

K-6 Literacy Plan

Osakis Elementary utilizes Benchmark Literacy

- Comprehension focused lessons for the whole class, small groups, and interventions.
- Assessment driven differentiated instruction. Includes built in choice that supports student progress and teacher creativity.
- Leveled texts.
- Leveled Reader's Library with diverse genres that engage students and extends learning.
- Research based resources and professional development
- Interactive technology, I-Pads and Chromebooks.
- Balanced literacy for Tier 1 differentiation, Tier 1 whole group based on comprehension strategies, word work, and mini lessons. Small flexible grouping and "Daily 5".

Goals and Objectives:

Read well by 3rd grade (proficiency) is directed using balanced literacy instruction and interventions. Proficiency indicators used target phonemic awareness, phonics, fluency, vocabulary and comprehension.

How to qualify for additional assistance:

Students meet benchmark if they are at or above the 50th percentile.

Non-proficient/partial MCA scores, fluency score below 25th percentile and students' not making satisfactory progress with screening tools qualify. Students selected by performance assessments, performing below grade level expectation receive interventions in areas of need. Reading intervention is provided to bottom 20% of 1st graders.

Time:

Flexible Grouping K-5.

Grade 3 -5 (90 minutes), grade K-2 (70 minutes), writing (50 minutes). Tier 2 15 weeks for 30 minute sessions, 3 times a week, 75 minutes of reading, 45 minutes of writing, 30 minutes of word work grade k-3(total 150 minutes of literacy.)

Interventions:

Grade level student support team (RiT), Fountas and Pinnell and Tier 1 in the classroom. Tier 2, 20 minutes of reading 5 times a week and LLI. Tier 3 intensely focused, in addition to Tier 2, 30 minutes 3 times a week with reading specialist T2/T3 Small flexible grouping for those struggling in core reading, take place in the classroom using the next steps in guided reading, LLI supplementary intervention 30 minutes at least 5 times a week.

- Tier 1 classroom teacher's progress monitor and intervention monitor 2- 3 times/month.
- Targeted services program after school 3/week. Small group intervention 30 minutes daily for Tier 2, for students not meeting grade level. Formal and informal assessments, Fast monitoring.
- Title I paraprofessional support.
- 30 minutes of L.E.A.P. four days per week, grades k-6. Tier 2 & 3 interventions as well as extensions of the regular curriculum.
- Targeting students performing in the lowest 25% in reading.
- Study Island.
- Leveled Library.

L.E.A.P. (Learning to Enhance Academic Performance): LEAP uses Leveled Literacy Interventions. A guided reading approach using student-reading levels and providing them with instruction at their level. Student benchmarking using Fountas and Pinnell to find their instructional reading level.

Targeted services:

Service provides extra reading and math support outside of the school day for grades 1-3. Meets M-T-Th.

Parent Notification:

Parents receive notification through parent-teacher conferences and or phone calls.

Parents as partners:

Learning activities for parents use with children are communicated during conferences, newsletters and/or conferences.

Professional Development:

Professional development is ongoing and supports teacher child learning. Each year there are opportunities for professional development in reading.

Communication System for Annual Reporting:

Plan posted at Osakis.k12.mn.us (School District Website).

Instructional Level Expectations for Reading:

www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf

Determining Instructional Level:

<http://www.heinemann.com/fountasandpinnell/supportingMaterials/DeterminingInstructionalIndepthHardLevels.pdf>