

# Cook County Schools ISD #166

## Local Literacy Plan

### Reading Well by Third Grade

**I. Goals and objectives for defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.**

**Goals:**

- Sawtooth Mountain Elementary teachers will collect reading progress data for every student a minimum of three times per year.
- Sawtooth Mountain Elementary teachers will provide scientifically based reading instruction to every student.
- Sawtooth Mountain Elementary teachers will provide instruction in addition to the classroom instruction for students demonstrating a need for more intense instruction.
- Sawtooth Mountain Elementary teachers will communicate with parents of each K-3 student a minimum of 4 times/year on their child's progress to becoming a fluent reader by the end of Grade 3, and how they can support their child's reading skill development.
- Sawtooth Mountain Elementary teachers will coordinate with Cook County PK early childhood program providers, child care providers and other appropriate agency partners to help assure that all students enter kindergarten ready to be successful learners.
- Sawtooth Mountain Elementary teachers will assure that all parents/families will feel supported and welcome and understand the importance of their role in literacy development.

**Objectives:**

- Sawtooth Mountain Elementary teachers will continue to implement an RTI model with monthly meetings to interpret each student's data, adjust instruction and continue to monitor progress.
- Title I, MN Reading Corps, MN Math Corps, additional teacher, special education referrals will continue to be utilized for individual student assessments and interventions.
- Sawtooth Mountain Elementary teachers will utilize specific assessment tools and methodology as appropriate for individual students.
- Sawtooth Mountain Elementary administration will meet at least quarterly with representatives from the Grand Portage Reservation and discuss common concerns and work together to address problems.
- Sawtooth Mountain Elementary teachers will utilize communication that is sensitive and respectful to diversity in academics, culture and economic status.

**We will assess students' level of reading ability through screening.**

***Screening TOOL: AimsWEB/ Minimum 3 / year***

*Kindergarten:* Letter name fluency (fall/winter/spring)  
Letter Sound fluency (winter/spring)  
Phonemic Segmentation (winter/spring)  
Nonsense Word Fluency (winter/spring)

*1<sup>st</sup> Grade:* Fall Only: Letter Sound fluency  
Phonemic Segmentation  
Nonsense Word Fluency  
Winter/Spring: Phonemic Segmentation  
Nonsense Word Fluency R-CBM (Curriculum Based Measurement) [reading fluency]

Grades 2 & 3: R-CBM (Curriculum Based Measurement) [reading fluency] Maze (comprehension)

**TOOL: NWEA/MAP/: Minimum 2- 3 times / year**

Kindergarten – Grade 2: MAP for Primary Grades Survey with Goals

**Reading:** Phonological Awareness, Phonics, Concepts of Print, Vocabulary and Word Structure, Comprehension, Writing

3<sup>rd</sup> Grade: **Reading:** Word Recognition/Vocabulary, Comprehension: Information, Comprehension: Narrative, Literature.

**Diagnostic:**

**TOOLS:**

- Classroom observations & individual surveys by classroom teachers
- Into Reading Language Arts curriculum assessments Sawtooth Mountain Elementary teachers
- AIMSweb weekly and monthly probes

**Progress Monitoring**

- AIMSweb weekly and monthly probes
- Teachers meet a minimum of once/month with Title I, MRC, Special Education and Reading Intervention teachers to interpret student data, and discuss strategies for modifying instruction if a student is not demonstrating growth at an expected rate.

**When and how results are communicated with parents of students in Kindergarten through Grade 3**

Parents receive the results of the standardized data (AIMSweb & NWEA/MAP) a minimum of three times/year: October, February, and June. Teachers explain the results individually with parents in the October and February Parent-Teacher Conferences. Additional conferences are scheduled if requested or as needed. Teachers communicate daily and weekly with parents regarding students' growth through individual notes, phone calls, and emails.

**II. How Sawtooth Mountain Elementary notifies and involves parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.**

- Parents are asked to read to their children a minimum of 20-minutes/night and record the minutes nightly. A local business provides pizza/beverage incentives for families who meet monthly reading goals.
- K-1 provides parents consumable books that are sent home for students to read to parents at home.
- Kindergarten has "Author of the Day" where a student begins a written story at school, and then the parents and students complete the story at home. The finished story is brought back to school and shared with the class.
- 2<sup>nd</sup> Grade sends home books in Ziplocs with notecards for comments/recording for students to read at home with parents.
- 3<sup>rd</sup> Grade sends home books weekly in Ziplocs with a writing activity for parents and students to do together. School provides *TumbleReadables* webpage access to give parents access to online reading options for them to utilize at home.
- School provides 2<sup>nd</sup> and 3<sup>rd</sup> Grade parents and students access to *RAZKids* webpage access for on level reading practice.

### III. What interventions are available to students not reading at or above grade level in grades Kindergarten through Grade 3

#### Intervention Tools:

- The Barton Reading & Spelling System
- Rigby Leveled PM Story Books Reading A-Z Decodable and Sight Word Books
- Early Intervention in Reading Program
- Orton-Gillingham Multi-Sensory approach to teaching reading
- Great Leaps Intervention program
- Repeated Readings Fluency Interventions

#### How These Interventions Are Based on Learner Data

Screening data, weekly and monthly probe data to determine which students receive intervention services in addition to classroom instruction. Student progress is monitored and interventions are adjusted as students demonstrate growth or plateau in their performance.

#### How Services are provided?

- Individual and Small group instruction in with classroom teacher
- Title I Reading Teacher: School year and Summer School
- MN Reading Corps Member
- Reading Intervention Specialist
- Volunteers providing individual student reading support
- Trained paraprofessional support staff
- ADSIS reading staff

#### How parents are informed of student progress?

- Parents are asked to read to their children a minimum of 20-minutes/night and record the minutes nightly. A local business provides pizza/beverage incentives for families who meet monthly reading goals.
- Parents of students who are participating in MRC receive RAH (Read At Home) notebooks with valuable resources and suggestions that encourage parents to read at home.
- K-1 provides parents consumable books that are sent home for students to read to parents at home.
- Kindergarten has "Author of the Day" where a student begins a written story at school, and then the parents and students complete the story at home. The finished story is brought back to school and shared with the class.
- 2<sup>nd</sup> Grade sends home books in Ziplocs with notecards for comments/recording for students to read at home with parents.
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### V. Professional Development on Scientifically-Based reading instruction for Our Elementary teachers

- All of our elementary teachers, special education teachers, and middle school and high school language arts teachers received training on the Orton-Gillingham Multi-Sensory approach to teaching reading in August of 2018. Our Title teachers also received train the trainer during the winter of 2019.
- PLCs in 2021-2022 provided teachers additional opportunities for consultation and peer coaching & support.
- Title I teacher serves as MN Reading Corps and MN Math Corps Member Internal Coach and participates in two trainings/year on intervention strategies and reliability training.
- Teachers are able to attend additional regional trainings on scientifically based reading strategies as requested.

**VI. Specifically describe how comprehensive scientifically based reading instruction is consistently implemented throughout elementary grades**

Classroom curriculum and activities are based on the core curriculum StoryTown published by Harcourt Brace. This curriculum provides tiered instructional materials. All teachers also implement the core principles of “Daily 5 Instruction” (Read to self, read to others, listen to reading, word work, writing).

Our district implements a 7-year curriculum cycle that assures that each year every curricular area is assessed, monitored and adjust as needed. The Language Arts Committee is a K-12 committee and meets monthly.

**VII. Training and support that is provided so that all district elementary teachers can effectively recognize students’ diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students**

We currently have no ELL students or parents in the K-3 setting. Our student population is approximately 20% Native American. We collaborate with the Grand Portage Reservation Tribal Council and their Education Committees and they provide tutors and support staff to students in our school. We collaborate for staff trainings, student speakers, Ojibwe language instruction and more. Representatives from Grand Portage are invited when there are meetings with school staff and parents from Grand Portage. Parents and community members are invited to share family and cultural information in classrooms.

**VIII. Post Sawtooth Mountain Elementary teacher methods and data that is submitted to Commissioner annually including objectives of Sawtooth Mountain Elementary teacher program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3**

Each spring, K-3 NWEA/MAP Reading & Language Arts results will be submitted to the MDE Commissioner. Cook County Local Literacy Plan will be posted to [www.cookcountyschools.org](http://www.cookcountyschools.org)