

Parkers Prairie Public Schools Local Literacy Plan

2016-2017

Grades K-3



Goals and Objectives

Reading proficiency will be ensured for all students through the use of balanced literacy instruction and varied assessments and interventions. Students will show proficiency in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

At the conclusion of the 2015-2016 school year through the use of multiple assessments we have been able to determine that the majority of our K-2 students are on track for grade level proficiency. Estimated oral reading fluency scores measured by Star Reading appear to be lower. That measure when compared with actual reading fluency scores is inconsistent. We will be replacing that measure with FAST during the 2016-2017 school year. Grade levels results are as follows:

Kindergarten:

97% of students have met grade level proficiency in decoding and fluency skills by reading independently at Level C.

89% of students have met grade level proficiency in identifying the 25 high frequency words.

1st Grade:

95% of students have met grade level proficiency in decoding and fluency skills by reading independently at Level I.

100% of students have met grade level proficiency in identifying the 100 high frequency words.

2nd Grade:

91% of students have met grade level proficiency in identifying the 200 high frequency words.

45% of students have met grade level proficiency in estimated oral reading fluency.

3rd Grade:

69% of students have met grade level proficiency in comprehension.

66% of students have met grade level proficiency in estimated oral reading fluency.

92% of students have met grade level proficiency in estimated oral reading fluency.

Student Literacy Assessments

Assessment	When Administered and By Whom	How Proficiency is Determined	Use of Data and Communication of Results to Parents
IGDI Provides information on basic reading skills and shows growth through ongoing assessments.	Preschool Students Fall, Winter, Spring Administered by Preschool Teachers	Criterion referenced assessments determine those students who would benefit from specific interventions.	Data results are used in combination with other data in progress reports. Specific data for children with concerns is shared during conferences.
Parts of Observation	Summer prior to	Letter Sounds, Letter	Data provides baseline

Survey-letter and sound naming,	entering Kindergarten Administered by Kindergarten Teachers	Names,	information to kindergarten teachers to inform their practice. Data is shared upon parent request.
FAST Assessment K-3 (Will be administered to all K-3 students during the 2016-2017 school year.)	MRC Tutor, Volunteers and Paraprofessionals	Letter Naming, Letter Sounds, Nonsense Words, Phoneme Segmentation, Fluency are assessed and students performance is defined according to a Target Line based on National Norms.	Students not meeting proficiency at the 25% or below are sent a letter indicating results if selected for intervention services.
Fountas and Pinnell Benchmarking Diagnostic tool to determine student reading level.	Grades K-1 Fall, Winter, Spring Administered by Classroom Teachers	Student instructional and independent reading levels are determined through program criteria. Criteria for grade levels by the end of the year: Independent Level- Kindergarten – Level C 1 st grade – Level I	Parents are informed of student reading levels for those students below grade level.
Sight Word Identification –High Frequency Word List from Fry	Grades K-2 Fall, Winter, Spring Administered by Classroom Teachers	Criteria for grade levels by the end of the year: Kindergarten – 25 words 1 st grade – 100 words 2 nd grade – 200 words 3 rd grade – 300 words	Parents receive this information on report cards and during conferences
Running Records	Grades K-1 Ongoing, administered by classroom teachers	Criteria for grade levels by the end of the year: 95% accuracy Independent level 90% accuracy Instructional level	Parents receive this information during conferences
STAR Reading	Grades 2-6 Fall, Winter, Spring Online assessment administered by Classroom Teachers	Scaled score determines student proficiency based on norm referenced data. The domains assessed include: <ul style="list-style-type: none"> • Word Knowledge and Skills • Analyzing Literary 	Diagnostic report is run and given to parents during conferences.

		Text <ul style="list-style-type: none"> • Understanding Author’s Craft • Comp Strategies and Constructing Meaning • Analyzing Argument and Evaluating Text 	
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Parent Notification

Parents will be notified through parent-student-teacher conferences. Those students falling below the level of proficiency will receive written or verbal notification regarding their child’s performance and possible intervention strategies. Activities and methods for parents to use are shared through parent newsletters, personal contacts or conferences.

Core Instruction and Interventions

All core instruction and interventions are in place to move students closer to grade level proficiency in 2010 ELA State Academic Standards. The core instruction includes the components of a balanced literacy approach with students reading books selected to match their individual level. The purpose of each of the interventions used is to move students forward in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Intervention	Student Data	Provision of Services	Results Communicated
Minnesota Reading Corp	FAST data is used for program qualification	Trained MRC tutor supervised through a certified internal and master coach provides one on one support 4-5 days per week.	Letter of students receiving MRC services is sent home to parents as well as notification at dismissal. Individual results are shared with teachers to use at conferences.
Leveled Literacy Intervention	FAST data, benchmark reading levels and/or teacher recommendation is used for program qualification.	Trained staff provide structured literacy interventions through small group instruction 4-5 days per week.	Student Running Records results are shared with teachers. Teachers may choose to share those results through parent requests.
Read Naturally	Teacher observation determines those students needing additional fluency and comprehension	Trained staff in our Title 1 program provide one to one instruction.	Information is shared with classroom teachers. Teachers may choose to share those results through parent

	support.		requests.
Incremental Rehearsal	Sight Word data from the Fry Word List will determine who needs this intervention.	Classroom teachers provide the intervention until the child shows proficiency with sight words.	Results are shared with parents through report cards and conferences.
Barton Reading and Spelling	When other interventions are not producing predicted results, students who demonstrate continued phonic difficulties receive Barton.	Title I paras or teachers provide the highly scripted lessons.	Results are shared with parents through report cards and conferences. Teachers may choose to share specific data regarding growth based on parent request.
PRESS Intervention System	FAST Screening Data will be used to determine classroom based interventions.	Highly Qualified and trained Title 1 staff, para professional, and teachers.	Results will be shared with parents through report cards, parent teacher conferences, and via parent/teacher communication.

Professional Development

Based on student performance data and staff needs assessments, professional development is provided in scientifically based reading instruction. All staff receives training on the balanced literacy components of phonemic awareness, phonics, fluency, vocabulary and comprehension. Professional Learning Communities, professional workshop days and staff meetings provide opportunities to enhance and support effective implementation of these components and intervention resources. These opportunities will provide instruction in both the core components of the balanced literacy program as well as the interpretations of assessment results and implementation of appropriate interventions.

Comprehensive Scientifically Based Reading Instruction

The use of a research based balanced literacy program are implemented in Grades K-6. Components include:

- Guided Reading
- Shared Reading
- Independent Reading
- Read Alouds
- Writing
- Whole Group Instruction

These components are all part of an effective Tier 1 instructional model.

Needs assessment data will be used to determine which components should be the area of focus for upcoming professional development opportunities.

Curriculum and Instruction System

Staff have worked together to determine essential standards for each grade level based on the 2010 ELA State Academic Standards. Standards are discussed and shared with other grade levels. Teachers of students in grades K-3 will discuss student performance at the beginning and ending of each school year to create smooth, effective transitions from one grade to the next.

Curriculum resources include an extensive guided reading library and professional library that enhances the components of balanced literacy.

English Language Students

Currently we do not have students receiving English Language services. If the need arises we would receive support through our Runestone Area Education District staff.

Communication System for Annual Reporting

This plan will be updated annually and will be accessible on the District Webpage. Plan objectives will be reviewed by the leadership team and adjustments will be made to the assessment tools and interventions as those change.

Feedback will be gathered from parents through the use of a spring parent survey and by soliciting feedback from the parent committee.