

Pre K- Grade 3 Literacy Plan

International Falls School District

Independent School District#361

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Overall Goal:

To have every child in the International Falls Public Schools reading at or above grade level no later than the end of grade 3.

Instructional Leadership:

Pre-K: Currently, teachers are using the Individual Growth and Development Indicator (IGDI), which provides them information to better understand student performance and improve instruction regarding reading readiness. The staff have been using Houghton Mifflin's "Splash Into Pre-K" early childhood reading curriculum, which is aligned to the Early Childhood Indicators of Progress.

Kindergarten through Grade 3: Currently, teachers have been trained in STAR Early Literacy/STAR Reading Assessments, Words Their Way, Guided Reading, FAST aReading, and CBM Reading. Some staff members have been trained in the use of Leveled Literacy Intervention. **In the Spring and Fall of 2015 teachers will be trained in our newly purchased reading curriculum, Houghton Mifflin's Journeys.**

Curriculum, Instruction, and Assessment:

Pre-K: Currently Pre-K staff uses a variety of materials to cover the Early Childhood Indicators of Progress. These materials include: Splash Into Pre-K Curriculum, Visual Phonics, Words Their Way, and Literacy Stations. All preschool students are assessed three times per year (Fall/Winter/Spring) using the IGDI literacy assessment. Four year olds are also screened three times per year with the Kindergarten Language Screener II, and two times per year with the DRDP assessment. A community-wide Early Childhood Screening is required before entry into Kindergarten.

Kindergarten through Grade 3:

Curriculum/Instruction: Currently, grades Kindergarten through Grade 5 use Houghton Mifflin-Harcourt Journeys Literacy Program within our Tier I instruction. We have leveled libraries in each classroom and a book room to supplement differentiated reading instruction. This will be the first year we have had this program, and will receive training throughout the year in order to implement with fidelity.

Assessment: Currently, all students in Kindergarten are given the STAR Early Literacy assessment in the Fall/Winter/Spring as a baseline score for student proficiency throughout the school year. Students in Grades 2-3 are given the STAR Reading assessment in the Fall/Winter/Spring as a baseline score for student proficiency throughout the school year. Students in grade 1 will be given the STAR Early Literacy in the Fall, however they will take the STAR Reading Assessment in the Winter/Spring to determine student proficiency. In 2016-2017 grades 1-3 will take the STAR Reading in the Fall/Winter/Spring to determine baseline scores. STAR Early Literacy may be used as well. The following assessment tools are in place:

Tier I, II, III Assessments

- Houghton Mifflin-Harcourt Journeys (Grades K-3).
- STAR Early Literacy/STAR Reading Assessment (Grades K, 1, 2 and 3) is available for classroom wide assessments.
- IGDIs, Kindergarten Language Screener II (Pre-K)—Fall/Winter/Spring.

Tier II and III Intervention

- Word Study in Action-is a small group intervention program that is designed to increase student knowledge of spelling patterns and word meaning. The program also engages students in grouping sounds, words, and pictures into specific categories with the help of picture cues. Currently students in grades Kindergarten through second grade use the program.
- Leveled Literacy Intervention (LLI) -is a small-group intervention program designed to help teachers provide daily, small-group instruction to our most struggling readers. The program components are Interactive Read-Aloud and Literature Discussion, Shared Reading, Writing, Phonics, Spelling, Word Study and Guided Reading. Currently, it is available for students in kindergarten through grade 3 to use the program.
- Read Live – is a researched based individualized intervention program designed to increase oral fluency, as well as vocabulary and comprehension. Currently it is used for students in grades 2-3.
- Houghton Mifflin-Journeys Reading toolkit: (K-2) this includes skilled lessons in vocabulary, phonemic awareness, comprehension, and fluency.
- Houghton Mifflin-Journeys Literacy Toolkit (3-5) includes leveled readers, skilled lessons in vocabulary, phonics, comprehension, vocabulary, and fluency.
- Compass Learning Reading: research based individualized intervention program designed to improve literacy skills.

The Tier I, II and III assessments mentioned above will help us measure the progress of students towards grade level proficiency.

The following chart is using the 40th and 50th percentile rankings for each grade level and assessment given. The scale score range represents where each student needs to be in Fall, Mid-year and Spring to be making adequate growth towards grade level proficiency.

	Pre School	Kinder- garten	First Grade	Second Grade	Third Grade
Scale Score to Achieve Proficiency Fall	Informal assessment to establish baseline skills	469-494 (STAR Early Lit.) 390-426 (aReading)	560-587 (STAR Early Lit.) 72-78 (STAR Reading) 433-466 (aReading)	705-730 (STAR Early Lit.) 166-197 (STAR Reading) 464-494 (aReading)	775-796 (STAR Early Lit.) 310-344 (STAR Reading) 480-508 (aReading)
Scale Score to Achieve Proficiency Mid-year	Informal assessment to establish baseline skills	519-546 (STAR Early Lit.) 415-445 (aReading)	645-672 (STAR Early Lit.) 88-99 (STAR Reading) 451-484 (aReading)	747-770 (STAR Early Lit.) 232-263 (STAR Reading) 479-508 (aReading)	802-819 (STAR Early Lit.) 352-384 (STAR Reading) 496-519 (aReading)
Scale Score to Achieve Proficiency Spring	Informal assessment to establish baseline skills	574-600 (STAR Early Lit.) 435-466 (aReading)	723-747 (STAR Early Lit.) 150-181 (STAR Reading) 468-497 (aReading)	783-803 (STAR Early Lit.) 299-334 (STAR Reading) 484-516 (aReading)	825-838 (STAR Early Lit.) 394-436 (STAR Reading) 501-529 (aReading)

Multi-tiered System of Support:

Our district uses the RTI (Response to Intervention) model. In this model, all students receive grade level material in Tier I. Tier II is designed for those students who are identified as slightly below grade level. Tier III is designed for those students who are significantly below grade level. Based on STAR Early Literacy, STAR Reading (Fall), and aReading (Fall/Winter/Spring) results students are moved within the multi-tiered system.

Pre-K: Teachers will use IGDIS data to drive instruction to have all learners meeting Early Childhood Indicators of Progress. For students not meeting the indicators of progress, instruction is modified based upon individual student need.

Kindergarten through Grade 3: All students are initially tested using the STAR Early Literacy or STAR Reading. If results show they are struggling in a specific area, teachers may further screen students using the Houghton Mifflin Harcourt-Journeys Comprehensive Screening Assessment. Based on results from the previously mentioned assessments, Tier II and Tier III teachers will meet during early out days to identify those students that score in the “on watch”, “intervention” or “urgent intervention” categories.

At this time, adjustments are made to student placement and teachers continue to modify their intervention program as needed.

During some early out meetings we look at student data and other relevant student information to determine if a student should receive Tier III instruction.

For students in preschool through grade 3 we have staff to provide students with Indian Education Tutoring and English as a Second Language (ESL) services.

If a student's parent or grandparent is a member of or affiliated with a band or tribe in the United States or Canada and the student is enrolled in the school district, they are eligible for Language/Culture Tutoring services. Students focus on basic skills needed to successfully complete daily work and are given the tools they need to succeed in their academic achievement. They are also provided with cultural enrichment programs, help in developing positive self-concepts and confidence. Students also can attend workshops and go on field trips to help in their decision making about post-secondary education, which in turn will help reduce the dropout rate.

Students who qualify for English as a Second Language services are students whose first language is not English. Staff assesses these students to see where the student is performing at and what areas they need help in. Students use a wide range of resources to aid in the development of their oral language skills.

Staff members work with general education teachers to pinpoint specific areas of need or intervention. Both programs use the same Tier I, II and III language arts curriculums that students in general education classes, but students in both programs work with staff in a 1:1 setting which allows for an increase in language and linguistic needs for students.

During the 2015-16 school years, our goal will be to continue to implement our Tier I, Tier II and Tier III programs with fidelity, continue to monitor the effectiveness of each program and make necessary adjustments. We will continue to train our staff in using student data to move students through a multi-tiered system of support. The Targeted Services program continues to be provided.

Professional Development

Currently, elementary teachers and specialists collaborate across grades, subjects, and disciplines during early out meetings. During this time, teachers (including Tier II and III teachers) review STAR Early Literacy, STAR Reading Assessment data. These meetings are used to move students within Tier II and III programs based on many factors including teacher observation, data and level of student's abilities

Currently our district provides a few in-service days per school year for teachers to meet for professional development. This professional development may or may not be related to reading instruction. The Reading Well Committee will use some of this time to present the literacy plan and changes to staff and explain it to promote the development of competent use of literacy practices and instructional strategies that are effective for students.

In the past, our staff has received training from reading specialists for Tier I, II and III Reading instruction. In subsequent school years, we would like to expand that training to include more staff and provide training in assessments being used. We would like to use monies that are received from students meeting or exceeding proficiencies set aside to continue to allow meetings of the Reading Well Committee as well as provide intervention materials and trainings to help students meet grade level proficiency.

Student data is used to prioritize and select our professional development. Students in Tier I are assessed three times per year; Tier II and Tier III students are assessed every month. Scores also determine how we modify our reading instruction. Based on the area(s) of need identified in student scores, our professional development should reflect changes in our instruction, which will help us, modify how we teach reading. We will continue to use student data to drive our instruction and base our professional development on that data.

Family and Community

Our district has posted the Reading Well by Third Grade plan on our school website. A letter will be sent home to parents during the 16-17 school year to explain the plan and also let parents and community members know that it is available on the school website for them to read. Push notifications will also be sent to families/subscribers with this information.

In January of 2012 we reestablished our Parent Involvement Committee (Partners In Education/PIE). This committee meets twice a month on a regular schedule. The focus of our parent involvement committee is to design effective forms of school-to-home and home-to-school communications about school programs and children's progress. They also provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. The Reading Well Committee will have information available regarding our plan on the first day of school and on conference days during the 2015-2016 school years. At this time parents will have an opportunity to ask questions regarding the different components of the plan.

During fall conferences teachers will explain the results of the STAR Early Literacy and STAR reading, which is a report of student's progress. This progress report is being sent home three times per year. At this time parents will be notified as to how their child is performing. For students who are performing at or above proficiency, teachers will share some tips with parents as to how to continue that growth at home. For those students who are below proficiency teachers will share ideas and suggestions of how parents can help their child.

Tier II and III teachers will be available to share information on intervention programs with parents during conferences.

For students in preschool an academic checklist will be shared with parents twice per year during conferences. Parents will be informed of their child's academic progress using the Early

Childhood Indicators of Progress. The students' accumulative IGDI scores will be shared with parents each spring.

During the 2016-2017 school year the committee plans to begin exploring partnering with Headstart, area preschools and daycares to provide literacy opportunities for parents and caregivers of youth. Members from these organizations will eventually be invited to attend our monthly meetings to begin working together to strengthen coordination among school, pre kindergarten programs, and early literacy programs.

During the 2015-16 school years the committee plans to provide Alphabet Linking Charts and a list of words to be placed within Project Read bags that are given to area families. During the 2015-2016 school years the committee plans to work with the International Falls Public Library and continue to work with Project Read to help develop a community wide message on the importance of infant, toddler, and preschool language development and its impact on later school success. The committee will meet with the International Falls Public library board and members of Project Read to talk about ways that we can continue to promote literacy.

We will continue to revise the process of how we work with and communicate our literacy efforts to families and community members.