

Dover-Eyota Literacy Plan (2023-24)



Home of the Eagles!

What's reading like at Dover-Eyota? We are very fortunate to have additional resources in our building at Dover-Eyota that directly tie to reading and instruction. In addition to our general education tier 1 instruction we offer tier 2 and 3 services through our ADSIS programming and our Special Education Department. We have a Reading Interventionist who is focused solely on Tier 2 and 3 instruction as well as helping our staff to gain more knowledge in reading instruction and curriculum. Through ADSIS we also have 3 paraprofessionals who are trained to assist with the reading program.

Beginning in the school year 2023-2024 we will also start to adapt and encourage more staff to become trained in LETRS. We believe that learning needs to begin with basic concepts such as phonics to see success. We are excited to make this transition a focus across the board moving forward.

In school year 2023-24 the elementary will be a 1-to-1 technology school for the first time. We anticipate in coordination with our Teaching and Learning Department to use this as a way to increase our literacy practices and improve reading for all students.

One of the responsibilities of an elementary school is to ensure that all students become proficient readers. What an awesome responsibility and what a joy to watch another world open up for students as they learn to read for factual information and for pure enjoyment.

Dover-Eyota's Read Well by Third Grade Literacy Plan highlights the district's commitment to develop literacy proficiency in each pre-kindergarten through third grade student. Minnesota has adopted the International Reading Association's definition of literacy which is, "Literacy is the ability to read, write, speak, listen, view, visually represent and think in order to communicate and contribute to society." Educational research has found that the following skills are necessary for reading proficiency: phonemic awareness, phonics, fluency, vocabulary development and comprehension.

We are privileged to be educators with the opportunity to teach young students a skill that will transform their lives. Please read and learn about D-E's Literacy Plan – Read Well by Third Grade. If you have questions, please email or call the elementary principal, Ben Midge at benmidge@deschools.org or 507-545-2632.

DOVER-EYOTA'S LEADERSHIP VISION FOR STUDENT LEARNING

The vision of the Dover-Eyota Public School District is, "Schools and Community...Partners for Learning." We are extremely fortunate to have very strong administrators, teachers, parents and community members who are committed to meeting the social, emotional and academic needs of each student. The administrative

team meet weekly to plan and organize district initiatives to strengthen our strategic goal of ensuring grade level reading proficiency for ALL students. They analyze results from local and state reading assessments to monitor student performance and to determine areas in which more support is needed.

Dover-Eyota Elementary School's purpose is to "Increase Learning for All". Elementary teacher-leaders provide input to support learning for all students in the following ways:

- Through membership on our site council leadership team and on our elementary professional learning community leadership team. These teacher-leaders collaborate and provide input and feedback to administration and are instrumental in planning, designing and implementing programs, staff development and schedules to support student learning.
- Through our Multi-Tiered Systems of Support (MTSS) Team which oversees the various systems of support that are in place to support student learning. The MTSS team tracks students who are not achieving reading proficiency and documents the support services they have received. The team analyzes standardized assessment results to determine overall school and grade level proficiency levels and identifies evidence-based interventions to increase reading proficiency for those students at or below the 25th percentile.
- Through grade levels and departments developing and measuring annual SMART (systematic, measurable, attainable, reliable, time sensitive) goals which are aligned to our district's strategic plan.

The district's goal of all students reading proficiently by third grade is evidenced by our commitment to provide a strong preschool program as well as all day, every day kindergarten. Our district's Learning Readiness & Transition Preschool Programs use the Opening the World of Learning (OWL) curriculum to teach early literacy skills to four and five-year-old students to help them be successful in kindergarten. Dover-Eyota Public School's commitment to all day, every-day kindergarten for more than twenty years has enabled young students to receive a more rigorous yet developmentally appropriate instructional program within a more relaxed kindergarten classroom environment.

Dover-Eyota is committed to excellence and holds high expectations for student learning. As a result of this commitment to excellence, after researching evidence based literacy programs, in the spring of 2018, Dover-Eyota purchased the Fountas & Pinnell literacy system for PreK – 3 rd grade. The Fountas & Pinnell Literacy System includes comprehensive resources that provide a systematic approach to literacy learning. PreK-3 rd grade teachers implemented the Interactive Read-Aloud, Shared Reading, and Guided Reading portions of the Fountas & Pinnell system during the 2018-19

school year, particularly emphasizing guided reading instruction in small groups. During the first year of implementation, teachers discovered that students absolutely loved the new books! Students just couldn't wait to read the next book because they contain beautiful illustrations and engaging age-appropriate stories. Fountas & Pinnell materials for 4th & 5th grade were purchased during the summer of 2019 which enabled teachers to begin implementing portions of the system beginning in September, 2019 (Interactive Reading, Read Aloud, and Guided Reading).

During our Back-to-School Assessment/Conference Days, teachers administer an individualized reading assessment (Benchmark Assessment System - BAS) that identifies each student's instructional levels in reading. Teachers use the assessment results to plan instruction. Students are grouped according to needed skills and provided small group instruction through the use of guided reading groups. Teachers use Fountas and Pinnell interactive read-alouds, reading minilessons, shared reading and phonics, spelling and word study lessons to teach literacy skills. Teachers also use SMART Board technology or Vue Boards, reading centers, student conferencing, independent reading, and engaging reading software programs to help students increase their literacy skills.

DOVER-EYOTA'S EARLY LITERACY ASSESSMENTS

Screening Assessments

Dover-Eyota Elementary School screens students' skill levels several times during the school year to monitor their progress. A variety of assessments are used to screen individual student's reading skills.

Pre-school: Children are screened once between the ages of three and five using the comprehensive DIAL-R screening assessment which assesses their physical, cognitive, and speech & language skills as well as their hearing and vision. In addition to the DIAL-R, preschool teachers administer a screening assessment that accompanies the Opening the World of Learning (OWL) curriculum to all students who attend the school-based programs. Results are used to plan instruction and are communicated with parents at fall and spring conferences.

Kindergarten: Kindergarten teachers administer the BAS at the beginning of the year to identify the reading skills that students need to learn from those they already know. Individual student results are shared with parents at fall and spring conferences and through report card progress reports. Several reading readiness sections of the

standardized FastBridge early reading assessment are also administered in the fall, winter and spring.

First Grade: First grade students are administered the BAS (Benchmark Assessment System) during our September Back-to-School Assessment/conference days. The BAS assessment results inform teachers of a student's instructional reading level and help teachers group students into small guided reading instructional groups. First grade students are also administered subtests of Fastbridge's Early Reading assessment to further assess students' reading skills and to assist the teachers plan instruction. The Early Literacy assessments are administered in the fall, winter, and spring to also assess a student's growth over the course of the school year. Emphasis in reading in first grade is on students' ability to hear and manipulate sounds in words, sound out simple phonetic words, and read first grade sight words quickly. Students are expected to read 25 new sight words each quarter.

Second & Third Grade: Second & third grade students are also administered the BAS (Benchmark Assessment System) during our September Back-to-School Assessment/conference days. The BAS assessment results inform teachers of a student's instructional reading level which in turn helps teachers group students into small guided reading groups for instructional purpose. Students are taught individual reading skills within guided reading instruction.

In addition to the BAS assessment, students are administered the aReading FastBridge assessment which assesses students word knowledge and beginning comprehension skills through a digital assessment. Classroom teachers also administer informal assessments to assess students' identification of grade level sight words. Teachers also informally assess students' reading fluency skills when conferencing with students individually.

Third, Fourth and Fifth: In the fall and spring, third through fifth grade students are administered the FastBridge aReading Assessment to assess work identification and reading comprehension skills. Additionally, the Benchmark Assessment System (BAS) is administered to all students in grades 3 – 5 several times during the year to assess multiple reading skill areas and to assess students' reading growth throughout the school year. These universal screening assessments help teachers and parents know what skills the students have mastered from those they need to be taught or retaught. Finally, the Minnesota Comprehensive Reading Assessment (MCA III) is administered in the spring to determine students' reading proficiency levels on the common core literacy standards.

Dyslexia and Convergence Insufficiency Screening:

Elementary teachers are trained to identify signs and characteristics of dyslexia. Characteristics of dyslexia are reviewed annually with teachers during faculty meetings using “Dyslexia in the Classroom, What Every Teacher Needs to Know” published by IDA. Since teachers know some of the signs and characteristics of each, they do look for them as they listen to individual students read during the administration of the BAS. Teachers also monitor students’ written work for signs of dyslexia. In addition, when our Assessment Team administers individualized comprehensive evaluations, they are on the alert to look for signs and characteristics of dyslexia as well.

Teachers also are trained annually to be on the lookout for Convergence Insufficiency. If students struggle to view print whether hard copy or digitally, they can refer the student for eye testing with the school nurse. Our nurses can also recommend that further testing be done, if the family so chooses with an independent provider on their own. Reading lends itself as a good starter to address Convergence Insufficiency.

Diagnostic Assessments:

Once students have been identified as performing below proficiency levels in reading, diagnostic assessments are administered by qualified elementary staff to pinpoint specific skills in which the students are not proficient. Students receiving Tier 2 and/or Tier 3 reading instruction are administered one or more of the following diagnostic assessments to further identify specific skill areas that need to be mastered:

Phonological Awareness Screening Test (PAST), Quick Phonics Screener (QPS), LETRS Phonics and Word-Reading Survey, Souday, LETRS Spelling Screeners, Running Records, Qualitative Reading Inventory, Words Their Way, and the Orton-Gillingham Reading Assessment.

Progress Monitoring:

Students who are not proficient in reading are assessed on a regular basis to track their reading progress and rate of learning. Students’ progress is regularly monitored to determine if the teaching and intervention strategies being used are helping the students increase their reading achievement at a rate that reduces their achievement gap. Progress is monitored in the following ways per grade level: Kindergarten: FastBridge Letter Sounds, Letter Names, and Word Segmentation assessments. First-Second Grades: FastBridge Nonsense Words and Word Segmentation Assessments. Second – Fifth Grades: FastBridge CBM-R.

PARENT PARTNERSHIPS:

Dover-Eyota's vision statement, "Schools and Community...Partners in Learning", communicates the importance of partnerships among school staff, parents and the community to ensure the success of each child who attends Dover-Eyota Public Schools. It is our desire that parents will be as involved as they possibly can be in their child's education. Although we have established the following opportunities for parent involvement, we are always open to new ideas and suggestions. Current opportunities used with parents to communicate their child's progress and to involve them in their child's literacy development include:

- Attending our September Back-to-School scheduled Assessment/Conferences
- Attending October and February conferences.
- Screening Benchmark Assessment data (FastBridge & BAS) are shared at fall and spring conferences.
- The expectation that students read each night at home is communicated to parents during Back-to-School Conferences by classroom teachers.
- Reading logs are sent home and parents record the books read and/or length of time spent reading.
- Reading performance is communicated through quarterly report cards.
- Suggestions to encourage reading are provided to parents on classroom websites and periodically in the Parent Friday News Flashes
- Our school celebrates, "I Love to Read" month in honor of Dr. Seuss. We highlight teachers' favorite books and favorite poems during the month.
- The Alternative Delivery of Specialized Intervention Services (ADSIS) agreement form is signed by parents, students, classroom teachers and the ADSIS reading interventionist outlining their commitment to support student's learning.
- We offer a Reading Family Night sponsored by Title I and ADSIS to promote reading activities to use at home to reinforce reading skills.
- Many classrooms send independent reading books home on a nightly basis for student and family enjoyment.
- Regular communication with classroom teachers and the Reading Interventionist occurs through the use of emails, conferences, communication notebooks, phone calls, and classroom visits.
- To further encourage reading at home, mini-book libraries have been placed at strategic locations within our local communities of Eyota, Dover and Viola for continuous book availability.
- During the summer, students are still able to "check-out" books from our school library. Students request books on-line and our media paraprofessional pulls the books and gets them ready for student pick-up.

- Students who attend summer school sessions are able to check out books throughout the summer.
- Students who attend our STEAM summer program are also able to check books out of our school library for the summer.

LEVELS OF READING SUPPORT:

Dover-Eyota Elementary School provides multiple programs to teach students to read well by third grade, matching needs of individual students to appropriate intervention strategies. The school's Multi-Tiered System of Support (MTSS) committee tracks student performance aligned to the following levels of support Tier I, Tier II, and Tier III.

Classroom teachers meet the needs of the majority of students through teaching grade level academic standards using core curriculum materials and by using a variety of classroom instructional strategies and practices.

Reading Support for All (Tier 1): Grade Level Classroom Instruction

Based on results from initial BAS screening, classroom teachers meet individual needs of students by using a combination of the following:

- * Fountas & Pinnell literacy materials
- * Whole group instruction
- * Heggerty phonics instruction
- * Small guided reading groups
- * Individualized independent reading
- * Shared reading opportunities
- * Literacy centers
- * Daily Five Reading Opportunities
- * Individual conferencing – Café'
- * Focus on mastery of essential learning outcomes (ELOs) in reading in an extra 30- minute target instruction time per grade level 4 days a week.
- * Development of common formative assessments to measure student understanding and mastery of those essential skills.
- * Classroom re-teaching opportunities.
- * Teachers access to an instructional coach

In addition to skill-based instruction, Dover-Eyota attempts to instill the love of reading in students. To help students develop the love of reading, our

kindergarten through second grade students are encouraged to pick books to silently read that are of interest to them and that are on a level where they can read successfully as assessed by the BAS. Students establish individual goals in reading at the beginning of the year that they hope to accomplish by the end of the school year.

Teachers in grades 3 – 5 use a variety of strategies to encourage students to read for pleasure. Students choose books from the Fountas & Pinnell reading program, from our school media center, and from Epic. In fifth grade, students track the number of words read in fifth grade. Competitions and awards are established by the classroom teachers to help encourage their students to read. Students establish a reading goal each quarter and if they reach their goal, they participate in an end-of-the-quarter positive reward.

Targeted Support (Tier 2):

Targeted reading instruction is provided to all K-5 students four days a week for thirty-minutes which is in addition to their classroom reading instruction. Students who have not mastered the grade level essential learning outcomes are re-taught skills during this thirty minute designated Targeted Intervention Time. Groups are flexible based on the student's classroom functioning and assessment results. Targeted reading instruction is taught by grade level teachers and reinforced by Title I paraprofessionals. Title I support is provided in small groups and focuses on building reading fluency, phonics, phonemic awareness, vocabulary development, reading comprehension, and strategies to use with increasing text complexity. Title I paraprofessionals meet with small groups of grade level students and use strategies from LLI intervention grade level kits. Our Reading Interventionist, funded through Minnesota's Alternative Delivery of Specialized Instructional Services (ADSIS), also works with groups of one-to-four students and alters the pace and delivery of instruction to meet the needs of students. The progress of students receiving targeted Tier II instruction is monitored closely and regularly, usually on Wednesdays. Another option for students to receive additional Tier II reading support is by attending an after-school program twice a week during the regular school year and by attending summer school.

Intensive Support (Tier 3):

Tier 3 instruction will be provided by our .8 ADSIS Reading Interventionist whose position is funded through Minnesota's Alternative Delivery of Specialized Instructional Services (ADSIS). She teaches individual students or small groups

of two-to-four students and alters the pace and delivery of instruction to meet the needs of students. Students receiving ADSIS Tier 3 reading support are also taught using specialized curriculum/materials not typically used within the regular classroom. Students receiving intensive Tier 3 instruction are assessed and progress monitored frequently using FastBridge CBM Oral Reading Fluency probes and other diagnostic assessments including running records and/or the Qualitative Reading Inventory. Interventions used for Tier II and Tier III Title I and ADSIS students include: LLI, Fluency Oriented Reading Intervention (FORI), PALS, Sound Detective, Incremental Rehearsal, PRESS Interventions, Jan Richardson's strategies, and Heggerty Phonemic Awareness Interventions.

DOVER-EYOTA STAFF DEVELOPMENT:

The school board and administration of Dover-Eyota Public Schools recognize the importance of providing regular staff development to teachers and staff. Staff development needs are identified in one of the following ways:

- Input from our site leadership teams
- Feedback through staff surveys
- Input from committee members
- Input given by staff to our Instructional Coach
- Input from our district staff development committee
- Conversations within professional learning teams
- Needs identified through the Teacher Evaluation Process
- Classroom walk-throughs of instructional practices and interventions

Staff development opportunities are provided to teachers and staff in a variety of ways including on-site consultant presentations & sharing, off-site workshop attendance, and through job embedded professional learning teams.

Dover-Eyota Public Schools believes strongly in the power of teacher collaboration. Teachers at grade levels and across grade levels meet on a weekly basis for an hour to collectively identify students needing extra instruction and to share effective evidence-based literacy practices. "Professional teachers assume roles that extend beyond the classroom and include responsibilities for developing the school as a learning organization...Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base" as reported by the Interstate New Teacher Assessment and Support Consortium". The National Council of Teachers of English published, "Effective professional development fosters collegial relationships,

creating professional communities where teachers share knowledge and treat each other with respect. Within such communities, teacher inquiry and reflection can flourish, and research shows that teachers who engage in collaborative professional development feel confident and well prepared to meet the demands of teaching...”

Since Dover-Eyota Elementary School’s state and district level standardized reading scores were consistently lower than math scores, our reading curriculum team met regularly to conduct an in-depth needs assessment and investigation to identify why our reading scores are lower than expected. Teams worked closely with our curriculum director to identify root causes of this discrepancy and to identify effective reading instructional practices. During the 2017-18 school year, this reading committee continued to meet regularly and decided to move forward with the purchase of a new reading system, the Fountas and Pinnell Literacy System.

During the time we took a deep dive into our teaching practices compared to our student learning outcomes, we realized that the use of a particular program does not make a student successful. It is the teacher’s instructional skills, no matter what program is being used, that causes change in student performance. Therefore, Dover-Eyota realized the importance of teacher training and arranged several days for the teachers to be trained by a knowledgeable consultant in the use of the components of the Fountas & Pinnell Literacy System. Teachers also received training during the spring and summer of 2019 from a different reading consultant on the administration and use of the Benchmark Assessment System (BAS). In addition to the trainings facilitated by consultants, teachers worked hard in their Professional Learning Teams to plan out the use of Fountas & Pinnell materials within their classrooms. K-3 teams received 12 hours of continuing education credits for this work during the 2019-20 school year and 4th & 5th grade teams are earning 12 continuing education clock hours for their work learning the components of Fountas and Pinnell during the summer of 2020. Since the Fountas and Pinnell Literacy System is so comprehensive, on-going annual professional development opportunities are provided. 3rd - 5th grade classroom teachers received additional Fountas and Pinnell training during the 2021-22 school year by _____ or by watching the training videos.

In addition to the training on how to effectively implement the Fountas and Pinnell literacy program, over the past seven years, targeted reading training has been provided to teachers on the English Language Arts (ELA) Common Core state standards, The Daily Five, The Daily Café’, Guided Reading practices, Heggerty Phonemic Awareness/Phonics program, and on the administration of the Benchmark Assessment System (BAS). Our focus areas for reading instruction for 2023-24 school year are (1) teaching grade level essential learning outcomes, (2) identifying our tier 1,

2, and 3 resources for each area of need in reading (3) strengthening students' phonics skills through the use of the Heggerty (4) using technology to enhance our teaching with the new 1-to-1 devices that the elementary will begin using in 2023-24.

DATA: DOVER-EYOTA CELEBRATES STUDENT SUCCESS:

Dover-Eyota's commitment to meeting the literacy needs of all students is reflected in standardized reading assessment scores. At Dover-Eyota Elementary School, two types of data are used to assess students' reading achievement. First, students' reading proficiency on state standards is measured by the Minnesota Comprehensive Assessment-III (MCA III) tests. Students at Dover-Eyota Elementary School typically score above state proficiency levels (see below). The MCAs were not administered/scores not counted in 2020 and 2021 due to the pandemic and at the time of writing this 2023 Literacy Plan, the 2023 MCA results have not been released and therefore are not included in the chart below.

| 2018 MCA-III Reading Proficiency Grades 3-5 | 2019 MCA-III Reading Proficiency Grades 3-5 | 2020 MCA-III Reading Proficiency Grades 3-5 | 2021 MCA-III Reading Proficiency Grades 3-5 | 2022 MCA-III Reading Proficiency Grades 3-5 |
|---|---|---|---|---|
| D-E 76% | D-E 68% | N/A | N/A | D-E 62.9% |
| State 60.4% | State 59.7% | N/A | N/A | State 48.6% |

Secondly, individual student growth is assessed through normed assessment data. We review individual student's skills at the beginning, middle and end of the year to monitor their individual growth using the FastBridge assessments and the Benchmark Assessment System. Overall in the past according to previous normed assessment results, students' growth scores at Dover-Eyota Elementary School typically fall in the high growth, high achievement level which is excellent.

Trend Data:

Trend data over the past several years has been challenging to monitor for several reasons: (1) the rigor of the state tests has increased over time so state assessment results do not reflect a comparison of apples to apples and (2) benchmark assessments were not administered consistently during 2019-2020 and 2020-2021 school years due to the disruption in In-Person learning which resulted from the COVID-19 pandemic. Our

plan is that assessment data from 2021-22 will be used as new baseline data for future trend data.

Dover-Eyota Elementary School analyzes the proficiency of and the literacy achievement gaps of the following student subgroups: major racial and ethnic groups, those eligible for free and reduced meals, English learners, and students receiving special education services. Typically, our racial and ethnic subgroup sample size is too small to track deeply.

Summary:

Dover-Eyota Public Schools believes in continuous improvement at all levels including the district, school, classroom and individual student levels. We consistently reflect on our processes and procedures to see where improvements can be made. We strongly believe that by using effective processes and evidencebased strategies, all students can acquire literacy proficiency while attending Dover-Eyota Elementary School. We are committed to making reading proficiency a reality for **EACH** student who attends Dover-Eyota Public Schools.

Thank you for taking the time to read our Local Literacy Plan. Comments or questions can be directed to the elementary principal, Ben Midge at benmidge@deschools.org or 507-545-2632.