

Bonner Elementary K - 3 Literacy Plan

Stewartville Public Schools and Bonner Elementary School Kindergarten through Third Grade Literacy Plan

The 2011, the Minnesota Legislature passed into law MN Statute 120B.12, stating that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This document will be viewed on the Stewartville Public School Website, www.ssd.k12.mn.us.

Reading well by third grade is one of the many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Stewartville Schools recognizes reading proficiency as an essential component to success both in school and all life long. Stewartville Schools have committed to ensuring that a comprehensive plan is in place for all students in order to be responsive to the needs of each individual learner. In Bonner Elementary School we will guide students to reading well by third grade through effective reading professional development for teachers, school-wide benchmark screening, timely assessments and interventions for the students with identified needs, and effective communication with parents and community members to foster a partnership for literacy at home and at school.

Bonner Elementary School Objectives on How Reading Proficiency Will be Met for All Students, Grades Kindergarten through Third

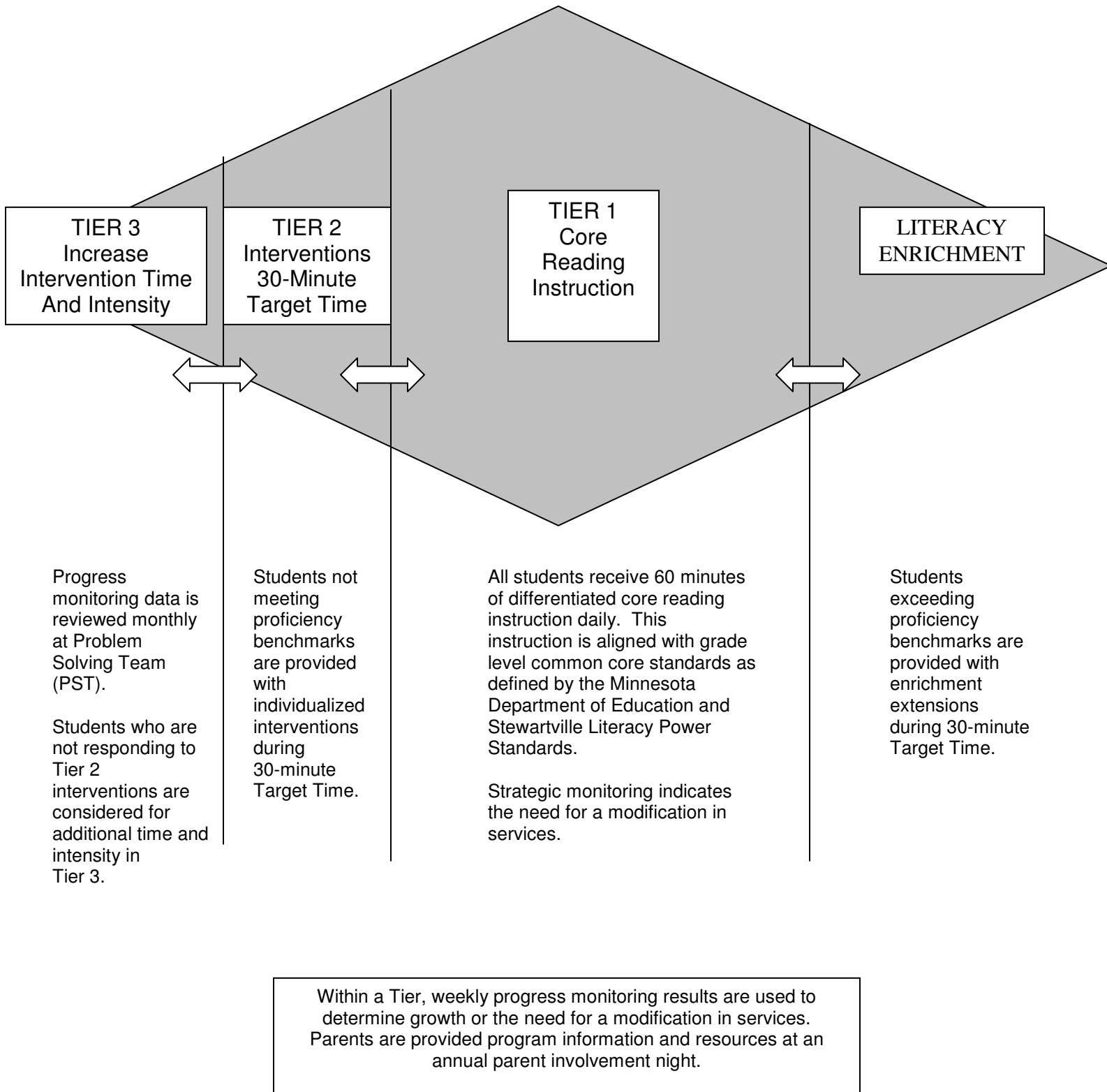
Bonner Elementary students in Grades K-3 receive 60 minutes of core reading instruction per day. "Reading Street", published by Scott Foresman, (2008) is the core curriculum being utilized for direct instruction. Benchmark data is collected three times per year (September, January, and May) using AIMSweb probes for Grades K-3, and two times a year (fall and spring) using Measures of Academic Performance (MAP) provided by Northwest Evaluation Association for grades two and three.

A grade level team at each grade level, K-3, will meet at least weekly to review student data. If a student's AIMSweb score falls below the 25th percentile, those students will receive Tier II intervention. Programs used include "My Sidewalks" (Scott Foresman) for grades first through third, and Early Reading Intervention (Scott Foresman) for grade K. Response to Intervention will not begin for kindergarteners until November 1 of each year. Activities from the Florida Center for Reading Research are implemented when student needs warrants. AIMSweb probes are administered every 14 days. Data is reviewed and instruction is adjusted accordingly. Tier II intervention is everyday for 30 minutes.

If a student's AIMSweb score falls below the tenth percentile, other data sources are considered such as Running Records, MAP test scores, and Minnesota Comprehensive Assessment Test scores. Interventions may include but are not limited to: Read Naturally, My Sidewalks, Florida Center for Reading Research activities, Read Well, Great Leaps, direct instruction, whole group, small group, repeated reading, differentiation instruction, literacy circles, flexible groupings, guided reading and other as determined by best practices. If these interventions and data scores are consistently low, the data team or grade level team will forward the information to the school's Problem Solving Team (PST). Bonner Elementary School's Problem Solving Team is comprised of the school psychologist, building principal, school counselor/social worker, a grade level representative from each of the four grades K-3, a reading specialist and/or special education teacher. Specific classroom teachers are invited on a case-by-case basis or as needed. This Problem Solving Team meets at least twice a month during the school year.

At the Problem Solving Team meeting, members design specific reading interventions for the student identified through the data review. These interventions are delivered by classroom teachers, or paraprofessionals under the direction of the classroom teacher, three to four times a week for ten to fifteen minutes per session. AIMSweb probes are administered to the students each week. At the end of six weeks or seven data points the data is reviewed. If the student is not making progress, another intervention is implemented. If the student is making progress, the intervention is continued. These interventions are considered Tier III interventions as they are individualized to the student's area of need.

Continuum of Literacy Support Designed to Meet the Needs of All Students



Process for Assessing All Students' Reading Proficiency

All students, kindergarten through third grade, are assessed three times per year using the universal screener, AIMSweb. The following AIMSweb benchmarks are used: Letter Sound Fluency (LSF), Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Reading Curriculum Based Measurement (RCBM), and Comprehension (MAZE). Stewartville Schools establish proficiency based on the AIMSweb national norms, which are reflective of the national student population.



Benchmarking Schedule

Kindergarten		
<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
LNF (Letter Naming)	LNF (Letter Naming)	LNF (Letter Naming)
LSF (Letter Sounds)	LSF (Letter Sounds)	LSF (Letter Sounds)
	NWF (Nonsense Words)	NWF (Nonsense Words)
45First Grade		
<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
LNF (Letter Naming)	NWF (Nonsense Words)	R-CBM (Reading)
LSF (Letter Sounds)	R-CBM (Reading)	
NWF (Nonsense Words)		
R-CBM (Reading)		
Second Grade		
<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
R-CBM (Reading)	R-CBM (Reading)	R-CBM (Reading)
Third Grade		
<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
R-CBM (Reading)	R-CBM (Reading)	R-CBM (Reading)

Num = Number of Students
 LNC = Letter names Correct
 LSC = Letter Sounds Correct
 SC = Sounds Correct
 WRC = Words Read Correctly
 ROI = Rate of Improvement
 ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks).
 Aggregate (non-stratified) norms will be used when stratified norms are unavailable.

Letter Naming Fluency								
		Fall		Winter		Spring		
Grade	%ile	Num	LNC	Num	LNC	Num	LNC	ROI
K	90	32597	44	32597	65	32597	75	0.86
	75		33		55		64	0.86
	50		21		44		52	0.86
	25		7		32		41	0.94
	10		2		19		29	0.75
	Mean		22		43		52	0.83
	StdDev		16		17		18	0.06
1	90	71316	67	56505	78	32548	86	0.53
	75		57		68		75	0.50
	50		47		56		63	0.44
	25		36		43		50	0.39
	10		26		30		35	0.25
	Mean		46		55		61	0.42
	StdDev		16		19		20	0.11

Letter Sound Fluency								
		Fall		Winter		Spring		
Grade	%ile	Num	LSC	Num	LSC	Num	LSC	ROI
K	90	488106	24	50586	49	50586	59	0.97
	75		14		39		49	0.97
	50		5		27		39	0.94
	25		1		15		29	0.78
	10		0		6		18	0.50
	Mean		9		28		39	0.83
	StdDev		11		16		16	0.14
1	90	59372	50	118802	71	81234	78	0.78
	75		41		59		66	0.69
	50		31		47		53	0.61
	25		21		35		41	0.56
	10		13		23		30	0.47
	Mean		31		47		53	0.61
	StdDev		15		19		19	0.11

Nonsense Word Fluency								
		Fall		Winter		Spring		
Grade	%ile	Num	SC	Num	SC	Num	SC	ROI
K	90	0	-	42104	50	42104	71	1.17
	75		-		37		53	0.89
	50		-		25		40	0.83
	25		-		15		28	0.72
	10		-		4		18	0.78
	Mean		-		27		43	0.89
	StdDev		-		19		24	0.28
1	90	25099	71	25099	106	25099	128	1.58
	75		49		73		95	1.28
	50		34		54		68	0.94
	25		22		40		51	0.81
	10		13		30		38	0.69
	Mean		39		61		75	1.00
	StdDev		25		32		35	0.28

Reading – Curriculum Based Measurement								
		Fall		Winter		Spring		
Grade	%ile	Num	WRC	Num	WRC	Num	WRC	ROI
1	90	350444	66	55158	100	55158	128	1.72
	75		30		68		97	1.86
	50		13		36		67	1.50
	25		5		19		40	0.97
	10		2		11		22	0.56
	Mean		24		47		71	1.31
	StdDev		29		36		40	0.31
2	90	38282	115	38282	140	38282	156	1.14
	75		88		115		131	1.19
	50		62		88		106	1.22
	25		35		64		82	1.31
	10		17		39		59	1.17
	Mean		64		90		106	1.17
	StdDev		37		38		38	0.03
3	90	40570	143	40570	162	40570	179	1.00
	75		116		139		152	1.00
	50		87		111		127	1.11
	25		59		84		98	1.08
	10		38		56		73	0.97
	Mean		89		110		125	1.00
	StdDev		40		41		42	0.06

Parent Notification

Each September a mass letter is sent to all parents of children in the entire school district to report the status of Adequate Yearly Progress (AYP) within the Stewartville School District. Bonner Elementary School is not in AYP. Parents are notified by the classroom teacher as to their child's reading performance and the need for tiered interventions. A brochure developed by the Zumbro Education Cooperative is given to all parents (school-wide) at the beginning of the school year outlining Response to Intervention (RtI). Parents are notified when there is a change in the intervention programming for their child, i.e. change in the tiered intervention, additional time, added tier level, or when referred for further evaluation for special education services. The parents are notified by the classroom teacher if their child is referred to the Problem Solving Team to possibly change their child's intervention. The Problem Solving Team will fill out forms in collaboration with the classroom teacher. This will ensure that all monitoring graphs of students receiving tiered interventions are documented. At the K-3 level, parents are getting more information regarding the progress of their child. Parents are learning about the AIMSweb assessment process and what it means for each of the students. Also, the parents are learning about different strategies which they can use with their own child including the use of the information on the Perspective website. This information is shared with parents in a variety of mediums including parent meetings on our curriculum nights, parent-teacher conferences, during Individual Educational Plans meetings, and specific meetings held with parents of the at-risk students. These meetings concerning the at-risk students are usually called by the classroom teacher. E-mails and phone calls are used many times to make direct contact with the parents. On rare occasions home visits are made with the counselor/social worker or the Bonner Elementary principal. Each year, Bonner Elementary offers a program called Fathers Reading Every Day (FRED). This program encourages fathers to read to their children every day. We make exceptions when there is not a father in the home or not in the student's life.

Professional Development

Bonner Elementary has committed to providing 210 minutes each week for preparation time for all certified teaching staff. Each week the grade level teams meet for 30 minutes to review student data, discuss interventions that are in progress, and weekly AIMSweb probes. The district's school calendar provides an early out day each month of the school year for our Professional Learning Communities to review grade level student data, review unit Reading tests item by item to assure all the Minnesota Reading Standards are being met at grade level, and update the grade level action plans to meet these individual standards. The Stewartville School District is committed to high student achievement; time is dedicated for teachers to align standards analyze student data, and continuously improve instruction based on best practices. The grade level Professional Learning Communities will influence literacy professional development based on what they determine as Bonner Elementary's students' literacy needs. Grade level Professional Learning Communities will focus on the following four guiding questions:

1. *What do we want the students to know?*
Essential learning outcomes (power standards) for each grade level
2. *How will we know when the students have reached proficiency?*
Ongoing formative and summative assessments
3. *What is Bonner Elementary doing for those students who are not proficient?*
Implement Tier II and Tier III interventions
4. *What is Bonner Elementary doing for the students who are already proficient?*
Enrichment, such as our Talent Development program in grades first, second, and third, plus all students are placed in groups at their instructional levels during the Tier II, 30 minute instructional time

Staff development resources include, but are not limited to: local Reading Specialist, regional education district (Zumbro Education District), and internal teacher experts such as those staff members that have their Master of Education as a Reading Specialist. As the financial climate changes, Bonner Elementary hopes to add a full-time Reading instructor and add opportunities for external professional training such as workshops addressing best practices in Reading.

Bonner Elementary School has based its Reading instruction consistent with Section 122A.06, Subdivision 4, and is consistently implemented throughout each grade level.

Kindergarten

All Kindergarten students will know and apply grade-level phonics and word analysis skills in decoding words. These skills will be met by using the Stewartville School District's core reading curriculum, Scott Foresman's "Reading Street", in all classrooms, kindergarten through third grade. Kindergarten students will be afforded 60 minutes of Reading instruction daily for the entire year. This instruction will be delivered by direct instruction, whole group, small group, repeated reading, differentiated instruction, literacy groups, flexible groupings, guided reading or buddy reading. The materials could be leveled readers, big books, trade books, flashcards, fresh reads, or take-home readers. Weekly selection tests will be given. Daily 30 minutes of Tier II instruction will be provided until assessment scores indicate level of mastery using AIMSweb assessments. Focus of intervention materials will be Early Reading Interventions such as phonemic awareness, letter names and sounds, blending regular short vowel words and sentence reading. Research-based instructional approaches to be used are direct instruction, sustained instruction (ERI), intensive language and concept development (ERI), and comprehension skills (ERI). The materials to be used will be Scott Foresman's "Early Reading Intervention Program" (ERI), 2008 edition. Instruction will be provided by the classroom teacher in small groups of 1 to 6 or less students. Letter sound fluency data will be collected weekly with AIMSweb probes.

1. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
3. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

First Grade

All first grade students will know and apply grade-level phonics and word analysis skills in decoding words. Core instruction will be provided using “Reading Street” (Scott Foresman’s 2008 edition) daily for 60 minutes for the entire year. Focus areas will be phonemic awareness, phonics, fluency, vocabulary and comprehension. The numbered sentences below describe more detail. This instruction will be provided with direct instruction, whole group, small group, repeated reading, differentiated instruction, literacy circles, flexible groupings, guided reading, or buddy reading. Progress monitoring will be provided through weekly selection tests. Thirty minutes of Tier II instruction will be provided daily until assessment scores using AIMSweb probes indicate level of mastery. Interventions to be used will include Scott Foresman’s “My Sidewalks”, phonemic awareness, letter names, consonants, vowels, blending words and fluent word reading, high-frequency words, oral vocabulary and concept development, fluency, passage reading and retelling. “My Sidewalks” materials will include student readers, practice book, benchmark readers, sound-spelling wall charts, sound-spelling cards, alphabet cards, finger tracing cards, manipulative letter tiles, and “Sing With Me” big book. Classroom teachers will deliver this 30 minute instruction daily for the entire school year. Grouping will be 1:6 or less. More explanation is provided below.

1. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.
2. Decode regularly spelled one-syllable words.
3. Know final –e and common vowel team conventions for representing long vowel sounds.
4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
5. Decode two syllable words following basic patterns by breaking the words into syllables.
6. Read words with inflectional endings.
7. Recognize and read grade-appropriate irregularly spelled words, including high frequency words.

Second and Third Grade

All classrooms in grades 2 and 3 will provide 60 minutes of daily instruction using Scott Foresman's "Reading Street". Phonemic awareness, phonics, fluency, vocabulary and comprehension will be the focus. More explanation is provided below. This core instruction will be provided the following ways: direct instruction, whole group, small group, repeated reading, differentiated instruction, literacy circles, flexible groupings, guided reading, and buddy reading. Weekly progress monitoring data will be collected with selection tests. Interventions will be provided daily for 30 minutes until assessment scores indicate level of mastery. This intervention will be provided using "My Sidewalks" from Scott Foresman for both grades 2 and 3. These interventions will include: phonemic awareness, letter names and sounds, blending words and fluency word reading, high frequency words, oral vocabulary and concept development, fluency, passage reading and retelling, decoding multi-syllabic words, vowel sounds, concept vocabulary, passage reading and summarizing. "My Sidewalks" provides student readers, practice books, benchmark readers, sound-spelling cards, manipulative letter tiles, and "Sing with Me" big books. These interventions will be delivered in small groups of 1:6 or less. AIMSweb probes will be administered weekly. This data will be used to see if the interventions are working; if not the grade level team will meet to decide another intervention to use with each student.

All second grade students will know and apply grade-level phonics and word analysis skills in decoding words.

1. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2. Know spelling sound correspondences for additional common vowel teams.
3. Decode regularly spelled two-syllable words with long vowels.
4. Decode words with common prefixes and suffixes.
5. Identify words with inconsistent but common spelling-sound correspondences.
6. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.

All third grade students will know and apply grade-level phonics and word analysis skills in decoding words.

1. Identify and know the meaning of the most common prefixes and derivational suffixes.
2. Decode words with common Latin suffixes.
Decode multi-syllable words.

Stewartville School District will provide all elementary teachers with support to effectively support the diverse needs of our ESOL students to serve the oral language and linguistic needs of these students.

The Stewartville School District has hired an ESOL (English for Speakers of Other Languages) licensed teacher to support the classroom teachers to meet the needs of our elementary ESOL students. This teacher will provide both direct and indirect support to students and staff. This district has historically had less than 1% of our student population qualifying for ESOL services. We will use Minnesota Comprehensive Assessment data to support ongoing needs of our students and staff.

Post Assessment Methods and Data that will be Submitted to the Commissioner Annually

Bonner Elementary School will use AIMSweb assessments as a screening, diagnostic and progress monitoring tool to inform the decision making process to include individual teachers and our Problem Solving Team. This district is a part of the Zumbro Education District which sets the standards for the seven member school districts. The Bonner staff members meet weekly as teams to review data to make decisions on interventions for our students. Data is reviewed during the monthly Professional Learning Community teams. This data is shared with the community on the district's website. Our PLC teams provide grade level action plans on the district website for the entire community to view and share responses to include the following:

1. Instructional leadership at all levels.
2. Multi-tiered systems of support/aligned curriculum and instruction.
3. Assessment.
4. Job-embedded professional development.
5. Family and community partnerships.