

# **New London-Spicer Schools**



## **New London-Spicer #345 Local Literacy Plan**

### **NL-S Mission Statement:**

The mission of the New London-Spicer Community Schools is to educate and enrich all students to achieve their full potential and succeed in a changing world.

### **Literacy Goal Statement:**

Prairie Woods Elementary strives to teach students to read proficiently, emphasizing phonics, fluency, and comprehension. We utilize differentiated instruction and a multi-tiered system of support (WIN) to best meet the needs of all students.

# NEW LONDON-SPICER SCHOOLS

## K-4 Literacy Plan

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Dear Families and Community Members,

Our K-4 Literacy Plan is being presented as part of our district's System Accountability Report provides an annual review of our curriculum, instruction, and student achievement throughout the district. This report can be found on our district's website: [www.nls.k12.mn.us](http://www.nls.k12.mn.us) , under the tab in the left hand column titled Policies and Plans. The K-4 Literacy Plan is intended to highlight our literacy instruction, interventions, Assessments, professional developments, and our intent to communicate all information with our students and their families. This plan will provide additional information and details about Prairie Woods Elementary School and our goals to meet the needs of our students in reading.

As stated in our mission statement, we want to educate and enrich each student to reach their fullest potential. In order to help each student in meeting their fullest potential, we want to ensure that all students have a solid literacy and academic foundation as they continue to grow and develop throughout their academic journey. New London-Spicer School District is determined to ensure that all graduates are prepared to tackle any post-secondary options they may choose to pursue. We will continually evaluate our programs to determine effectiveness and work toward greater efficiency. We certainly realize this task will not be easy and ask your help in working with us to provide the best possible education for our students. Together we can make a difference.

The New London-Spicer School District must comply with federal and state education laws. Based on *MN Statute 120B.12*, all Minnesota School Districts must develop and maintain a literacy plan to support student reading proficiency by third grade. Our committee decided to include 4<sup>th</sup> grade into this plan, so we covered the entire school. This report will be posted to our district website and the proficiency data will be submitted each year to the Minnesota Department of Education.

We ask for your continued support and assistance in making our school district great.

Respectfully,

K-4 English /Language Arts/Literacy Committee

## **ASSESSMENTS**

Prairie Woods Elementary students demonstrate reading proficiency through various assessments designated for each grade. Our goal is for all students to be at or above grade level in reading based on state and district determined assessments.

The assessment results provide data to our school and district to help make curriculum decisions, differentiate instruction, and guide student interventions and placements in WIN (What I Need) groups.

Assessment	Grade Level	Fall (Sept.-Nov.)	Winter (Dec.-Feb.)	Spring (Mar.-May)	Other
FastBridge aReading	1, 2, 3, & 4	X	X	X	
FastBridge Early Reading	K & 1	X	X	X	
FastBridge CBMReading	1, 2, 3, & 4	X	X	X	
MCA (Minnesota Comprehensive Assessment)	3 & 4			X	
Benchmark Advance	K, 1, 2, 3, & 4	X	X	X	Weekly and/or Unit Assessments

### **FastBridge (Formative Assessment Systems for Teachers)**

FastBridge is the screening and progress monitoring assessment tool that Prairie Woods Elementary School uses to screen and monitor student learning during the fall, winter and spring benchmark periods in the area of reading.

FastBridge takes the data collected in Computer Adaptive Testing and Curriculum-Based Measurements to provide a powerful and multi-modal, comprehensive report to assist teachers with proper interventions and student placement during WIN time. Information from the assessments are shared with families after all three benchmarking periods.

aReading is an adaptive, computerized reading assessment. It measures the broad reading ability that is individualized for each student. It helps measure growth, project proficiency on state tests and assist teachers in differentiating instruction based on the learning continuum. aReading is designed to show which skills and concepts a student is developing, has mastered and can develop in the future based on their scores. The questions on the aReading assessment fluctuate in difficulty based on student answers. Correct answers prompt more difficult questions until the student's level is determined. aReading is used to screen students and estimate annual growth of broad reading skills based on the Common Core State Standards categories:

1. Foundational Skills (Concepts of Print, Phonological Awareness, & Phonics)
2. Informational Reading (Comprehension)
3. Language (Vocabulary)
4. Reading Literature (Comprehension)

EarlyReading is an online assessment designed to assess domain specific component skills as well as a general overall estimate of reading achievement for kindergarten and first grade. This assessment is intended to screen and progress monitor students across the following domains:

1. Concepts of Print
2. Phonemic Awareness
3. Phonics
4. Decoding

CBMreading is a Curriculum Based Measurement of Oral Reading fluency, to assess the rate and level of reading achievement. CBMreading is used for screening and progress monitoring, measuring a student's general reading ability with one-minute readings from grade or instructional level passages and is scored by Words Read Correct per Minute (WRCM).

FASTBridge data will be utilized as a Dyslexia Screener. As we review EarlyReading and CBM reading data, we determine students that are at the high risk area in the fall, winter, and spring. All FASTBridge data is shared with the parents at conferences or sent home after each testing session.

### **MCA (Minnesota Comprehensive Assessment)**

Each spring, the 3<sup>rd</sup> and 4<sup>th</sup> grade students will take the reading and math MCAs. The primary purpose is to measure achievement on the Minnesota Academic Standards. The New London-Spicer School District uses the results to make informed curricular decisions and set yearly goals. Parents can use the results to monitor the academic

progress of their children over the years. As a Minnesota public school, we are required to administer the MCAs to students who are enrolled in the district during the state's accountability window.

## **Benchmark Advance Assessments**

Teachers at Prairie Woods Elementary use both formal and informal reading assessments with our core reading program, Benchmark Advance. All grade levels administer weekly and/or unit tests to measure growth in comprehension and word knowledge (vocabulary, phonics and word study). Results from these assessments are used to identify areas of deficiency and target instruction. Data from these assessments are used to provide reteaching and enrichment opportunities during small group instruction time. Depending on grade-level and developmental skills within each grade, further practices are used to assess student's progress and guide instruction.

## **COMMUNICATION OF ASSESSMENT RESULTS WITH PARENTS**

MCA assessment results are mailed to guardians each fall for the previous spring's testing session. Following each FASTBridge testing session, parents receive a printout of test results. These results will be given and discussed at conferences or sent home with students. If parents have questions or concerns regarding the test results they should talk with their child's teacher.

## **CORE/CLASSROOM INSTRUCTION**

Prairie Woods Elementary uses the Minnesota State Standards and Benchmarks to serve as a guide for the adoption and design of curriculum. The Minnesota State Standards encompass the following areas: reading, writing, speaking, viewing, listening, media literacy, and language. Reading is the foundation for a positive learning journey as students travel through grade levels.

In order to meet the standards set by the state, Prairie Woods Elementary focuses on the foundation of reading instruction in the following areas:

- **Phonemic Awareness:** The ability to hear, think about, and manipulate sounds.
- **Phonics:** The ability to relate sounds to letters and their spellings.
- **Word Structure:** the ability to identify parts of words (such as base words, syllables, prefixed, and suffixes).

- Fluency: The ability to read with appropriate rate, accuracy, and expression.
- Vocabulary: Exposure to words and their meanings.
- Comprehension: The ability to make meaning from text.
- Writing: The ability to convey and express thoughts in written form in order to communicate.

### **Benchmark Advance:**

The staff at Prairie Woods Elementary utilizes *Benchmark Advance* from Benchmark Education Company at each grade level (K-4) as our comprehensive Reading/English-Language Arts program. *Benchmark Advance* utilizes integrated reading, writing, speaking, and listening instruction that meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments.

### **Supplemental Core Instruction**

In addition to the Benchmark Advance curriculum used by all teachers at Prairie Woods Elementary, a variety of additional resources are utilized throughout the literacy instruction presented in the K-4 classrooms. The following section provides examples of a few resources that are used in these classrooms, dependent on a student's grade level, instructional level, and/or specific area of need.

### **Visual Phonics:**

"See the Sound"-Visual phonics is used in Prairie Woods' kindergarten classrooms as a strategy to teach letter sounds. When teaching letters, teachers model the visual phonics action for student to see while listening to the sound. Visual phonics is used on whole group and individual settings. Visual phonics is not the same action as sign language.

### **Writer's Workshop:**

Writer's Workshop is a writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. Teachers can introduce elements of Writer's Workshop at any elementary grade. Writer's Workshop is designed to be used on a daily basis as a whole group writing time. A mini-lesson on writing is presented to students followed by a time for writing.

## **Guided Reading:**

Guided Reading is taught in a small group setting at the students' instructional level focusing on specific reading skills and strategies. During the mini-lesson, the teacher guides students as they practice reading skills such as phonemic awareness, phonics, fluency, and vocabulary. The teacher also guides the students to use reading strategies as they read a text for understanding and comprehension.

## **The Daily 5\*:**

The Daily 5 is a framework for structuring literacy time. During Daily 5 students may: *read to self, work on writing, read to someone, listen to reading, and practice word work*. Students participate within these five reading and writing activities and work independently or cooperatively toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. Daily 5 classrooms strive to produce highly engaged students who develop independence, stamina, accountability, and develop a true love of literacy.

\*Boushey, G., & Moser, J. (2014). *The Daily 5: Fostering literacy independence in the elementary grades (Second Edition)*. Portland, Me.: Stenhouse.

## **The 6+1 Trait Writing Model\*:**

The framework of the 6+1 Trait Writing Model of Instruction and Assessment is the set of rubrics that specify how to assess the quality of student writing and tailor instruction to students' needs. The rubrics support teachers and students as they develop writing skills by creating classroom writing processes, building a common vocabulary, and establishing a vision for good writing.

\*Culham, R. (2002). *6 1 Traits of Writing: The Complete Guide*. New York.: Scholastic

# **INTERVENTION AND SUPPORT**

## **Title I**

The school district receives financial assistance from the federal government based on numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic reading and math standards. Our district

utilizes the funds at the elementary school for staffing to provide reading interventions and foundational skills to students struggling in reading that meet the established criteria. In small groups, the teacher or paraprofessional works on reading foundational skills or interventions for 30 minutes daily to help each child become a proficient reader. In addition, all Title I students are progress monitored weekly to ensure growth and to verify that the intervention is working. Progress is shared with parents at conferences or at the end of each Trimester. There is a parent informational meeting held for Title I each fall. Qualifications for entering and exiting are predetermined by grade level for Title I and shared with families in the event your child qualifies to enter or exit the program.

### **WIN time**

Prairie Woods Elementary utilizes interventions for all our students during our daily WIN (What I Need) time. During this time, children are engaged in reading reinforcement activities with teachers at their grade level, a Title teacher, or another trained individual. Based on the assessment results, children are placed in a flexible reading group to target specific needs of the group. For instance, some students work on phonics, decoding, fluency, or comprehension within their groups. In addition, some groups receive additional support through an intensive reading intervention, while others receive reading enrichment instruction. Because each child is unique, we will use differentiated instruction to help each student become a better reader, whether they are working to reach grade level expectations or benefit from additional challenges. All students will “WIN” this year!

### **Minnesota Reading Corp**

Minnesota Reading Corps provides evidence-based literacy interventions and data-based assessments to children from age three to grade three. These reading intervention strategies provide individualized, data-driven instruction, one-on-one attention, well-trained tutors, instruction delivered with fidelity, and the fluency and duration necessary for student achievement. Qualifications for entering and exiting Minnesota Reading Corps are determined by the Minnesota Reading Corps program.

### **Special Education**

Special Education is a broad term used to describe a specifically designed instruction that meets the unique needs of a child who has a disability. The services are provided



by the public school system to a qualifying child. Services may include instruction in the classroom, in a resource room, at home, in hospitals as well as institutions. Disabilities cover a wide spectrum of disorders ranging from mild to severe. They can include mental, physical, behavioral, and emotional disabilities.

There are 13 categories of special education as defined by Individuals with Disabilities Education Act (IDEA). In order to qualify for special education, the individualized Education Program (IEP) team must determine that a child has one of the following: autism, blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disability, speech, or language impairment, traumatic brain injury, or visual impairment.

The goal in special education is to make it possible for a child to achieve academic success in the least restrictive environment, despite the disability. An IEP must be written annually for all children with disabilities. Parent(s) or guardian(s) can contact the child's case manager or homeroom teacher at any point throughout the school year to become more familiar with their child's IEP.

### **English Language Learners (EL)**

Students are classified as LEP (limited English proficient) based on their performance on the WIDA ACCESS assessment. This test measures the student's who do not meet the proficiency standard for the test are classified as LEP and then eligible to receive services from the ESL (English as a Second Language) program. A student is identified by the home language survey that parent(s) and/or guardian(s) fill out when they enroll in school. If the survey indicated that a student speaks another language other than English, the student is tested.

The goal of the EL Program is to help students develop language skills necessary to be successful students and members of society. This can be done by following these objectives:

1. To develop proficiency in the English Language.
2. To reach a level of proficiency in reading, writing, speaking, and listening.
3. To reach a level of proficiency in all content areas.
4. To provide curricular and extra-curricular opportunities for English Learners.

## **PROFESSIONAL DEVELOPMENT**

Our English/Language Arts Committee will determine professional development for our elementary staff on literacy skills. Every other year, the committee will survey the elementary teachers to gather insight into needs, interventions, or resources desired to continue providing high-quality literacy instruction. The professional development will take place during an in-service day or when time is provided by the school district.

All teachers are expected to further their reading preparation by receiving Continuing Education Units (CEUs) during a five year period to renew their teaching license. Professional development activities that meet this requirement include: workshops, conferences, and on-site staff development and/or university courses that reflect comprehensive, scientifically-based research in reading instruction, and which include one or more of the following:

- Instruction and practice in phonemic awareness
- Phonics and other word-recognition skills
- Guided oral reading for beginner readers
- Vocabulary instruction
- Instruction in fostering understanding and higher-order thinking for readers of all ages and proficiency levels
- Reading in the content areas
- Specific reading strategies to impact comprehension
- Current research and best practices in reading research and instruction

## **LITERACY PLAN REPORT**

The K-4 Literacy Plan is shared with our District Advisory Committee. This committee reviews the document, provides input and feedback on the goals, and helps guide change to our reading curriculum and interventions. The Literacy Plan will be uploaded to our district website and located under the Prairie Woods School tab. Please contact Randy Juhl, Prairie Woods Elementary Principal with any questions about the literacy plan at 320-354-2252 x2345 or [juhlr@nls.k12.mn.us](mailto:juhlr@nls.k12.mn.us) .