**ISD # 306 – Laporte Public School Local Literacy Plan**

Developed 2014-2015 and written for parents of Laporte Public School students.

Goal: All Laporte Elementary students will read at grade level by the end of third grade.

To review Laporte Elementary Adequate Yearly Progress (AYP) data, please contact Kim Goodwin, Principal of Laporte Elementary School.

Scott Forseman, Reading Street (copyright 2011) is the core reading curriculum used at Laporte Elementary School. This reading program includes instruction in: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

**Component One**

**Goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.**

Our goal is to have all students reading at grade level by the end of their 3rd grade year. To achieve this goal, Laporte School will implement the following:

* Use a research based core curriculum and interventions aligned with MN standards.
* Provide 90-120 minutes per day to reading/writing
* Use AIW strategies for higher level thinking and substantive conversation
* Monthly meetings for data teams (teachers, reading coach, principal). Data is reviewed, interventions assigned.

**Component Two**

**Process to assess student’s 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 students receive a minimum of 90 minutes of reading instruction per day. Reading Street, by Scott Forseman, is the core curriculum.
* Benchmark data, using AIMSWEB is collected 3 times per year, Progress monitoring is completed weekly or bi-weekly, depending on the student’s needs.
* Data teams meet monthly to review progress and make decisions regarding Tier interventions needed.
* PRESS interventions from UM Center for Reading Research are implemented daily, classwide and/or individual.
* Reading coach determines PRESS interventions to be used, monitor progress and makes changes as needed. Interventions are delivered by coach, classroom teacher or paras under teacher’s direction.
* Parents are informed when interventions begin and if their student has not made progress within 4 weeks.

**Component Three**

**Notification and involvement of parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.**

Parental involvement is critical to students’ success. The following are ways Laporte School uses to keep parents informed and involved:

* Parents and teachers meet before school begins at an Open House. Teachers are able to demonstrate what reading curriculum is used, interventions and progress monitoring strategies. By showing parents exactly what students will be exposed to, parents understand and support the process.
* Parents attend a Reading Night where all teachers have reading games and activities set out. Parents not only learn easy ways to increase reading skills at home, they leave with all activity instructions and pieces needed to replicate at home.
* Teachers contact parents via email, letters, conferences, phone calls to keep parents updated on any issues/problems or concerns regarding reading.

**Component Four**

**Interventions 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, how services will be provided, and how parents will be informed of student progress.**

Data drives the interventions needed. Laporte School uses AimsWeb and PRESS to determine progress and as indicators of needs. The following are resources/interventions available to teachers and coaches to use as needed for those students not reading at grade level:

* PRESS interventions from UM-Center for Reading Research
* Sound Partners and Stepping Stones for Phonemic awareness
* Reading Recovery resources for all areas of reading

**Component Five**

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

High-quality professional learning that is relevant, research-based and results-driven enables all educators to provide the evidence-based instruction and assessments students need to be successful. The following are activities used at Laporte School:

* All staff trained in RtI. This process is used to monitor, and identify students at risk.
* PLCs using Authentic Intellectual Work (AIW). This is a peer review system to score teacher tasks, student work and instruction. Research is built on the framework of authentic intellectual work (Newmann & Associates, 1996; Newmann, Bryk, & Nagaoka, 2001; Newmann, King, & Carmichael, 2007; King, Schroeder, & Chawszczweski, 2001).
* All staff are trained in and use Paths to Reading Excellemce in School Sites (PRESS) from the Universtity of MN Center for Reading Research.

**Component Six**

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

Scientifically based reading instruction includes all five areas of reading and is a comprehensive approach to assess, evaluate and then design and implement strategies so all students are proficient readers. The following are research based strategies:

* Core instruction using Reading Street curriculum by Pearson. This is aligned with Mn Reading Standards.
* Paths to Reading Excellemce in School Sites (PRESS) from the Universtity of MN Center for Reading Research. Staff use these reading interventions and collect data on weekly basis. The fidelity of this is monitored by Reading Coach.

**Component Seven**

**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.**

Staff at Laporte School continues to have training pertaining to students/teaching in poverty. While we have no EL students, we do have a large population of Native American students so we continually bring in parents, elders of the Native American community to guide teachers in their strategies.

**Component Eight**

**Post assessment methods and data that are submitted to Commissioner annually including objectives of assessment program, names of tests, and grade levels of administration as part of the local literacy plan on district webpage for all students in Kindergarten through Grade 3.**

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| --- | --- | --- |
| Age | Assessment | Occurrence |

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| --- | --- | --- |
| Kindergarten | AIMSweb  (Letter Naming, Letter Sounds, Phonemic Segmentation, Nonsense Word Fluency)  Reading Series Unit Benchmark Tests | 3 times per year  5 times per year |
| First Grade | AIMSweb  (Phomemic Segmentation, Nonsense Word Fluency, RCBM, MAZE)  Reading Series Unit Benchmark Tests | 3 times per year  5 times per year |
| Second Grade | AIMSweb  (RCBM, MAZE)  Reading Series Unit Benchmark Tests | 3 times per year  5 times per year |
| Third Grade | AIMSweb  (RCBM, MAZE)  Reading Series Unit Benchmark Tests | 3 times per year  5 times per year |