includes high frequency, pseudo-words, and words that check basic phonic patterns (CVC, CVCe, consonant blends and digraphs, and final double consonants)**
  - **Word Writing—word spelling accuracy**
  - **Sentence Dictation—accurately representing each phoneme within the sentences dictated by evaluator**
  
- **Reading Passages**
  - **Accuracy—fluency and patterns of errors within a reading passage**
  - **Comprehension—retelling of a passage and main idea of a story in an organized way, in addition to answering specific questions about the passage**

## Interventions

| Name of Intervention                                  | Description   | Entrance Criteria                                    | Exit Criteria  | Progress Monitoring                                  |
|---|---|--|--|--|
| Path for Reading Excellence in School Sites (PRESS)   | PRESS is a framework to establish school-based systems and practices for K-5 students to become capable readers.                | Student Data<br>CBM Data<br>Teacher Judgment         | Must meet individual goals set by grade level standards              | Weekly progress monitoring.                          |
| Steps to Advance by Benchmark Advance                 | Specific comprehension strategies and skill targets taught to increase comprehension of text, fluencies and grade level skills. | Student Data<br>CBM Data<br>Teacher Judgment         | Must meet individual goals set by grade level standards.             | Weekly progress monitoring.                          |
| Soar to Success and Early Success by Houghton-Mifflin | Specific comprehension strategies and skill targets taught to increase comprehension of text, fluencies and grade level skills. | Student Data<br>CBM Data<br>Teacher Judgment         | Must meet individual goals set by grade level standards.             | Weekly progress monitoring by Title I staff.         |
| Explode the Code; Triumphs; Reading Mastery           | Curriculum tools to reach students >1.0 below grade level   | CBM Data<br>Student Data<br>Standardized assessments | Must meet individual goals set by student, staff and parent          | Monitored through individual learning plans.         |
| Great Leaps   | Intended to address fluency and other reading deficits  | CBM Data<br>Student Data                             | Must meet individual goals set by grade level standards.             | Weekly progress monitoring by ADSIS staff.           |
| Orton-Gillingham                                      | Multisensory, systematic approach for students with reading difficulties.   | CBM Data<br>Student Data                             | Must meet individual goals set by grade level standards.             | Weekly progress monitoring by Title and ADSIS staff. |
| Reading Corps   | One to one reading interventions focused to boost literacy skills   | CBM Data<br>Student Data                             | Must meet individual goals set by normed standards via Reading Corps | Weekly progress monitoring by Reading Corps staff.   |

Progress is monitored routinely for Steps to Advance, Soar and Early Success, PRESS, and the Curriculum tools (Explode the Code, Triumphs and Reading Mastery). Parents will be notified about student progress via phone call, e-mail, conference, or written report quarterly. We also participate in ADSIS and Reading Corps to provide an additional layer of support and intervention.

### **Early Identification of Struggling Readers**




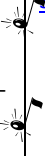

Using our screening data, students' results will be shared with parents and teachers. During this discussion, potential strategies to better support readers will be shared. Such strategies include small group, intervention work, direct instruction using Title and Orton Gillingham approaches. If a student continues to struggle beyond these initial interventions, they will be referred to our child study team and possible evaluation.

### **English Language Learner Support**

Staff members have the opportunity to participate in professional development targeting the diverse needs of ELL and minority students. These opportunities include—PLC groups emphasizing best practice strategies, speakers, book studies, and workshops as they are presented. ELL staff work alongside the teachers to strengthen core instruction and provide interventions in oral language and literacy skills. Both push-in and pull-out models are used to provide instructional support.

### **Parent Resources**

The resources listed on the next page are based on the five pillars of reading (phonemic awareness, phonics, comprehension, vocabulary, fluency) as well as writing and speaking. Parents can use these resources to help reinforce literacy skills.

| Reading   |   |   |  |  | Writing   | Speaking  |
|---|---|---|--|--|---|---|
| Phonemic Awareness  | Phonics/Word Study  | Vocabulary  | Fluency  | Comprehension  |   |   |
| Read stories with rhyme, especially nursery rhymes.   | Practice recognition of letters and letter sounds   | Read and talk to your child   | Repeated reading (Practice reading the same passage several times.)                            | Ask your child questions about the story or text   |  | Read to and with your child   |
| Ask your child to name the beginning, middle, or ending sounds in words.  | Practice spelling with your child. Try this website: <a href="http://www.spellingcity.com">Spelling City</a><br> | Explain unknown words to your child. Use descriptive words to help your child visualize the word(s) | Record your child reading, practice the passage, and record again. Listen for the improvement. | Retell stories or main ideas<br> | Have your child draw pictures and ask your child to write or tell you about them.   | Retell stories and main ideas. Have your child talk about a favorite part of the book and why.  |
| Create rhymes. (For example: bat, sat, cat, rat, hat)   | Practice letter sounds and reading words. Try this website: <a href="http://www.starfall.com">Starfall</a>  | Use pictures to explain word meanings. (in text or by drawing)                                      | Partner read with your child. (You read a page; your child reads a page.)                      | Preview the story with your child before he/she reads it (picture walk)  | Share your own writing with your children.  | Try activities from <a href="http://www.asha.org">ASHA -- American Speech-Language-Hearing Association</a> (Emphasizes early speaking strategies from birth to age 6) |
| Play the name game (ie-- Banana-fana-fo-fana, mi-my-mo-manna, Jana)   |   |   | Listen to audio books or "books on tape" from the local library or book clubs                  |  |   |   |
| Educational websites that reinforce reading strategies—<br><a href="http://www.abcya.com/">http://www.abcya.com/</a><br><a href="http://www.starfall.com/">http://www.starfall.com/</a><br><a href="http://www.spellingcity.com">www.spellingcity.com</a><br><a href="http://www.readinga-z.com">www.readinga-z.com</a><br><a href="http://www.getepic.com">www.getepic.com</a><br><a href="http://www.teachyourmonstertoread.com">www.teachyourmonstertoread.com</a> |   | Relate the word to a real life situation  | Read to your child aloud modeling fluency (smooth flow, tone and inflection in voice)          | Predict what might happen next   | Have your child make lists (grocery lists, to do lists)                             |   |
|   |   | Discuss the words multiple times  |             |  | Provide your children with a journal to draw or write about their experiences.      | Encourage participation in readers theater, school plays, choir and other "presentation" opportunities  |
|   |   | Act out or draw the words (such as a game of Charades or Pictionary)                                |  |  |   |   |