

2011 Minnesota Statute: 120B.12
Reading proficiently no later than the end of Grade 3.

Chokio-Alberta Elementary School
District #771

Minnesota State Literacy goal:

The state of Minnesota legislature seeks to have every child reading at or above grade level no later than the end of grade 3 and that teachers provide comprehensive, scientifically based reading instruction.

Local Literacy Plan:

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. The plan must include a process to:

- 1) assess students' level of reading proficiency
- 2) notify and involve parents
- 3) intervene with students who are not reading at or above grade level
- 4) identify and meet staff development needs

Reading proficiently by 3rd grade:

The state mandate requires school districts to design their programming to make sure that students are reading proficiently by the end of **grade 3**. A review of conducted research consistently reveals a very strong correlation between children's reading proficiency at grade 3 and rate of high school graduation. Students who are reading at grade level by the end of grade 3 consistently perform better in school for the years to come as compared to those students who are not reading proficiently at the end of grade 3. It is our responsibility to ensure that our students are college or career ready when they leave our educational system.

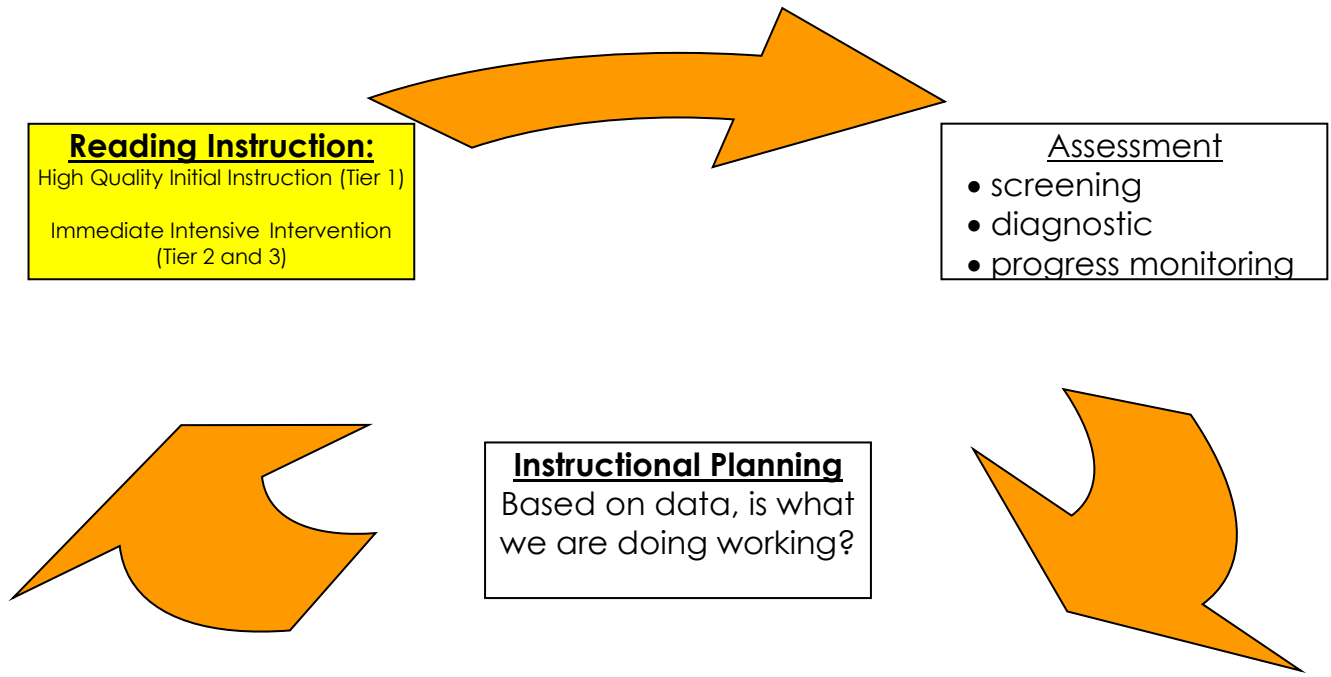
Chokio-Alberta Area Elementary school is committed to ensuring that all children read proficiently by grade 3 and is making sure that all children reach their academic potential, therefore

At Chokio-Alberta Elementary School, ensuring that every child can read is our #1 priority.

We recognize that we are living in the information age. Without the ability to read and understand what is being read, a person will have difficulty functioning and succeeding in our society. Over the past decade alone, the amount of information requiring more advanced levels of comprehension, writing skills, problem solving abilities and critical thinking has grown tremendously. As a result, adults with limited reading skills will have fewer opportunities for success in society. **Therefore, it has never been more important to us that every child learns to read and we are committed to do whatever it takes to ensure every child in our district becomes a functional reader.**

Written below are the details the plan that the Chokio-Alberta Elementary School (#771) is following to ensure that necessary components are in place so that all children will be reading well by the end of 3rd grade.

Our **“Whatever it Takes”** philosophy is based on this ongoing model.



Reading Instruction:

Every child in our district has access to **at least** 90 minutes of **Scientifically-Based Core Reading Instruction** every day. Scientifically-based reading instruction includes balanced instruction in the “Big 5” areas of reading.

Balanced Instruction:

High quality Initial Instruction and Immediate Intensive Instruction (intervention) is provided to students, based on needs.

High Quality Initial Instruction

Whole group instruction – Whole-class instruction is often used to introduce new materials strategies during RIT bands. Our teachers find that working with the whole RIT band grouping to introduce new concepts builds common experiences and provides a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can identify students' prior knowledge and experiences that will affect new knowledge acquisition.

Small group instruction – Our teachers use small, flexible groups to target specific skill needs and provide opportunities for working with students who have common needs, for either reinforcement or enrichment. Smaller group sized allow children more practice and response opportunities as well as immediate and directed feedback from the teacher.

Peer Pairing and Tutoring – Our teachers intentionally train students to effectively work with each other to enhance their learning in reading. This is especially beneficial for students who benefit from working in pairs rather than large groups or individually. Peer Assisted Learning Strategies (PALS) are used to support reading growth and development in our classrooms.

Immediate Intensive Instruction

Individualized Instruction – Based on student data, when appropriate, students are offered one on one, individualized instruction through intervention opportunities. During these sessions, students receive explicit, direct instruction with immediate feedback by the teacher or interventionist. This method of instruction is used with students for whom reading growth is below target and must be accelerated.

Big 5 Areas of Reading

- 1) **Phonemic Awareness** – hearing the sounds in our language, skills such as: clapping syllables (**beats**) in words, rhyming (words that sound the same at the **end**), alliteration (words that sound the same at the **beginning**), and blending and segmenting words helps children to sound out words.
- 2) **Phonics** – the relationship between the **symbols** (our letters) and **sounds** those letters make. Phonics is important because our language is alphabetic, and decoding is an essential and primary means of recognizing words.
- 3) **Vocabulary** – students need to have 80,000 words in their vocabulary by the time they graduate from high school. Vocabulary is very important in reading comprehension. Readers cannot understand what they are reading unless they know what most of the words mean.

- 4) **Fluency-** Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluency can be described as “automaticity” or how quickly the brain processes information.
- 5) **Comprehension-** The purpose for reading and the act of understanding what is read. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out.

High Quality Initial Instruction:

The **Houghton Mifflin Treasures curriculum** is utilized by all classrooms. These curriculum resources are designed to be used as a full-year program with instruction on meeting the state of MN standards and developing the big 5 (**phonemic awareness, phonics, fluency, vocabulary and comprehension**) as well as writing, spelling, and grammar. Students are directly taught lessons as well as provided multiple practice opportunities where newly taught skills and strategies are embedded into daily activities.

During the 2020-2021 school year, Kindergarten, 1st and 2nd grade teachers will be utilizing the **Fundations** supplemental word study program, which is a Wilson program based in the practices of Orton Gillingham. The program targets the use of a multisensory, structured language program that provides systematic and explicit instruction in the areas of reading, spelling and handwriting. All Kindergarten and 1st grade teachers and Title 1 and ADSIS interventionists are trained to intentionally implement the program as designed and will receive implementation coaching throughout the year. The implementation of this program is in response to the growing language based needs of the student entering our school and is also designed to support our efforts in meeting the reading needs of all students.

- 1) **Phonemic awareness** skills are intentionally and explicitly taught using the curriculum and supplemental resources to all students in PreK and 1st grade and to students whose RIT banding scores indicate a need.
- 2) **Phonics** skills are intentionally and explicitly taught using the curriculum and supplemental resources if needed to all students in PreK, 1st grade and throughout all reading RIT bands.
- 3) **Vocabulary** is intentionally and explicitly taught using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade.
- 4) **Fluency** skills are intentionally and explicitly taught through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade. PreK and Kindergarten fluency practice opportunities use materials to build automaticity with letter names, letter sounds and sight words rather than connected text materials.

5) Comprehension skills and strategies *are intentionally and explicitly taught* through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade. The skills of both listening comprehension as well as reading comprehension are addressed and embedded into learning.

Immediate Intensive Instruction:

For students whose data indicates that they are not making the rate of progress necessary with just the classroom instruction, additional support may be necessary. This additional support is provided **in addition to**, not **in place of** the Tier 1 Core Instruction. Students will be placed in intervention programs based on assessment data and student's response to instruction. Screening assessments will be used to determine student's need for additional support and diagnostic assessments will be used to determine which big 5 area(s) are needed to be targeted to strengthen.

Pre K Minnesota Reading Corps:

Students in the Chokio-Alberta School Readiness **PreK program** who are not proficient in early literacy reading skills receive daily one-on-one support from a trained tutor for tier 2 instruction. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, and vocabulary. The Reading Tutor is required to work with at least 5 students from each PreK classroom, but is certainly able to work with more if the daily schedule allows.

Interventions used by the PreK Minnesota Reading Corps

Big 5 Area	Intervention/Description
Vocabulary	<p style="text-align: center;"><u>Oral Language:</u></p> <p>Students will increase skill in vocabulary and expressive language while providing a model and practice in correct grammar and syntax. Children will be able to expressively say identified objects through Random Automatic Naming over time.</p> <ul style="list-style-type: none"> • "What is it" Bag • Cube: Vocabulary • Theme-Related Picture Cards
Phonics	<p style="text-align: center;"><u>Visual Discrimination</u></p> <p>Students will increase skill in visual discrimination and letter sounds while providing practice that leads to automaticity so that children will be able to expressively say identified objects, colors, letters or sounds through Random Automatic Naming over time.</p> <ul style="list-style-type: none"> • Matching items that look the same • Pointing to a letter when a tutor says it

	<ul style="list-style-type: none"> • Saying the letters by themselves • Pointing to a letter sound card when a tutor says it • Saying the letter sound
Phonemic Awareness	<p style="text-align: center;"><u>Phonological Awareness</u></p> <p>Students will increase skill in auditory discrimination while providing practice that leads to automaticity so that children will be able to expressively identify sounds over time.</p> <ul style="list-style-type: none"> • Matching environmental sounds • Matching rhyming or beginning sounds/alliterative words • Pointing to rhyming or beginning sounds/alliterative words using pictures

Title 1

Title 1 is a federally funded program that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The Chokio-Alberta Elementary School offers Title 1 support to students in grades K-6 who fall below target on reading screening assessments (NWEA, AIMS). Specific intervention strategies are used to target the specific area(s) of the Big 5 to be strengthened. Students in Title 1 receive reading support in a one-on-one or small group setting 3-5 times/week for 20-30 minute sessions. Students will receive, on average, 60-100 minutes/week of additional reading support. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

Reading Intervention (ADSIS)

Alternative Delivery of Specialized Instructional Services provides instruction to assist students who need additional academic support to succeed in the general education environment. The goal of this program is to reduce the number of referrals to special education by providing supports early to struggling students. The Reading Intervention program supports children in **Kindergarten – 8th grade**. It is the most intensive of intervention opportunities available for students prior to a special education referral. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in effective, research-based reading strategies. Students receive daily, small group (2-4 students) sessions that range between 25-30/session. Students in this program will receive, on average, 125-150 minutes/week of additional reading support.

The Reading intervention teacher has been trained on and has access to the same interventions used by the Title 1 interventionists and has further access to the following interventions and uses the Wonderworks intervention series from the Treasures Curriculum as well.

Big 5 Area	Intervention/Description
Phonemic Awareness Phonics Fluency Vocabulary	<p style="text-align: center;"><u>Fundations Intervention Program</u></p> <p>Activities taken from the Fundations program will target identified needs of students requiring tier 1 support. Fundations interventions target the use of a multisensory, structured language program that provides systematic and explicit instruction in the areas of reading</p>
Phonemic Awareness Phonics Fluency Comprehension Vocabulary	<p style="text-align: center;"><u>FASTBridge designed Interventions</u></p> <p>Based on student responses to FASTBridge screening measures, intervention recommendations will be provided through the FASTbridge system, including explicit instruction for implementation and materials needed to do so. All areas of the Big 5 will be addressed.</p>
Phonemic Awareness	<p style="text-align: center;"><u>Heggerty Phonemic Awareness Phnological and Phonemic Awareness training.</u></p> <p>Daily, phonemic awareness training exercises are provided to allow students to develop their phonemic awareness skills.</p>

Special Education:

Specific, individualized special education services are provided for students who meet eligibility criteria. A special education evaluation may be conducted if a team determines that appropriate, research based interventions have been attempted and classroom accommodations have been made and data continues to indicate that progress is not being made. Instruction for individuals who have met Special Education eligibility criteria is highly individualized and targeted based on student needs.

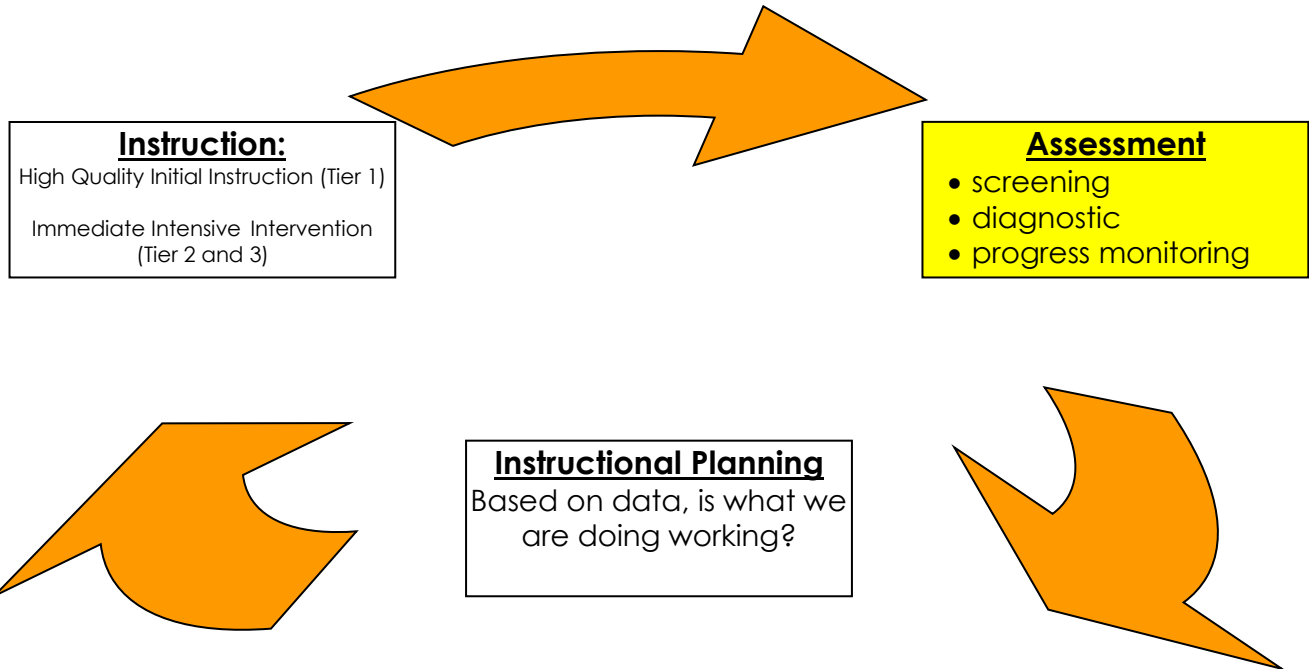
The Special Education Department currently serves approximately 4% of the K-6 student population with either alternative reading instruction or reading support.

The Special Education teachers have been trained on and have access to the same interventions used by the Minnesota Reading Corps Member, Title 1 interventionists and Reading Intervention teacher and have further access to the following interventions:

Special Education:

Interventions used to support students in the area of reading:

<p>Phonics Fluency Comprehension Vocabulary</p>	<p style="text-align: center;"><u>Wilson Reading System</u></p> <p>A structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. Students receive instruction in:</p> <ul style="list-style-type: none">• Word structure, Word recognition and spelling of high frequency words, including irregular words• Vocabulary, word understanding, and word-learning skills• Sentence-level text reading with ease, expression, and understanding• Listening comprehension with age-appropriate narrative and informational text• Reading comprehension with narrative and expository text of increasing levels of difficulty• Narrative and informational text structures• Organization of information for oral or written expression• Proofreading skills• Self-monitoring for word recognition accuracy and comprehension
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Assessment

The Local Literacy Plan must include a process to: **assess** students' level of reading proficiency

Assessment of student progress and skill is a critical piece in determining reading proficiency. The following assessments are conducted and the individual student scores on the assessments are compared to target scores.

The following questions are asked:

Where is the student performing?

Where should the student be performing? (what is the target)

Is there a gap between where the student **is** and **should be** currently performing?

The Chokio-Alberta Elementary School utilizes three forms of assessment practices to make educational programming decisions for their students.

- ☑ **Screening/Benchmarking assessments**
- ☑ **Diagnostic Assessments**
- ☑ **Progress Monitoring Assessments**

Screening/Benchmarking assessments:

Benchmarks data will be collected in the fall/winter/spring for **all** students using grade level assessment materials. Results from the assessment will be used by teachers to identify students at-risk,

Chokio-Alberta Area Elementary School PreK – 6th grade **Local Literacy Plan**

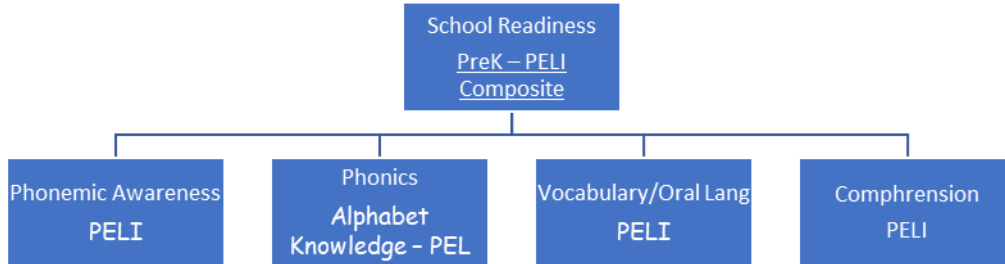
help individualize instruction, evaluate student progress, and serve as an accountability and communication tool for system improvement.

- Identify Early – Identify students not making progress quickly and accurately
- Inform Instruction – Modify instruction and evaluate effects of program changes
- Monitor Progress – Monitor progress and visually display improvement/effects of instructional methods
- Report AYP – Demonstrate student, school, and district improvement over time
- Compare Progress – Make comparison at the student, class, grade, school, and district levels

Benchmark Screening Assessments used in the Chokio-Alberta Elementary School to help determine and ensure reading proficiency:

Screener Tool	Description
<u>PELI – Preschool Early Literacy Indicators</u>	<p>PELI is a storybook-embedded assessment of essential pre literacy and oral language skills needed for kindergarten. The PELI assessment measures:</p> <ul style="list-style-type: none"> • alphabet knowledge • vocabulary and oral language • phonological awareness • listening comprehension
<u>FAST – Formative Assessment System for Teachers: (PreK – 6th)</u>	<p>The FAST measures a child's fluency (how quickly a skill is processed) in necessary reading skills. Fluency is very important as it informs the teacher about how quickly a child can go to his/her brain and retrieve the information necessary to complete the skill.</p>
<u>STAR Reading</u>	<p>STAR reading is a computer-based assessment designed for students who can read independently. It measures students' reading comprehension and is typically administered in the fall, winter and spring. The software adjusts the difficulty of each item to a student's performance and various scores are calculated to be used for programming decisions.</p>
<u>Star Reading Early Literacy</u>	<p>STAR Early Literacy is a computer-based assessment designed for students who are in the early stages of reading development. STAR Early Literacy measures a student's automaticity of 41 different skills in seven literacy domains: general readiness, graphophonemic knowledge, phonemic awareness, phonics, structural analysis, comprehension, and vocabulary. Diagnostic data is gathered for programming decisions.</p>

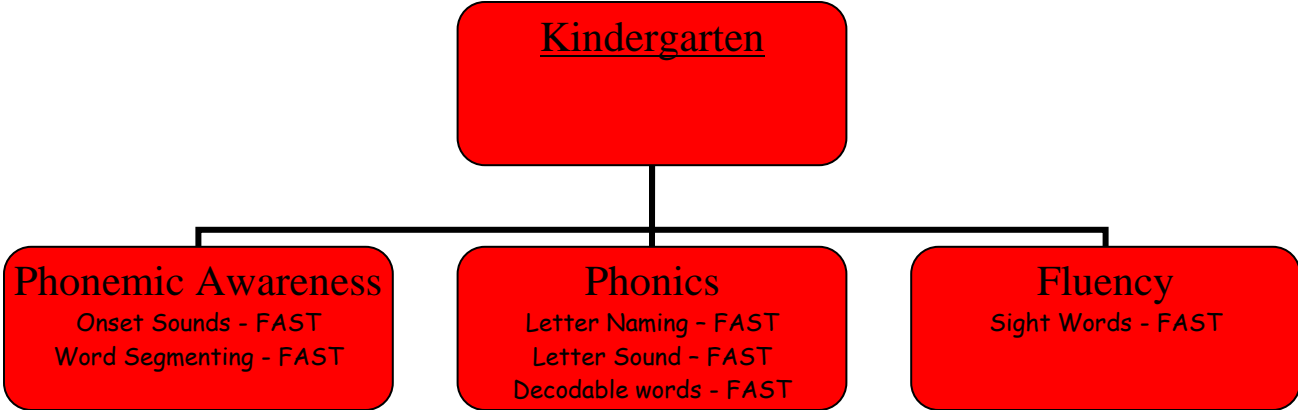
Benchmark Screenings for PreK



Target Scores to indicate proficiency in the skill: Students should be at or above the following scores by spring before Kindergarten to be considered “Kindergarten Ready”

Big 5 Area	Measure	Fall target	Winter target	Spring target
Reading Composite	Reading Composite	159	201	231
Phonemic Awareness	Phonemic Awareness	4	10	13
Phonics	Alphabet Knowledge	6	17	23
Vocabulary	Vocab/Oral Lang	18	21	23
Comprehension	Comprehension	13	16	17

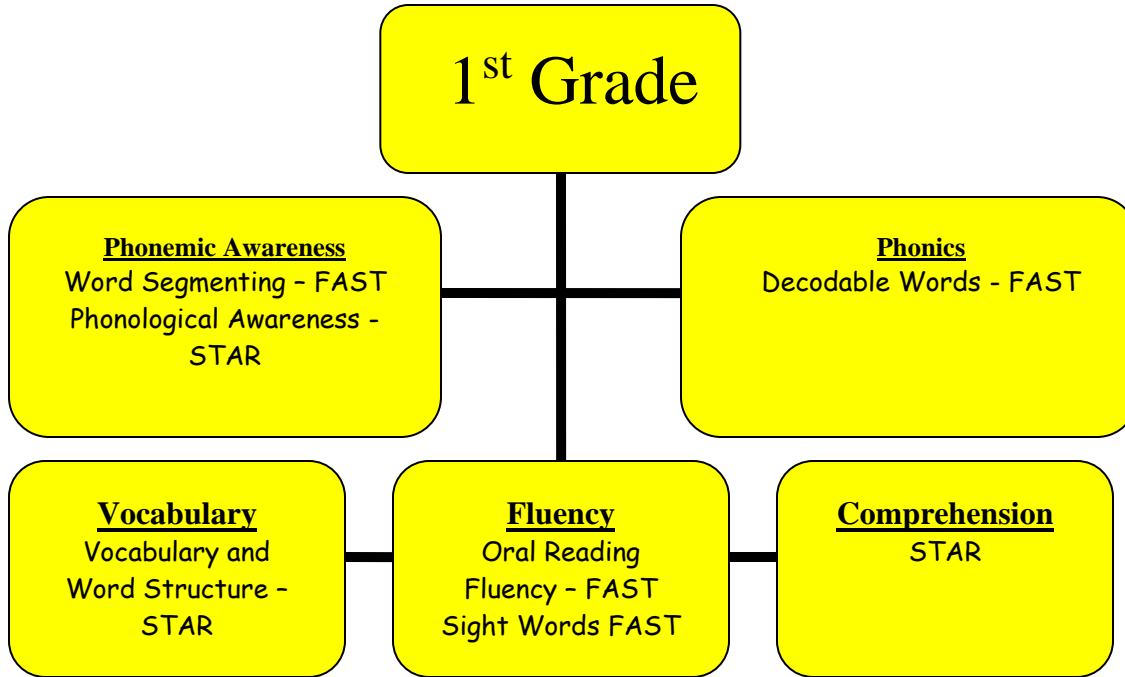
Benchmark Screenings for Kindergarten



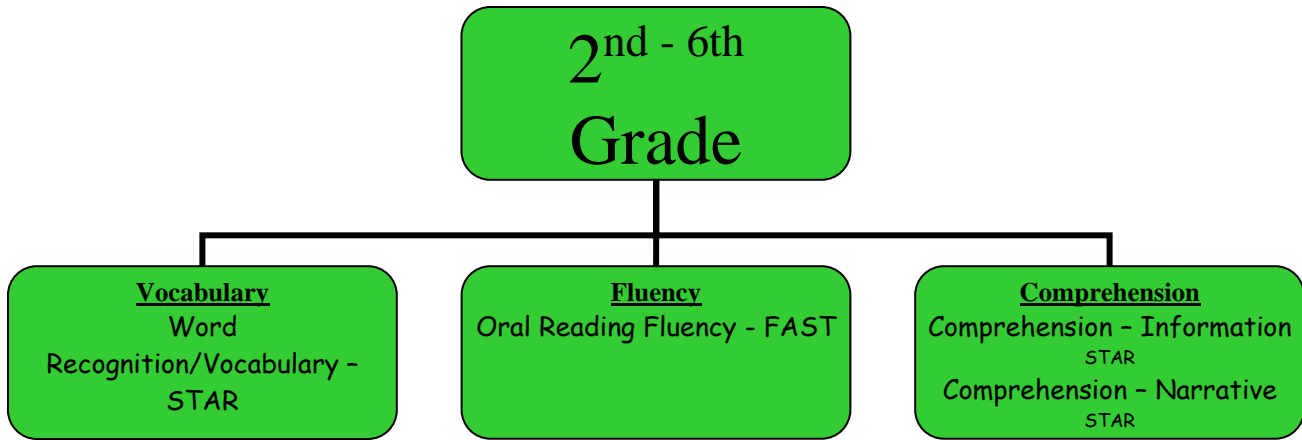
Target Scores to indicate proficiency in the skill:

Big 5 Area	Measure	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Onset Sounds	11	16	16
	Word Segmenting		25	30
Phonics	Letter Name	4		
	Letter Sound	3	26	41
	NonSense Words		8	14
Fluency	Sight Words			13

Benchmark Screenings for 1st Grade



Big 5 Area	Measure	Screener	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Word Segmenting	FAST	28	31	33
	Phonological Awareness	STAR	Avg*	Avg*	Avg*
Phonics	NonSense Words	FAST	12	19	25
Vocabulary	Vocabulary/Word Structure	STAR	Avg*	Avg*	Avg*
Fluency	Oral Reading Fluency	FAST		52	82
	Sight Words	FAST	16	49	65
Comprehension	Comprehension	STAR	Avg*	Avg*	Avg*



Big 5 Area	Measure	Grade	Fall Target Score	Winter Target	Spring Target
Vocabulary	Word Recognition/Vocabulary	2	Avg*	Avg*	Avg*
	Word Recognition/Vocabulary	3	Avg*	Avg*	Avg*
	Word Recognition/Vocabulary	4	Avg*	Avg*	Avg*
	Word Recognition/Vocabulary	5	Avg*	Avg*	Avg*
	Word Recognition/Vocabulary	6	Avg*	Avg*	Avg*
Fluency	Oral Reading Fluency	2	63	97	116
	Oral Reading Fluency	3	100	122	135
	Oral Reading Fluency	4	125	144	158
	Oral Reading Fluency	5	142	158	167
	Oral Reading Fluency	6	151	166	181
Comprehension	Comprehension- Informational	2-6	Avg*	Avg*	Avg*
	Comprehension- Narrative	2-6	Avg*	Avg*	Avg*

Diagnostic Assessments-

When screening assessments indicate below target or below average results, further assessments will be used to further diagnose the challenging area of reading.

Available Diagnostic tools include:

- √ Phonological Awareness Continuum of Complexity

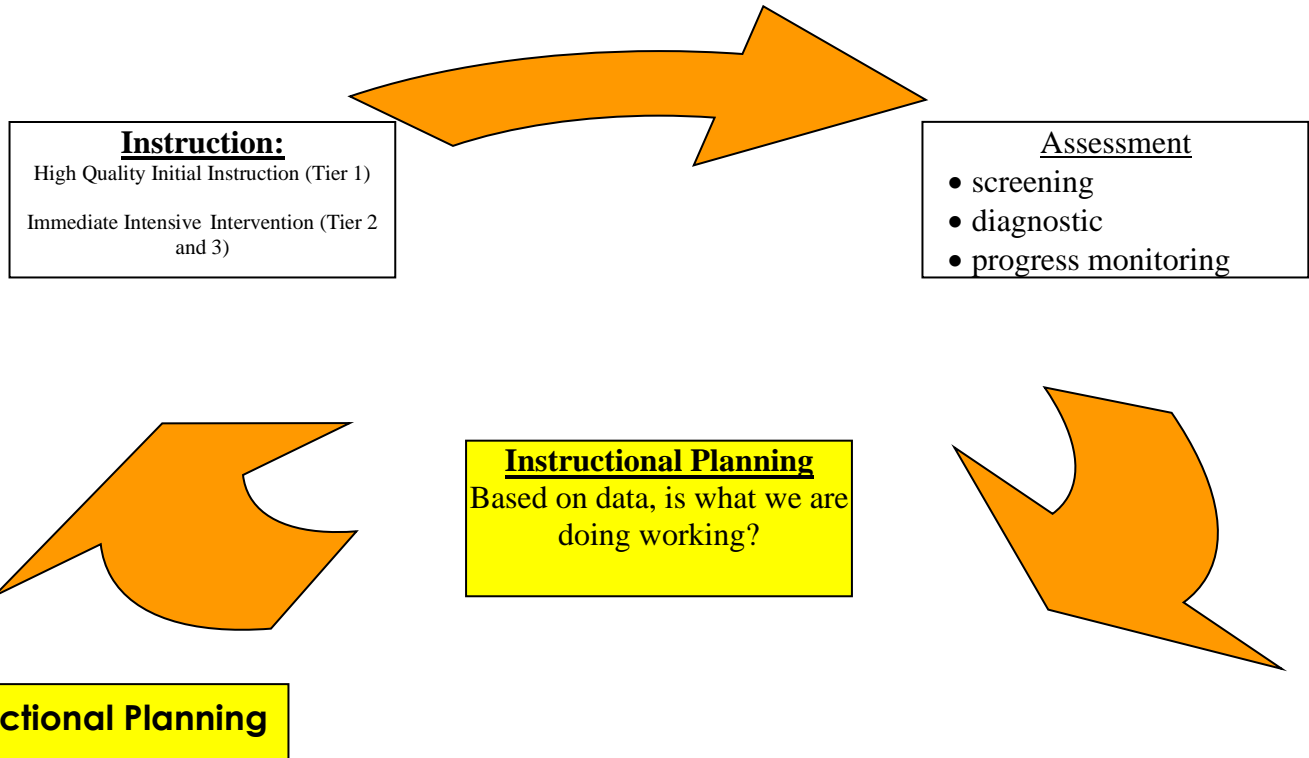
- √ Phonological Awareness Skills Inventory
- √ Visual Discrimination Continuum of Complexity
- √ Phonics Survey

Progress Monitoring-

This is the process in determining and ensuring that what we are doing is working. Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring is implemented with all students who are receiving any Tier II or Tier III support in the area of reading. The tools used to monitor a student's progress are designed to show growth over a short amount of time, therefore, students' growth can be monitored on a weekly/biweekly/monthly basis. Data is shared weekly/biweekly/monthly with parents and teachers and educational decisions are made, ongoing, based on the data.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Intervention Program	Frequency of Progress Monitoring	Data reported to teachers and parents
ADSIS	Weekly	quarterly
Title 1	Weekly	quarterly
Special Education	Weekly	quarterly
Minnesota Reading Corps	Weekly	quarterly



When data indicates that a student is not meeting target or gaining skills needed to be a proficient reader, planning is done and a targeted intervention is put into that child's day to ensure that progress will be made.

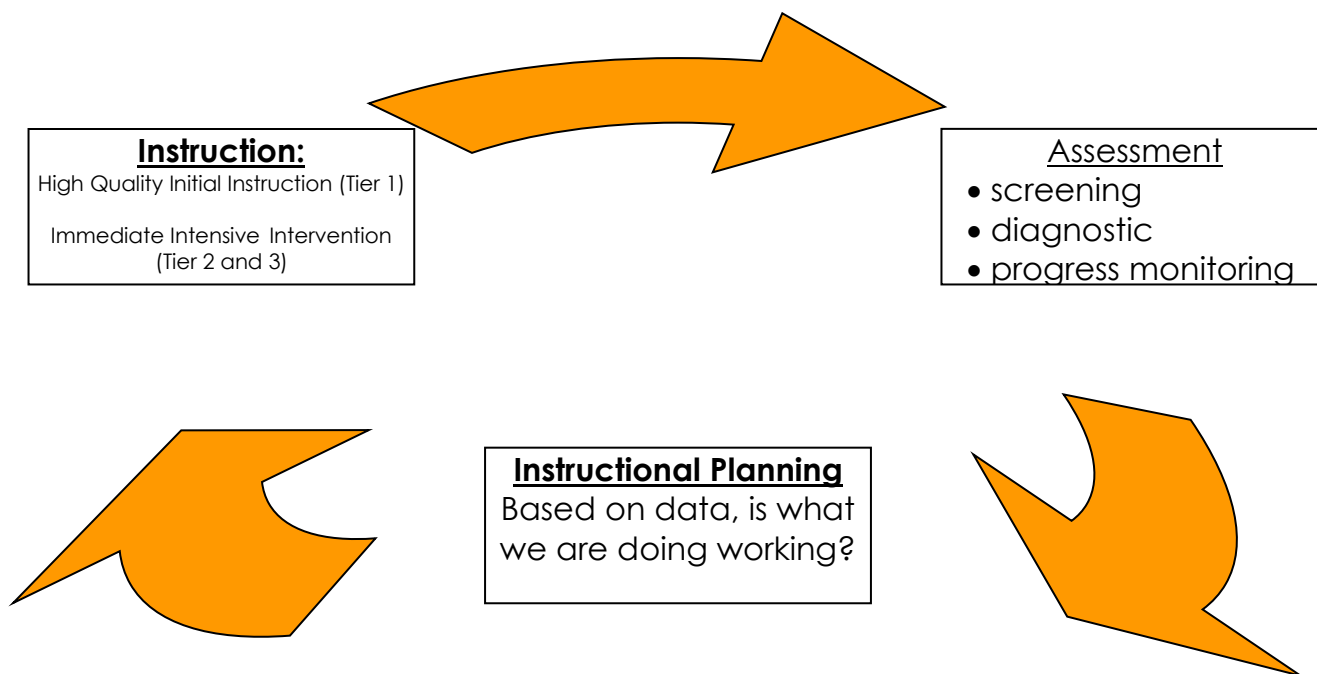
RTI - Problem Solving Team

Chokio-Alberta Elementary school has a functioning problem solving team which consists of teachers from all grade levels, the ADSIS teacher, a special education teacher, and Title 1 teacher. This team meets every 2 weeks to discuss appropriate programming for children who are falling behind academically or struggling with behavioral issues.

After Fall Benchmarking, the team meets to place students based on data, in interventions and RIT band groups. By synthesizing FAST, IGDI, STAR and MCA-III data together, the team makes a Tier 2 intervention placements for all students who are determined below target. Students then begin working in Tier 2 interventions with an interventionist using a scientifically based reading intervention (as described above).

Outside diagnosis of dyslexia or convergence insufficiency will be included in the planning and educational programming decisions to best meet the needs of each student.

The ongoing process continues. **Instruction** is followed by **assessment**. The data from the assessment is analyzed and **instruction is planned** and then put into place.



Parental Involvement:

All Parents are provided a copy of their child's fall screening scores (FAST/STAR) at the fall Parent Teacher Conferences in November and winter scores at the Spring conference. If, prior to the initial conference in the fall, or between conferences, a child has been placed into an intervention based on data, the parent will receive a personal contact from the **child's teacher**, describing the data that indicates the need for that intervention and the programming that will take place for that child. Once the initial contact has been made and the parent has verbally agreed to services, the interventionist will proceed with contacting the parent. Parents are provided with tips and hints from the classroom teachers through a weekly newsletter. Teachers will also use the STAR Diagnostic Report to provide specific skill practice for students at home.

Parents will receive a copy of their child's progress monitoring data every two weeks from the classroom teacher.

At Chokio-Alberta Elementary, an educational team consists of parents/guardians, the child, and the teacher. Each member of the team has specific responsibilities and expectations:

The Parent(s)/Guardian(s) is/are expected to:

1. Make sure that their child attends school regularly, is on time, and is prepared to learn.
2. Ask what skills their child is learning in classes each.
3. Engage in activities with their son/daughter that continues his/her classroom learning at home.
4. Check that written and study homework is completed each day.
5. Attend school activities and programs that are displays and/or applications of what their child is learning in school

6. Communicate frequently with their child's teacher, through notes, conferences, telephone conversation or email about how well their child is doing.

The Student is expected to:

1. Come to school on time and be ready to learn.
2. Pay attention to his/her teachers and family when they are helping with school work.
3. Write down homework assignments and make sure to bring home the books and materials needed to do them.
4. Complete homework and remember to bring it to class.
5. Ask for help from teachers and family members when it is needed.
6. Show parents work and tests, returning them with their signatures, if their teachers request it.

The Teacher is expected to:

1. Provide quality teaching and model behaviors for students and their families.
2. Communicate frequently with families about their students' progress.
3. Recognize that all students learn differently and employ varied instruction strategies.
4. Use technology as an assessment and teaching tool.
5. Provide frequent feedback to students about their academic progress and participation
6. Participate in meaningful professional development to enhance instruction skill

Professional Development

Quality teachers are the single greatest determinant of student achievement. In order to remain informed and up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources, providing opportunities for teachers to learn is essential.

Professional Development Opportunities:

Based on staff needs assessments, our Professional Development plan is determined.

EL training:

The Chokio-Alberta school district currently has no EL population and therefore is intentionally placing Professional Development resources in areas of current priority.

Workshop Opportunities:

Staff members are required to seek funding from the staff development fund to attend workshops and trainings outside of the school district. A staff development committee is in place to grant permission for attendance.

Summer Training Opportunities:

The Midwest Special Education Cooperative, of which Chokio-Alberta Schools is a member, provides various literacy training opportunities throughout the summer for the staff (PreK-12, Title 1,

Paraprofessionals, etc) of all member districts. The opportunities are provided at no charge to the attendees and attendees are provided a monetary stipend for attending. Recent training in which Chokio-Alberta Staff has attended include:

- LETRS training
- Best Practices in Early Literacy (K-1)
- Best practices in Literacy Instruction (2-6)
- PALS (K-PALS, 1st grade PALS, PALS 2-6th)
- Content Area Reading Strategies
- SEEDS of Emotional Development
- Using Data to Drive Instruction
- Response to Intervention

Professional Development Needs:

Based on the analysis of current literacy practices at the Chokio-Alberta Elementary School, it was determined that further professional development is needed in the areas of:

- Research based reading interventions
- Using data to drive instruction
- Parent involvement at-home activities
- Differentiated Instruction