

#682

Roseau Public School  
K-3 Local Literacy Plan



# District 682, Roseau Public School

## Local Literacy Plan

Board Approved: June 20, 2022 by the School Board of Education in Roseau

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

### Literacy Plan Summary

Our district is currently using a balanced literacy model for reading instruction within our classrooms. Our teachers use guided reading, read aloud, shared reading, independent reading and writing. To enhance our curriculum the district has a leveled library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels from A-Z. These materials are available for K-6 small group instruction.

All K-3 students receive reading instruction for a minimum of 90 minutes each day. All students also receive an additional 30-60 minutes of reading intervention/enrichment based on individual needs, called “What I Need” (WIN) and Learning Lab. These groups are made up of students based on common literacy needs. WIN is considered our Tier 2 Interventions block while Learning Lab is considered our Tier 3 Intervention block.

All students in K-6 are given the AIMSweb screening/benchmarking assessment three times throughout the year (fall, winter, and spring). Using this data, along with the data from the NWEA Measure of Academic Progress (MAP), and Fountas and Pinnell Benchmark Assessment System, struggling and at-risk students are identified and referred for reading interventions through the Learning Lab (title services) or Reading Corps. Specific interventions are based on further assessments needs which may include the Phonological Awareness Skills Assessment (PAST), Quick Phonics Screener, Orton-Gillingham PAF assessment, or other assessments. The interventions are implemented through a team effort of the classroom teacher, & other specialists in the building. The interventions may be carried out during WIN time, or another time within the school day.

If a student is not making adequate progress with the selected research-based intervention, a different research-based intervention is chosen and implemented and or additional intervention time is added. Students who are not responding to the intervention need will be referred to the Student Assistant Team (SAT) to determine the next step. Parents are informed of their child’s progress at every step in the process.

# 1. Statement of Goals and Objectives

**Overarching Goal:** It is a goal of Roseau Public School that all students will read at grade-level by Grade 3 as determined by the Reading Minnesota comprehensive Assessment (MCAs).

**Objectives:**

Each year educators will review reading data at grade levels K, 1, 2, and 3. Proficiency, growth, and trend data will be analyzed and used to set specific learning goals/targets for each child and for each group of students.

The elementary school principal, special education director, and title coordinator will annually review the effectiveness of current pedagogical practices. This includes, but is not limited to, the core instruction, differentiation, remediation, and interventions.

The Minnesota Language Arts standards will be prioritized to guide our educators in their instruction.

Formative assessments will be used to modify instruction and to identify students who are at risk or not on pace to meet proficiency. The grade level teachers will work together to create an intervention plan for those students who are not on pace to meet proficiency.

PLC/Grade Level teams will meet monthly to analyze the effectiveness of current literacy practices and adjust any groups and or student needs.

The plan is designated so that every student will:

- Receive reading instruction which reflects quality researched-based teaching practices;
- Be assessed regularly to plan for instruction;
- Read fluently on grade level before entering grade 4;
- Receive appropriate intervention services as needed;
- Learn strategies for reading complex content area texts;
- Improve performance on MCA III Reading Test;
- Maintain a balanced approach that integrates Guided Reading and a Basal Reading Program that includes comprehension skills and strategies, vocabulary, fluency, phonics, phonemic awareness, and motivation to read.

# Literacy Data

## Roseau Elementary School's 7 Year MCA Reading Historical Data

School Year	3rd Grade	Reading State Avg.	4th Grade	Reading State Avg.	5th Grade	Reading State Avg.	6th Grade	Reading State Avg.
2021-2022	released in August	released in August	released in August	released in August	released in August	released in August	released in August	released in August
2019-2020	Covid	Covid	Covid	Covid	Covid	Covid	Covid	Covid
2018-2019	65.6%	54.4%	70.3%	55.3%	76.4%	65.7	69.7%	62.8%
2017-2018	65.8%	56%	74.2%	56%	75.3%	67.5%	78.1%	65%
2016-2017	63.3%	56.8%	62%	57.1%	86.1%	67.9%	74.4%	63.8%
2015-2016	63.3%	56%	77.3%	58.6%	80.5%	68.1%	65.7%	62.7%

## 2. Statement of Process to Assess Students

Title I teachers and staff along with the classroom teachers will administer screenings and diagnostic assessments. Entrance criteria for interventions are based on triangulation of assessment data, along with classroom teacher input. Students at Roseau Elementary will be assessed with AIMSweb Plus, Measure of Academic Progress (MAP), Minnesota Comprehensive Assessment (MCA), WIDA-Access Placement Test (ELL students), and Assessing Comprehension and Communication in English State to State (ACCESS, ELL students). In addition, teachers also use grade level assessments to assess students' sight word knowledge and independent reading levels. AIMSweb is used for a screening and benchmarking assessment. The target scores for each grade level are listed in the following charts. It should be noted that the target scores serve as a guideline and are not solely used to determine placement.

The data received from our local assessment plan will help to determine the needs of our students. Along with teacher input, we will use the data to determine title one support, students who are in need of either strategic or intensive intervention support, or how to flexibly place our students throughout the year. As we collect new data after our benchmarking sweeps, the grade levels will meet to review and alter any student groups and intervention plans. Students who fall within the “at risk” category will be progress monitored on a weekly basis through AIMSweb Plus.

Grade Level	Fountas & Pinnell	AR ZPD	Lexile	Oral Rdg. Rate Targets	AIMSweb Composite Score Tier 1 Range
K	A-C	0.1-1.0	BR		
1	D-I	1.0-1.9	BR	W: 40 S: 71	64-350
2	J-M	2.0-2.9	450-620	F: 62 W: 88 S: 106	382-660
3	L-P	3.0-3.9	620-790	F: 87 W: 111 S: 127	416-683
4	O-S	4.0-4.9	770-875	F: 107 W: 125 S: 139	436-655
5	R-V	5.0-5.9	875-980	F: 121 W: 139 S: 153	463-678
6	U-Y	6.0-6.9	955-1020	F: 141 W: 155 S: 166	478-695

# Measure of Academic Achievement via Assessments

Test	Purpose	Who will take:	When:	Who will administer:	Why:
AIMSweb: Early Literacy, Oral Reading Fluency, and Reading Skills	Screening and Diagnostic	Early Literacy: K & 1  Oral Reading Fluency: 1-6  Reading Skills: 2-6	Fall, Winter, and Spring	Title I Staff and Classroom Teachers	Measure of student growth in fluency, literacy skills, vocabulary, and comprehension
Fountas and Pinnell Benchmarking Guided Reading Assessment	Screening	K-6	Spring, Fall, Winter	Classroom Teachers	Measure of student growth and accuracy in oral reading and comprehension to determine independent guided reading levels
NWEA  Measure of Academic Progress		1-12 Students	Winter	Classroom Teachers	Measure student growth in phonological awareness, phonics, concepts of print, word structure, comprehensive, vocabulary, writing, and literature
MCA  Minnesota Comprehensive Assessment		3-12 Students	As determined by the State Level, typically April/May	Classroom Teachers	Annual MN State examination for APY report
WIDA-ACCESS Placement Test		New ELL students k-12	Upon entrance to district	ELL Teacher	Determine entrance to ELL programming
ACCESS  Assessing Comprehension and Communication in English State to State		K-12 ELL Students	Spring testing window-determined by the state level	ELL Teacher	Annual ELL state examination

# Roseau Elementary AIMSweb Plus Reading Assessment Plan and Goals

Kindergarten AIMSweb Plus Assessment		
Fall Assessment Name {Target Score}	Winter Assessment Name {Target Score}	Spring Assessment Name {Target Score}
Letter Naming Fluency {16}	Letter Naming Fluency {39}	Letter Naming Fluency {50}
Initial Sounds {4}	Initial Sounds {11}	Letter Word Sound Fluency {38}
Letter Word Sound Fluency {3}	Letter Word Sound Fluency {26}	Phoneme Segmentation {46}
Auditory Vocabulary	Phoneme Segmentation {27}	Word Reading Fluency
	Nonsense Word Fluency {19}	Nonsense Word Fluency {33}
	<i>*Auditory Vocabulary (if needed)</i>	<i>*Auditory Vocabulary (if needed)</i>

Tier 1: Percentile Range 43-99% Composite Score Range 94-175	Tier 2: Percentile Range 24-42% Composite Score Range 80-93	Tier 3: Percentile Range 1-24% Composite Score Range 0-79
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Kindergarten Max Composite Score: 175

## First Grade AIMSweb Plus Assessment

Fall Assessment Name {Target Score}	Winter Assessment Name {Target Score}	Spring Assessment Name {Target Score}
Letter Word Sound Fluency {29}	Word Reading Fluency {35}	Word Reading Fluency {65}
Phoneme Segmentation {40}	Oral Reading Fluency {40}	Oral Reading Fluency {71}
Word Reading Fluency {20}	Nonsense Word Fluency {50}	Nonsense Word Fluency {64}
Nonsense Word Fluency {33}		
Oral Reading Fluency {25}		
<i>*Auditory Vocabulary (if needed)</i>	<i>*Auditory Vocabulary (if needed)</i>	<i>*Auditory Vocabulary (if needed)</i>

Tier 1: Percentile Range 42-99% Composite Score Range 64-350	Tier 2: Percentile Range 26-41% Composite Score Range 51-63	Tier 3: Percentile Range 1-25% Composite Score Range 0-50
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First Grade Max Composite Score: 350

## Second Grade AIMSweb Assessment

Fall Assessment Name {Target Score}	Winter Assessment Name {Target Score}	Spring Assessment Name {Target Score}
Oral Reading Fluency {62}	Oral Reading Fluency {88}	Oral Reading Fluency {106}

Tier 1: Percentile Range 44-99% Composite Score Range 382-660	Tier 2: Percentile Range 26-43% Composite Score Range 355-381	Tier 3: Percentile Range 1-25% Composite Score Range 0-354
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Second Grade Max Composite Score: 660



## Third Grade AIMSweb Assessment

Fall Assessment Name {Target Score}	Winter Assessment Name {Target Score}	Spring Assessment Name {Target Score}
Oral Reading Fluency {87}	Oral Reading Fluency {111}	Oral Reading Fluency {127}

Tier 1: Percentile Range 45-99% Composite Score Range 416-683	Tier 2: Percentile Range 26-44% Composite Score Range 388-415	Tier 3: Percentile Range 1-25% Composite Score Range 0-387
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Third Grade Max Composite Score: 683

## Fourth Grade AIMSweb Assessment

Fall Assessment Name {Target Score}	Winter Assessment Name {Target Score}	Spring Assessment Name {Target Score}
Oral Reading Fluency {107}	Oral Reading Fluency {125}	Oral Reading Fluency {139}

Tier 1: Percentile Range 44-99% Composite Score Range 436-655	Tier 2: Percentile Range 26-43% Composite Score Range 412-435	Tier 3: Percentile Range 1-26% Composite Score Range 0-411
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Fourth Grade Max Composite Score: 655

## Fifth Grade AIMSweb Assessment

Fall Assessment Name {Target Score}	Winter Assessment Name {Target Score}	Spring Assessment Name {Target Score}
Oral Reading Fluency {121}	Oral Reading Fluency {139}	Oral Reading Fluency {153}

Tier 1: Percentile Range 43-99% Composite Score Range 463-678	Tier 2: Percentile Range 27-42% Composite Score Range 440-462	Tier 3: Percentile Range 1-26% Composite Score Range 0-439
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Fifth Grade Max Composite Score: 678

## Sixth Grade AIMSweb Assessment

Fall Assessment Name {Target Score}	Winter Assessment Name {Target Score}	Spring Assessment Name {Target Score}
Oral Reading Fluency {151}	Oral Reading Fluency {155}	Oral Reading Fluency {166}

Tier 1: Percentile Range 44-99% Composite Score Range 478-695	Tier 2: Percentile Range 27-43% Composite Score Range 452-477	Tier 3: Percentile Range 1-26% Composite Score Range 0-451
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Sixth Grade Max Composite Score: 695

### 3. Parent Notification and Involvement

Roseau Elementary School acknowledges the importance of the partnership between home and school, and provides parents and community members with meaningful opportunities to participate in the education of our children. By fostering the partnership between home, school, and the classroom, we will ensure that the literacy goals for our students are achieved.

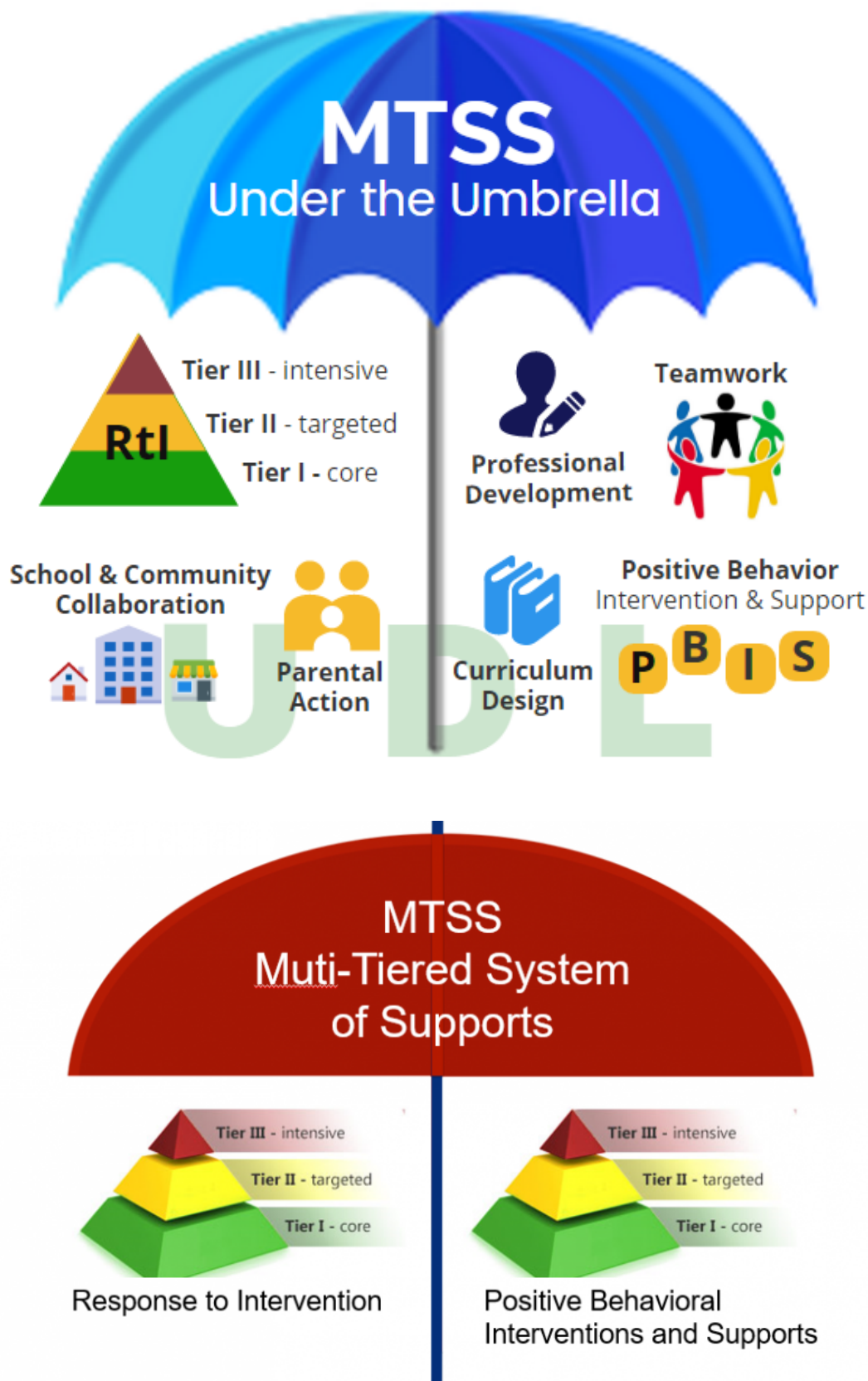
1. Parents will be informed of the core literacy instructional practices through parent/teacher communications.
2. Assessment results will be provided to parents at Parent-Teacher Conferences. AIMSWeb data will be shared with K-6 families during the November and February parent-teacher conferences. The Spring data will be shared with families at the conclusion of the school year.
3. Teachers may also share weekly progress monitoring data with families.
4. Report Cards are distributed four times a year.
5. Title I holds an annual meeting to address parent concerns and questions regarding Title I programming. Watch for an announcement regarding this annual meeting. Parents are encouraged to attend as well.
6. The Learning Lab will communicate with families through Newsletters that are distributed via backpack mail and also posted on the Title I Teacher/Coordinators Page. Parents and teachers will commit to serving our children best by agreeing to our Title I Parent Compacts.
7. Parent Literacy information will be available for parents at parent/teacher conferences.

The following are the five pillars of reading. Below are resources and tools for parents, caregivers, and/or community members to use in support of literacy practices at home.

1. **PHONEMIC AWARENESS:** The ability to notice, think about, or work with individual sounds in the spoken word. This is an essential pre-reading skill for pre-school, kindergarten, and 1st grade.
  - a. **Parent Tips:** Read to/with your child, play games with sounds and rhyming words, sing songs and nursery rhymes, talk to your child from birth, and make language fun!
2. **PHONICS:** The understanding that there is a relationship between the sounds of spoken language, and the letters that represent those sounds in written language.
  - a. **Parent Tips:** Read to/with your child, work with sounds and letters, have reading materials available to children at all times, and play games that involve learning and spelling.
3. **FLUENCY:** The ability to read with speed, accuracy, and proper expression.
  - a. **Parent Tips:** Read to/with your child. Help children pick books that are interesting and at their level. Read parts of the text together orally. Read the same book many times. Read plays and readers theater scripts. Listen to your child read aloud and encourage them.
4. **VOCABULARY:** The knowledge of words and meanings. These are words students must know to communicate effectively.
  - a. **Parent Tips:** Read to/with your child. Talk with your child at dinnertime, while cooking, at the grocery store, about school, etc. Share interesting words.
5. **COMPREHENSION:** Understanding and interpreting what is read.
  - a. **Parent Tips:** Read to/with your child. Talk with your child about the text before, during and after the reading. Ask them to think about what they already know about the topic, to ask questions and to make predictions. Ask them to summarize what they've read and to share their thoughts.

## 4. Interventions and Instructional Supports

### Multi-Tiered System of Supports and Core Instruction



# Multi-Tiered System of Supports and Core Instruction

## Academic Systems

### **Tier 3: Intensive Individual Interventions**

*Students who need individualized and intensive interventions. This makes up about 5% of your population per grade level.*

Students in this group may be identified as Title/Learning Lab students. Some of these students also receive support through SPED and/or ELL. At Roseau Elementary these students will be identified as the RED WIN groups. These students will receive support during the “WIN” time in the master schedule by a licensed teacher. All students will receive tier 3 interventions four-five days a week. Progress Monitoring will be completed 2-3 times a month on students who are tier 3.

### **Tier 2: Targeted Group Intervention/WIN**

*All students will be serviced during Tier 2 WIN time to support their reading skills.*

Students in this group may be identified as Title/Learning Lab students. Some of these students also receive support through SPED and/or ELL. At Roseau Elementary these students will be identified as the YELLOW WIN groups. These students will receive support during the “WIN” time in the master schedule by licensed teacher or title one staff. Progress Monitoring will be completed two-three times a month on students who are tier 2.

### **Tier 1: Meet Benchmark with Core Curriculum**

*All students will receive a minimum of 90 minutes of core language arts instruction.*

The first level of support for all students is Tier 1. This will occur for at least 90 minutes of core instruction delivered by the classroom teacher using Journeys Reading Curriculum with any additional supports to meet the requirements of the 2010 English Language Arts Standards. Teachers can use assessments to track their students progress towards the 2010 English Language Arts Standards (STAR Reading/MN State Standards and other classroom assessments). During core instruction the teachers will address the five strands of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary).

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- B. Examine the child’s accuracy.

- a. Is the child's accuracy less than 95%?
    - i. **YES** - Consider an accuracy intervention. Continue the accuracy intervention until the student is consistently 95% accurate for 4 consecutive weeks.
    - ii. **NO** – If the child has 95% or higher accuracy, but has not yet met the grade level target, then start a fluency intervention.
  - C. Examine the student's Trend Line
    - a. Is the line increasing? If so, continue the intervention.
    - b. Is the line flat? If so, consider changing the intervention.
    - c. Is the line decreasing? Change the student's intervention.
  - D. Examine the Trend Line compared to the Goal Line
    - a. Is the trend line falling below the goal line?
      - i. **Yes**- Consider increasing the intensity of the intervention or changing the intervention completely after 6+ weeks.
      - ii. **NO** – Continue intervention.
  - E. Examine the **data points**
    - a. Are they consistently **above** the goal line?
      - i. **YES** – Continue the intervention.
      - ii. **NO** – Change the intervention.
    - b. Are they **hugging** the goal line?
      - i. **YES** – Continue the intervention.
      - ii. **NO** – Change the intervention.
    - c. Are they consistently **below** the goal line?
      - i. **YES** – Change the intervention.
      - ii. **NO** – Continue the intervention.
    - d. **Are at least two data points at the upcoming, seasonal, grade level, benchmark?**
      - i. **YES** – Then ask - Are the last four consecutive data points above the goal line?
        - 1. If yes, **exit** student.
      - ii. **NO** – Continue intervention.
- Continue the intervention until the student meets the upcoming seasonal, grade-level, benchmark twice and the student has 4 data points on or above the goal line.
  - Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.
  - Refer the student to the SAT (Student Assistance Team) if the student has 4 data points below the goal line for the second intervention.

# Tiered Interventions Designed for Students

## TIER 3 INTERVENTIONS:

- Read Naturally (phonics and comprehension), Orton-Gillingham PAF (phonics), Words their Way (spelling), Ed Mark, Explode the Code, Incremental Rehearsal, Reading A-Z

## TIER 2 INTERVENTIONS:

- Read Naturally, MN Reading Corps, Orton-Gillingham PAF (phonics), Guided Reading Groups, Incremental Rehearsal, Explode the Code, Reading A-Z

## TIER 1: Core

- Houghton Mifflin Journeys Reading Series (2017)
- Guided Reading Groups
- Reading A-Z
- Visual Phonics (Kindergarten)
- Lucky Calkins Phonics, Grades K-2
- Heggerty Phonemic Awareness Curriculum (Kindergarten and First Grade)

## Services provided at Roseau Elementary

Special Education Services	Roseau Public School offers a full range of Special Education services for qualifying students. Students work with Special Education teachers and staff in a one to one setting, small group setting, as well as in the regular classroom. Most of the specialized instruction addresses the areas of math, reading, writing, speech, language and social skills.
Title I/Learning Lab	Title I/Learning Lab teachers and staff provide additional reading and math support to students who are performing below grade level expectations. These students are identified through ongoing assessments, benchmarking assessments, and teacher input. These students are progress monitored on a weekly basis.
Reading Corps	Reading Corps members provide reading instruction supports in the 5 reading areas (phonics, phonemic awareness, fluency, vocabulary, and comprehension). These students are progress monitored on a weekly basis.

## 5. Professional Development of Scientifically-based Reading Instruction (SBRI)

The Roseau Public Schools includes eight days designated for Professional Development in the school calendar for all teachers within our district. Additional professional development is embedded into grade level meetings or during early outs. During the grade level meetings, student performance data is examined and is used to help determine the literacy needs of our students.

Other Opportunities for Professional Development are provided through:

- Grade-Level Common Planning Time
- Outside Trainings through Local Service Co-ops (NWSC)



# 6. Curriculum and Instructional System

## Scientifically Researched-Based Reading Instruction

The scientifically-based reading curriculum that Roseau Elementary uses is a K-6 Comprehensive English Language Arts Program called Journeys by Houghton Mifflin Harcourt. It provides an instructional system for both reading literature and informational text, for acquiring foundational reading skills, and for developing mastery of speaking, listening, and writing.

Explicit strategy instruction is at the core of good comprehension instruction. Teaching reading strategies is different than teaching reading skills. “It is important, however, to promote both skilled and strategic reading because students need to know how to read strategically” (Afflerbach, Pearson, & Paris, 2008). **"Before"** strategies activate students' prior knowledge and set a purpose for reading. **"During"** strategies help students make connections, monitor their understanding, generate questions, and stay focused. **"After"** strategies provide students an opportunity to summarize, question, reflect, discuss, and respond to text (All About Adolescent Literacy, 2017).

### Literacy Framework for Roseau Elementary

	Read Aloud	Shared Reading/ Mini Lesson	Small Groups/ Independent Practice	Writers Workshop	Phonics	Total
Kindergarten	20	15	70	30	15	150

	Read Aloud	Independent Reading	Comprehension & Fluency	Phonics/ Reading Groups	Writers Workshop	Total
1st Grade & 2nd Grade	20	25	30	45	30	150

	Read Aloud	Independent Reading	Reading Workshop	Writing/ Word Study	Total
3rd-6th	20	20	60	50	150

Grade					
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# 7. Student Supports for EL Learners

The Roseau School district currently assess all identified English Learners with the World-Class Instructional Design and Assessment (WIDA) assessments. The use of the WIDA test will give staff information on EL students' specific reading needs. The EL teacher will communicate with regular education on interventions that can be worked on in a pull-out basis. The District will utilize the EL budget to provide training for the EL teacher in administering the WIDA assessment. Classroom teachers have access to instructional supplies for EL learners in the Houghton Mifflin basal series.

## 8. Communication System for Annual Reporting

Roseau Public School invites feedback from all stakeholders as to the efficacy of its K-3 Literacy Plan. Input will be sought through our Curriculum Committee, the district website at [www.roseau.k12.mn.us](http://www.roseau.k12.mn.us) and via email at [becky\\_hayden@roseauschool.org](mailto:becky_hayden@roseauschool.org) or [amy\\_mcguire@roseauschool.org](mailto:amy_mcguire@roseauschool.org). This districts annual report will provide information about the plan and feedback process. The Literacy Plan will be located on the Elementary School Webpage and also under the Title I coordinators page.

### **Stakeholders Feedback**

- Was this information easy to find?
- Is this document useful?
- Did you feel supported by the school district to help your child read well by 3rd grade?

If you wish to provide any feedback by answering these questions, please contact Amy McGuire (218-463-6401, [amy\\_mcguire@roseauschool.org](mailto:amy_mcguire@roseauschool.org)) or Becky Hayden (218-463-6401, [becky\\_hayden@roseauschool.org](mailto:becky_hayden@roseauschool.org)). Thank you!