
Sibley East Elementary

Literacy Plan



**COMMITTED TO LITERACY
EXCELLENCE
FOR ALL STUDENTS**

Sibley East Elementary School

Local Literacy Plan

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 Houghton Mifflin Harcourt Journeys, a balanced literacy program, to teach reading in kindergarten through grade 5. Included in this program are components for full group reading, small group guided reading, read aloud, shared reading, word work, writing and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials which have been leveled according to DRA and Lexile levels. In addition, each classroom has a classroom library which has also been leveled and a reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive core reading instruction for a minimum of 120 minutes per 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.

All students in grades K-5 are given the FastBridge aReading assessment four times per year. Students in K-1 are given the FastBridge earlyReading assessment five times per year. Students in grades 1-5 are also given the FastBridge CBMreading assessment four times per year. Using this data, along with the Developmental Reading Assessment (DRA), and formative assessments given by classroom teachers, at-risk students are identified and referred for reading interventions. Specific interventions are implemented through the collaborative efforts of the classroom teachers, EL teacher and other specialists, which includes trained paraprofessionals. Students receiving a reading intervention are progress monitored weekly. Students who are not receiving an intervention are also progressed monitored weekly or bi weekly to ensure growth for all students. The Student Success Team meets monthly to discuss student progress. The Student Success Team analyzes student data to make informed decisions for intervention implementation. When students are not making adequate growth, as determined by multiple data collections, intervention selection may be changed.

The new intervention is implemented. Parents are kept informed of their child's progress and weekly graphs are made available.

The goal of the Sibley East District is to ensure that all learners successfully achieve the

Minnesota K-12 Academic Standards in English Language Arts for their grade level. The standards are aligned with the district's curriculum to ensure the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan which follows this summary. For those who are interested in learning more about Sibley East's literacy program, please contact: Sibley East Elementary School at 507-237-5511.

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 the reading data at grade levels K-5. 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, using FastBridge Learning Assessment.

Grade Level Professional Learning Communities review the effectiveness of current pedagogical practices including core instruction, differentiation, retention, and intervention.

Curriculum resources will be aligned to the Common Core Standards. Standards will be prioritized and pacing guides developed.

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

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

Extended day and/or extended year programs will be utilized to provide targeted assistance to help at-risk students achieve grade level proficiency. Teacher and paraprofessional support will be positioned according to district needs.

Process of Assessment:

Classroom teachers and support staff will administer the screening and diagnostic assessments listed below.

FastBridge Early Reading is an evidence-based assessment used to screen and monitor student progress in the early primary grades. Each assessment is designed to be highly efficient and to inform instruction. The assessments which are used include: onset sounds, letter names, letter sounds, nonsense words, sight words, word segmenting and word reading.

Curriculum Based Measurement for Reading (CBM Reading) is an evidence-based assessment used to screen and monitor student progress across grade levels beginning with first grade. It is a simple and efficient procedure. A teacher listens and evaluates student performance while they read aloud from a grade level passages for one minute.

Substantial evidence exists to document that CBM Reading is a robust indicator of reading development and a useful predictor of student performance on state tests. CBM Reading is an index of word reading efficiency, which is an important ability that facilitates reading comprehension. Students who read a grade level passage with efficiency are better able to use their cognitive resources to comprehend while reading.

aReading is a computer adaptive measure of broad reading which is individualized for each student. The questions and responses are similar to statewide assessments. Both auditory and visual stimuli are presented for all questions. The test is individualized for all students. Kindergarten students receive questions addressing concepts of print, phonological awareness and alphabetic awareness. Many questions for first and second graders address phonics and basic comprehension. Students in grade three and up receive items with vocabulary and comprehension.

The DRA2 Benchmark Assessment measures each student's reading proficiency. Administrators of the DRA are able to observe student reading habits, analyze and record oral reading and evaluate how well the students understand the content they have read. This information is used to individualize instruction to meet the needs of all learners.

DRA Expectations

	Fall	Winter	Spring
Kindergarten			Level 4
First Grade	Level 4-10	Level 12-16	Level 18
Second Grade	Level 20	Level 24	Level 28
Third Grade	Level 30	Level 34	Level 38

Students who do not meet the target score as listed above will undergo further 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) including word analysis, Fountas and Pinnell Benchmark Assessment System 2, PRESS (Path to Reading Excellence in School Sites) Assessment, and/or curriculum based pre and posttests,

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		
	2	B	2	PrePrimer 1	
	3		3		
4	C	4	PrePrimer 2		
5		6			
Grade 1	6	D	8	Preprimer 3	
	7				
	8	E	10	Primer	
	9				
	10	F	12		
	11				
	12	G	14	Grade 1	
	13				
	14	H	16	Grade 2	
	15				
	Grade 2	16	I	20	Grade 2
		18			
20		L & M	28		
Grade 3	22	N	30	Grade 3	
			34		
	24	O & P	38		
Grade 4	26	Q / R / S	40	Grade 4	500-599
Grade 5	28	T / U / V	44	Grade 5	600-699
Grade 6	30	W / X / Y		Grade 6	700-799
Grade 7	32	Z		Grade 7	800-899
Grade 8	34	Z		Grade 8	900-999
					1000-1100

Based on these 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
Comprehension

Following the assessments, parents will receive a letter informing them of the results, supports, interventions and further assessments which will be implemented to help their child meet the grade level benchmarks. Parents will be invited in to visit about their child's educational needs and an Individual Reading Improvement Plan may be implemented. Recommended activities for parent support will be provided and discussed. 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 graph 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 5 data points clearly and consistently below the aimline.
- C. Continue the intervention until the student meets the grade level benchmark if the student has 5 data points on or above the aimline.
- D. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 4-6 data points above the aimline with two data points at or above the next benchmark target.
- E. Continue progress monitoring following the discontinuation of intervention to assure that progress is maintained.

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

Data Decision Making Rules

Five Data Points Above the Aimline

If five data points are above the aimline:

- Raise Goal
- Consider need for
- Exit student from intervention

Five Data Points are Below the Aimline

If five data points are consistent and significantly lower than the aimline:

- Consider changing the intervention, especially if integrity of intervention is high
- Cycle back through the problem solving process

Variability of Data Points:

If there is variability in the data points:

- Consider examining integrity of intervention
- Consider influence of motivation
- Consider the integrity of delivery of assessment
- Consider assessment materials
- Consider if student is still in the emerging stages of development
- Consider health or outside factors

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 which are used with students who are not on track to achieve benchmark targets that reflect grade level content standards.

Parent Communication Plan

1. At back to school conferences there will be 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.
3. Parents of students who need supplemental instruction will be informed by the district that their student will receive intervention services and an Individual Reading Improvement Plan may be implemented.
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 have weekly progress available.

Professional Learning Communities, monthly Student Success Team and Child Find meetings are schedule to discuss student progress. Every effort to identify the causes of why a student might not be making adequate progress is considered. If indicators suggest possible convergence insufficiency disorder or dyslexia, the team will consult with the Occupational Therapist and communicate concerns to the parents for further consultation. The school social worker will follow up with the families to ensure they have the resources needed to obtain services to support their child.

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:

www.fcrr.org

www.justreadfamilies.org

www.readingsource.net

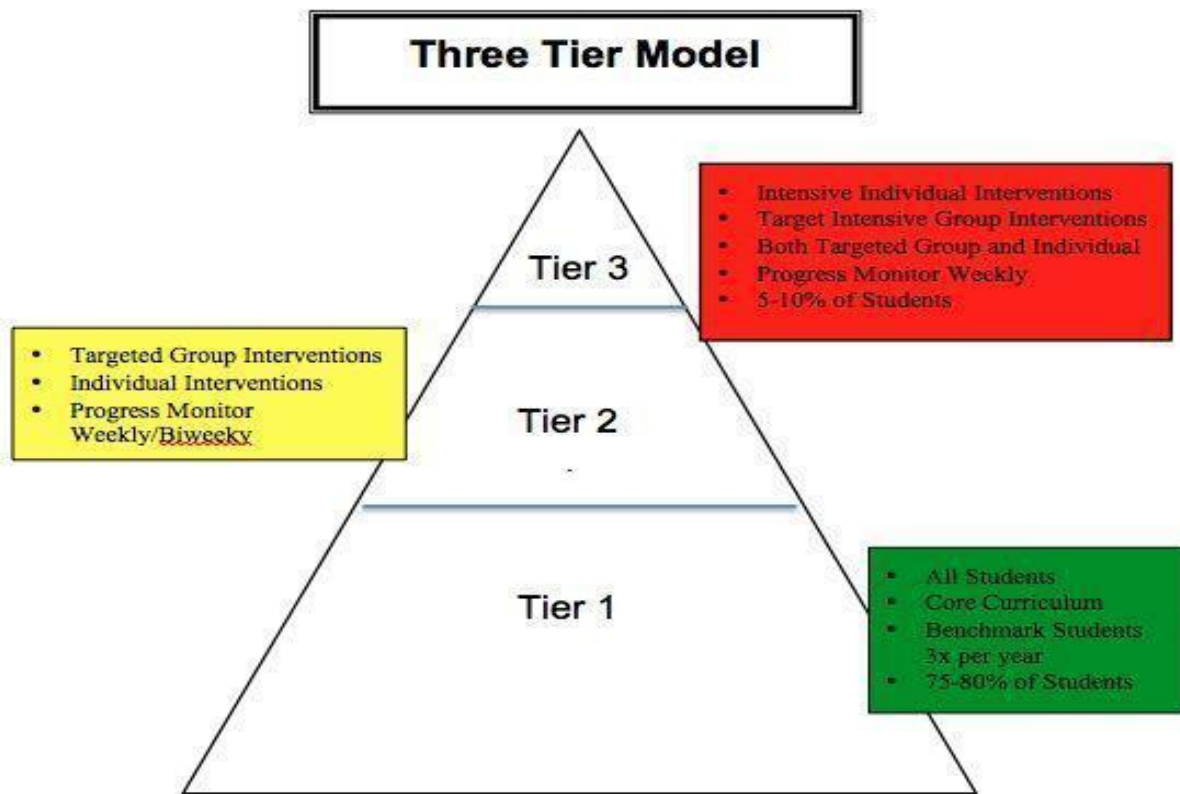
www.starfall.com

www.readworks.org

www.readingrockets.org

razkids.com

Multi-Tiered System of Support



Tier 1 – is considered core instruction. 75-80% of students should maintain grade level or above level achievement in the regular education classroom. Benchmark assessments will occur 3-4 times per year.

Tier 2 – if students do not make adequate progress in Tier 1, more intensive services and targeted interventions are provided in addition to the general education instruction. This increased level of intervention may be delivered within a small group or individual format. Progress is monitored weekly. Tier 2 represents about 10-15% of the student population.

Tier 3 – if students do not meet adequate progress in Tier 2, more time and intensive intervention will be provided. This increased level of intervention may be delivered within a small group, individually, or a combination of both. Progress is monitored weekly. Tier 3 represents about 5-10% of the student population.

Scientifically Based Reading Instruction:

The scientifically based reading curriculum Sibley East uses is Houghton Mifflin Harcourt, which has been aligned with the Minnesota Academic Standards and Common Core Standards. Small group instruction is used to differentiate for our diverse learners.

Reading Interventions

Tier 1

Core Curriculum

PRESS (Path to Reading Excellence in School Sites) Classwide Interventions

Close Reading using Text Dependent Questions

Tier 2 Interventions

Letter / Sound Correspondence: To increase fluent identification of letter sounds for students who have not mastered all letter sounds or who know letter sounds, but not with high rate of automaticity.

Paired Letter / Sound Correspondence: To increase fluent identification of letter sounds for students who have not mastered all letter sounds or who know letter sounds, but not with high rate of automaticity. This intervention is done with two students.

Blending Words: To increase skill blending letter sounds to make simple words.

Paired Blending Words: To increase skill blending letter sounds to make simple words. This intervention is done with two students.

Phoneme Blending: To increase the skill of phoneme blending.

Paired Phoneme Blending: To increase the skill of phoneme blending. This intervention is done with two students.

Phoneme Segmenting: To increase the skill of phoneme segmenting.

Paired Phoneme Segmenting: To increase the skill of phoneme segmenting. This intervention is done with two students.

Repeated Reading with Comprehension Strategies: To increase fluent reading and comprehension for students who show benefit from repeated practice on the same passage.

Paired Reading with Comprehension Strategies: To increase fluent reading and comprehension for students who show benefit from repeated practice on the same

passage. This intervention is done in pairs and supervision.

Duet Reading: To increase fluent reading particularly for students, who often lose their spot while reading, do not get to the next word quickly enough, or who benefit from a delayed model for correct word reading.

Pencil Tap: To increase fluency for students who make many reading errors which they do not independently self-correct but have the skills to do so when cued.

Newscaster Reading: To increase fluency and prosody for students who have difficulty with phrasing and expression. This also benefits student in accuracy due to strong modeling.

Stop/Go: To increase reading fluency for students who appear to ignore sentence end marks or other punctuation, demonstrate poor phrasing, or repeat many phrases or words.

Great Leaps: To increase fluency skills in phonemic awareness, letter names, letter sounds, decoding, sight words and phrasing, connected text reading, and comprehension.

Sight Words: To increase automaticity with sight words modeled from Letter/Sound Correspondence.

Black Light: Using repetition to input information under a black light for spelling and sight word practice.

DRA Tasks: To increase skills in phonemic awareness, phonics, decoding, spelling, and sight words. These interventions are taken from the results of the DRA Word Analysis.

Small Group: Students receive more time outside of core curriculum to develop reading skills.

Earobics: A computer program for increasing literacy skills, including recognizing and blending sounds, rhyming, and discriminating phonemes within words.

Write - In Reader: A consumable work text that supports readers through vocabulary, skills, and strategies in the main reading selection.

iTutoring: One-on-one repeated reading intervention through the use of an iPad using FaceTime technology.

PRESS interventions

Tier 3 Interventions

Corrective Reading: Intensive intervention to increase reading accuracy (decoding),

fluency, and comprehension skills of students.

Passports: Intensive comprehensive reading intervention based on the five essential components of reading instruction.

Great Leaps: To increase fluency skills in phonemic awareness, letter names, letter sounds, decoding, sight words and phrasing, connected text reading, and comprehension.

Earobics: A computer program for increasing literacy skills, including recognizing and blending sounds, rhyming, and discriminating phonemes within words

Literacy Toolkit: The Journeys Common Core Reading Tool Kit is filled with 15-minute lessons that target, apply, and practice key reading foundational skills for students in the primary grades. The Journeys Common Core Literacy Tool Kit is a comprehensive set of teaching tools and Leveled Readers designed to differentiate literacy and language instruction for intermediate students.

More time and intensity of intervention is given to Tier 3. A student may receive a combination of Tier 2 and Tier 3 intervention, for example, Corrective Reading in a small group followed by Repeated Reading with Comprehension Strategies. Some interventions may be considered Tier 2 or Tier 3.

Reading Mastery: Reading Mastery uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program emphasizes teaching thinking skills and helping acquire background knowledge.

Professional Development:

Professional Development is provided through:

- Book Studies
 - Grade level common planning time
 - Grade level Professional Learning Communities (PLCs)
 - Peer coaching
 - S.M.A.R.T.
 - Workshops provided by outside resources and consultants
 - Student Success Team
 - Teacher Mentorship Program
-

-
- Annually, 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:

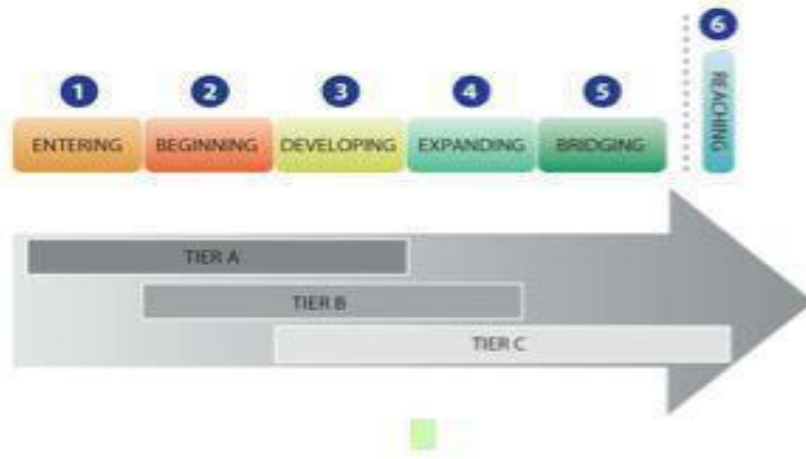
Social & Instructional Language:

- 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

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.

Training / Coaching / Resources available for all school staff, as well as integration ideas and collaboration opportunities for ESL and regular education teachers.

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: FastBridge Assessments, DRA 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 Student Success Team is responsible for accessing, analyzing, interpreting and applying the disaggregated data.
