

ISD 2884, Red Rock Central
Elementary Public School
Local Literacy Plan

2017-2018

Superintendent: Mr. Olson

Principal Mr. Goetstouwers

Title I Teacher: Miss Ryker

**DISTRICT 2884, RED ROCK CENTRAL
ELEMENTARY PUBLIC SCHOOL
LOCAL LITERACY PLAN**

Approved June 17, 2017 by Red Rock Central's Board of Education

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 Superkids, a comprehensive core reading and language arts program, to teach reading in Kindergarten through grade 2. The program is based on scientific research that validates that phonics-based instruction is the best way to teach children to read. The goal of the Superkids Reading Program is to produce skillful, confident readers and writers. Each level of the program provides the systematic phonics-based reading instruction that children need and the engaging fiction and nonfiction reading material they love. Reading is taught with spelling and writing so children can express their own ideas in stories, reports, letters, and more. Included in this program are components for guided reading, read aloud, shared reading and independent reading. Each classroom has purchased the Superkids Reading library for their grade level. Our district will be using the reading series Reading Wonders to

teach grades 3-6. Reading Wonders is a basal reading program. Included in this program are components for guided reading, read aloud, shared reading, leveled reading and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. The district uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-2 are given the Measures of Academic Progress (MAP) screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data along with data from the Standardized Test for the Assessment of Reading (STAR), local checklists and teacher observations, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Progress is monitored regularly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress.

The goal of the Red Rock Central district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Red Rock Central's literacy program, please contact: Mr. Olson at 752-7361 or olsonb@rrcnet.org.

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 (MCA-IIIs).

Objectives:

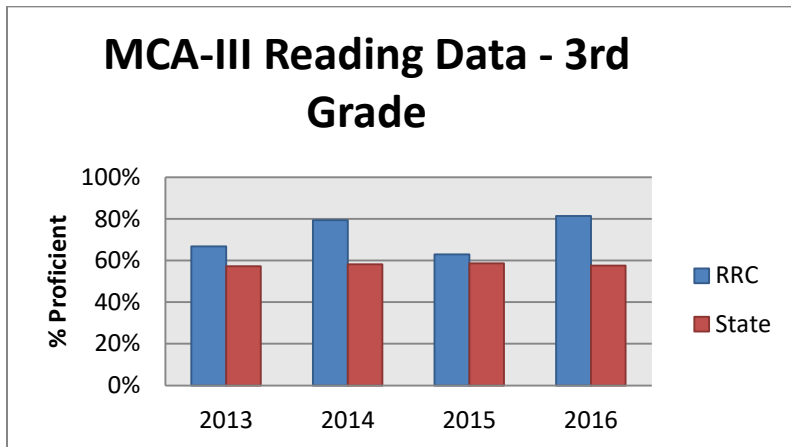
Each year educators will review and disaggregate, or separate, reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each grade level of students. Pre-K data will be accessed and utilized, when available.

The Q-Comp Professional Learning Communities review, annually, the effectiveness of current instructional practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards.

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

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



PROCESS OF ASSESSMENT:

The Title 1 Teacher will administer the screening and diagnostic assessments listed below.

Measures of Academic Progress (MAP) and MAP for Primary Grades are used as benchmark assessments. They are adaptive and sequential tests used to measure student growth. The 2015 NWEA RIT Scale Norms provide growth and status norms in the following content areas: Reading, Mathematics, and General Science. The RIT scores for each grade level in Reading are listed in the following chart:

| 2015 Reading Status Norms (RIT Values) | | | |
|--|------------------------|---------------------|------------------|
| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
| K | 141 | 151.3 | 158.1 |
| 1 | 160.7 | 171.5 | 177.5 |
| 2 | 174.7 | 184.2 | 188.7 |

Students who do not meet the target score as listed above will be referred to Title I to work on specific skill deficit(s) using research-based assessments. Entrance criteria are based on a triangulation of assessment data with classroom teacher input.

Based on these diagnostic assessments, Measures of Academic Progress (MAP), and Standardized Test for the Assessment of Reading (STAR), 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, and comprehension). Progress monitoring data will be collected and analyzed on a continuing basis.

Based on Best Practices students will receive differing levels of support. The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by Title I.

Students not responding well to the interventions provided at the second level are referred to Special Education.

PARENT COMMUNICATION AND INVOLVEMENT:

The district will share the state-identified grade-level standards and how their child is progressing toward meeting these standards at conferences. Information shared will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parents will continue to be informed of their child's progress through quarterly report cards. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent.

Red Rock Central encourages parents to be involved in the literacy development for children PreK-3. The opportunities we provide for parents include:

- Screening benchmark assessment data shared at conferences
- Title I parent compact agreement
- Title I parent night/advisory meetings
- Title I newsletter
- Parent/classroom newsletters
- Home School Connect for Accelerated Reader (AR)
- I Love to Read month activities
- School website
- Preschool/Kindergarten family and school collaboration
- Early Childhood Family Education (ECFE)
- Head Start

The following are resources and tools for parents, caregivers, and/or community members to use in support of literacy practices at home:

www.spellingcity.com- Spelling, Writing, Parts of Speech, Alphabetical Order
www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspz

www.softschools.com - games and worksheets
www.abcya.com- games for primary grades K-5
www.funbrain.com- games
www.tutpup.com- compete with kids from all over the world in games
www.apples4theteacher.com- games, quizzes, worksheets, and articles
www.squiglyplayhouse.com- games, brainteasers and much more
www.schoolfamily.com- parent resources and articles
www.internet4classrooms.com- parents resources with great links for students
www.pbskids.org- pbs characters and games to play
www.pbsparents.org- articles about child development, food and fitness, education and more
<https://hosted74.renlearn.com/234508/homeconnect/>- AR
www.plumcreeklibrary.org- local library in Lambertton
<https://teachers.rowlandreading.org/parents/login.aspx> -Superkids Reading Program for parents and students

There are several IPAD apps that are available to parents also. Parents are able to go to the Red Rock Central homepage and click on a link that will give IPAD apps for education. There is also a link for computer sites.

SCIENTIFICALLY-BASED READING INSTRUCTION:

The scientifically-based reading curriculum Red Rock Central Elementary uses is Superkids (K-2) and Reading Wonders (3-6) which is fully aligned for Common Core State standards and the Minnesota Academic Standards in English Language Arts (2010). Instruction is differentiated.

PROFESSIONAL DEVELOPMENT:

Red Rock Central Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)

At the beginning of the school year data will be disaggregated and analyzed in PLCs that will then create SMART student goals and plan Professional Development activities designed to address the needs identified by the data. PLCs will provide regular opportunities to improve reading instruction in the five reading areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

SEE TEMPLATE (excel document) FROM MDE!

STAKEHOLDER FEEDBACK:

1. Was the Local Literacy Plan easy to find?

2. Is this document useful?
3. Are the reading strategy links helpful for working with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?

