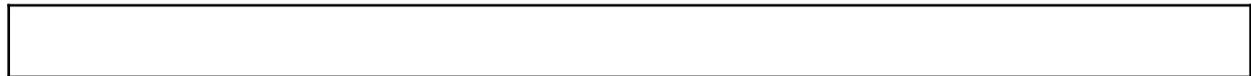
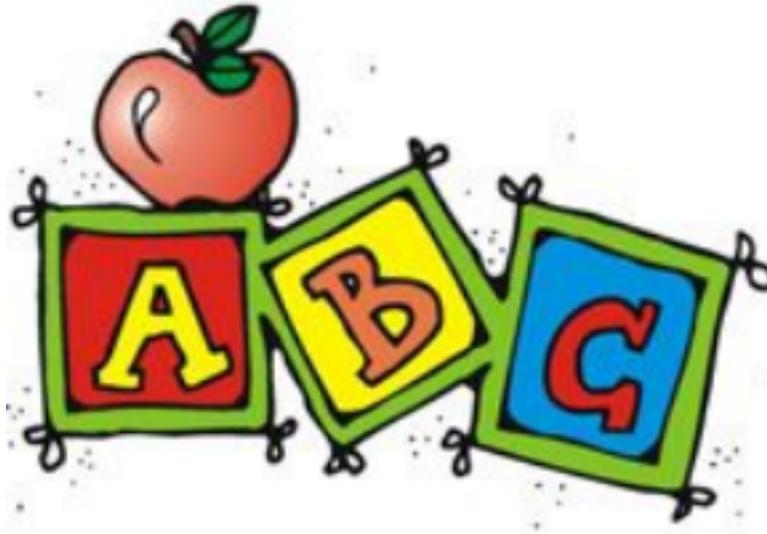


ISD 640

Wabasso Public School Early Literacy Plan



Wabasso Public School District's mission is to empower learners to achieve their dreams by developing essential skills, personal responsibility and challenging them to accomplish more than they thought they could. The local literacy plan has been developed to support that mission. The Wabasso Public School literacy plan focuses on assessment, a multi tiered system of support that includes core instruction, interventions, staff development and family involvement. It is through quality programming in each of these areas that empower all students to read at grade level by the end of third grade.

A district assessment plan has been established to assess each student in grades K-3 to determine and monitor students proficiency. The assessment process is utilized for screening, diagnosing, progress monitoring and measuring student growth and proficiency. Teachers utilize the assessment data to make instructional decisions in order to ensure students are receiving instruction based upon student need.

The Wabasso Public School multi-tiered system of support provides for the individual needs of students. The first tier of this system is to provide all students with effective core instruction that is aligned to the Minnesota ELA standards and utilizes research based methodologies. Reading instruction is based on balanced literacy with a focus of reading instruction, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students who need additional support to reach grade level standards are provided research based interventions within the classroom by the classroom teacher. In support of classroom teachers, reading interventionists provide skill building services for students meeting service criteria.

ASSESSMENT PLAN

Reading success requires a systematic approach of assessment that monitors student progress and drives individualized instruction. Students are assessed using statewide testing, local standardized testing, classroom assignments, and teacher observation. These assessments provide a comprehensive look at each student's achievement in reading as well as a check on the effectiveness of the taught reading curriculum.

Screening or benchmark assessments are administered, at a minimum, in the fall, winter, and spring to collect literacy information on all K-6 students. Students are assessed three times per year to measure pre-reading and oral reading fluency. Oral reading fluency is a measure of reading accuracy and rate and has a high correlation with students' reading comprehension. These screening assessments are used to collect information for identifying a student's skill in a certain area of literacy and identifying those students that may need additional support or further diagnostic assessment to pinpoint their needs. Multiple screening areas of the aimsweb assessment are used to determine a comprehensive early literacy score that indicates below, at, or above grade level performance in reading. Benchmark assessment results are communicated to parents at Fall and Winter parent teacher conferences as well as the end of year by report card. Fall and Winter benchmarkS are used to identify students who may need extra support, interventions, or supplemental instruction

KINDERGARTEN SCREENING AND BENCHMARKING				
PA=Phonemic Awareness P= Phonics F= Fluency S= Star Reading	REQUIRED ASSESSMENTS	FALL	WINTER	SPRING
P	Letter Naming	X	X	X
P	Letter Word Sound Fluency	X	X	X

KINDERGARTEN BENCHMARK CUT SCORES			
Letter Naming	At Risk Below 25%	Some Risk 26%-40%	Low Risk Above 40%
September	< 18	19-27	>27
January	<35	36-43	>43
May	<43	43-51	>51

Letter Word Sound Fluency	At Risk Below 25%	Some Risk 26%-40%	Low Risk Above 40%
September	<1	2-4	>4
January	<23	24-29	>29
May	<35	36-41	>41

FIRST GRADE SCREENING AND BENCHMARKING				
<small>PA=Phonemic Awareness P= Phonics F= Fluency S= Star Reading</small>	REQUIRED ASSESSMENTS	FALL	WINTER	SPRING
F	Oral Reading Fluency	X	X	X

FIRST GRADE BENCHMARK CUT SCORES			
Oral Reading Fluency	At Risk Below 25%	Some Risk 26%-40%	Low Risk Above 40%
September	<18	19-25	>25
January	<35	36-46	>46
May	<50	51-62	>62

SECOND GRADE SCREENING AND BENCHMARKING				
<small>PA=Phonemic Awareness P= Phonics F= Fluency C= Comprehension S= Star Reading</small>	REQUIRED ASSESSMENTS	FALL	WINTER	SPRING
PA	Vocabulary	X	X	X
C	Reading Comprehension	X	X	X
F	Oral Reading Fluency	X	X	X

SECOND GRADE BENCHMARK CUT SCORES			
Vocabulary	At Risk Below 25%	Some Risk 26%-40%	Low Risk Above 40%
September	<141	142-153	>154
January	<149	150-160	>160
May	<157	158-167	>167

Reading Comprehension	At Risk Below 25%	Some Risk 26%-40%	Low Risk Above 40%
September	<126	127-138	>138
January	<135	136-147	>148
May	<146	147-156	>156
Oral Reading Fluency	At Risk Below 25%	Some Risk 26%-40%	Low Risk Above 40%
September	<45	46-60	>60
January	<60	61-78	>78
May	<76	77-96	>96

In addition to the screening and benchmarking completed with aimsweb plus, all students in kindergarten through third grade will take the STAR assessment a minimum of three times per year. Third grade students are assessed on phonics and word recognition for grade level reading using the STAR cut score of 400 as the at grade level indicator. STAR correlates strongly to the MCA assessment and provides both proficiency indicators as well as yearly growth data.

Third grade students also take the Minnesota Comprehensive Assessment. All assessment information is communicated at parent teacher conferences, through JMC and mailed to parents as results become available.

MULTI-TIERED SYSTEM OF SUPPORT

Multi-Tiered System of Support provides different levels of instruction based on student needs.

- Tier 1 (low risk) core instruction that all students receive.
- Tier 2 (some risk) strategic, more targeted instruction/intervention and supplemental support in addition to and aligned with the core instruction.
- Tier 3 (high risk) intensive (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student needs provided in addition to and aligned with Tier 1 & 2 academic and social emotional instruction and support.

Tier 1

Core literacy instruction is driven by research-based methods and the Minnesota English Language Arts Standards. Instruction follows a balanced literacy instructional framework. Students are provided with a literacy foundation that includes all five areas identified by the National Reading Panel: phonological awareness, phonics, fluency, vocabulary and comprehension.

THE FRAMEWORK FOR DAILY BALANCED LITERACY INSTRUCTION AT ISD 640

READING

Reading Street Common Core

Literacy Program
Guided Reading "Literacy
Footprints"

WORD STUDY Words Their

Way Reading Street

WRITING Reading Street

Guided Writing

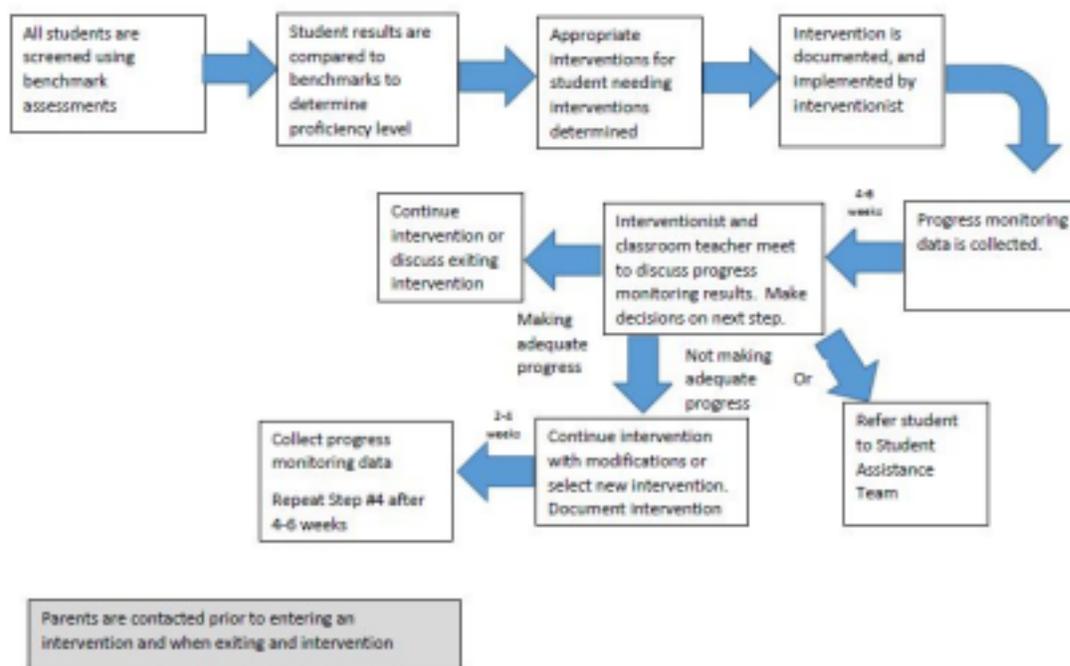
15-20 minutes Whole group instruction 10-20 minutes Whisper reading 50 minutes Guided reading/ Daily 5 5 minutes Closing	10-20 minutes: Word strategies and spelling Guided/Independent practice during Daily 5	15-20 minutes Mini lesson Guided practice Independent practice 10-20 minutes independent writing during Daily 5
---	--	---

Instructional assessments are completed to identify students' independent reading levels, as well as their specific strengths and areas for growth as readers so that core instruction can be differentiated through guided reading, independent reading, and word study.

Tier 2 and Tier 3

Students who are identified as “not at grade level” through benchmark assessments and classroom performance will receive research-based interventions appropriate for their level of achievement and specific area of weakness. Interventions for K-3 students will take place with the Wabasso Reading Corp interventionist using MN. Reading Corp strategies. Students receiving these interventions will be progress monitored weekly and data shared with the classroom teacher to assist with core instruction planning. If a student in an intervention continues to make inadequate progress, adjustments to the intervention plan will be made and the Title I teacher will intervene to help determine next steps.

ISD 640 Reading Intervention Process



INTERVENTION	APPROPRIATE GRADE LEVEL	DESCRIPTION	READING COMPONENT
--------------	-------------------------	-------------	-------------------

Letter Name/Sound Tracing Booklet	K and 1	Jan Richardson: The goal of the tracing is to teach the name of each letter and create a picture link for each letter sound	Phonics
Blending Words	K-1	To increase skill in blending letter sounds to make simple words	Phonics
Phoneme Blending	K-1	To increase skill in phoneme blending for students who have not yet mastered this skill	Phonics
Phoneme Segmenting	K-1	To increase skill in phoneme segmenting for students who have not yet mastered this skill	Phonics
Seeing Stars	K-3	Lindamood-Bell Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling	Phonics
Rewards	3+	Work Attack and Rate Development Strategies for Multisyllabic Words	Phonics
SRA	K-3	SRA uses direct instruction to improve decoding skills, fluency, and comprehension	Phonics/Fluency
Read Naturally	2 and 3	Develops fluency, supports vocabulary, and develops comprehension through repeated reading	Fluency
Explode the Code	K-3	A research-based, multisensory	Phonics/Fluency

		program geared to improving literacy with direct, systematic, phonics instruction	
Repeated Reading	2-3	To increase fluent reading on passages for students who read with high accuracy	Fluency
Newscaster	2-3	To increase fluency and prosody for students who have difficulty with phrasing and expression	Fluency
Duet Reading	2-3	To increase fluent reading particularly for students who often lose their spot while reading or who do not get to the next word quickly enough	Fluency
Rime Magic	K-3	A word recognition resource where students add onsets and endings to the "rimes" to identify, analyze and combine parts to make words	Phonics