

District #435

Waubun-Ogema-White Earth Schools

Local Literacy Plan

2019-2020

“One Team. One Goal. Student Success”

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

- Minnesota Department of Education

Introduction:

At Waubun-Ogema-White Earth Schools (W-O-WE Schools), we strive for student success. We recognize that each student has special abilities and needs, as well as individual learning styles, paces, preferences, cultural backgrounds and support systems. W-O-WE Schools expect, embrace, and celebrate these differences and is committed to ensuring a path for all learners to reach or exceed grade level standards and benchmarks in reading.

The Minnesota State Legislature has adopted statutes to guide school districts as they work to ensure that all students read well by third grade. This legislation is built upon strong evidence that reading well by third grade is an important developmental milestone.

Minnesota Statute 120B.12 requires that all school districts:

- **assess** students' level of reading proficiency and **identify** students not yet reading at grade level
- **notify** and **involve** parents/guardians of students who are not yet reading at grade level
- **intervene** and **accelerate** learning growth for students who are not yet reading at grade level
- **train** and **support** all elementary teachers in order to provide comprehensive, scientifically-based and culturally sensitive instruction
- annually **post** a "Local Literacy Plan" on the school website that outlines steps to ensure that all students are reading at or above grade level by the end of third grade

The Waubun-Ogema-White Earth Schools Local Literacy Plan meets the requirements of Minnesota Statute 120B.12 while allowing the district to reflect on and share ongoing efforts that help all students achieve high levels of literacy.

Goals and Objectives of Local Literacy Plan:

The goal of our local literacy plan is to ensure reading proficiency for all students by the end of 3rd grade. We will strive to accomplish this goal by:

- Implementing Essential Learning Outcomes (ELO's) based on the Minnesota Standards in all K-3rd grade core reading instruction.
- Assessing all PK-3 students' level of reading proficiency to identify those who are at-risk for learning to read. We currently use GOLD, AIMSweb Plus (new in '17-'18 school year), STAR Reading, Early Literacy, Fountas & Pinnell Reading Assessment, and informal assessments.
- Providing comprehensive scientifically based core reading instruction for all students that is aligned with MN State Standards
- Notifying and involving parents of all at-risk learners
- Identifying and providing staff development opportunities to improve instructional techniques and strategies

Proficiency:

W-O-WE Schools uses a variety of assessments to gather information about students levels of reading proficiency. Starting the first month of Kick Start (School Readiness) and continuing throughout the elementary years, assessments are administered throughout the year. These assessments give teachers, families, and students current and specific information about reading progress. The results of the assessments are analyzed by staff to match student need with instructional practices as we work towards closing the achievement gap. Staff work to adjust instruction as needed using data results from scheduled assessments as well as progress monitoring to maximize growth toward proficiency. Assessment data is shared in grade level PLC (Professional Learning Community) meetings monthly to allow for flexible grouping based on student need. During PLC meetings, plans and strategies are outlined for students who are not making adequate growth. This information is shared with appropriate staff to ensure there is consistency in the delivery of small group or individualized instruction.

The following chart shows the tests that are used at each grade level, along with a schedule as to when they are given:

	Fall (September)	Winter (January)	Spring (April/May)
KickStart (School Readiness)	- GOLD Assessment - Informal Kick Start Assessment	- GOLD Assessment	- GOLD Assessment - Informal Kick Start Assessment
Kindergarten	- AIMSweb Plus: Letter Naming Fluency - AIMSweb Plus: Letter Sound Fluency - STAR Early Literacy - Informal Kindergarten Assessment	- AIMSweb Plus: Letter Naming Fluency - AIMSweb Plus: Letter Sound Fluency - STAR Early Literacy - Informal Kindergarten Assessment	- AIMSweb Plus: Letter Naming Fluency - AIMSweb Plus: Letter Sound Fluency - STAR Early Literacy - Fountas and Pinnell Reading Assessment - Informal Kindergarten Assessment
1st Grade	- AIMSweb Plus: Letter Sound Fluency - STAR Early Literacy - Fountas and Pinnell Reading Assessment	- AIMSweb Plus: Oral Reading Fluency - STAR Early Literacy - Fountas and Pinnell- running records	-AIMSweb Plus: Oral Reading Fluency - STAR Early Literacy - Fountas and Pinnell Reading Assessment
2nd Grade	- AIMSweb Plus: Oral Reading Fluency - STAR Reading - Fountas and Pinnell Reading Assessment	- AIMSweb Plus: Oral Reading Fluency - STAR Reading - Fountas and Pinnell Reading Assessment	- AIMSweb Plus: Oral Reading Fluency - STAR Reading - Fountas and Pinnell Reading Assessment
3rd Grade	- AIMSweb Plus: Oral Reading Fluency - STAR Reading - Fountas and Pinnell Reading	- AIMSweb Plus: Oral Reading Fluency - STAR Reading - Fountas and Pinnell Reading	- AIMSweb Plus: Oral Reading Fluency - STAR Reading - Fountas and Pinnell Reading - MCA III

W-O-WE Schools annually reports student progress to the Minnesota Department of Education. The following chart shows which specific assessment tools are used at each level from kick-start through third grade. The level of performance defined by the district as meeting proficiency is also listed.

Grade	Assessment	Proficiency
KS	- GOLD Assessment	Spring Target Score is at or above age
K	- AIMSweb Plus: Letter Naming Fluency* - AIMSweb Plus: Letter Sound Fluency* *Implementation year- 2017-2018 - STAR Early Literacy - Fountas and Pinnell Reading Assessment - Informal Kindergarten Assessment	Spring Target Score is 43 or higher Spring Target Score is 36 or higher Spring Target Score is 573 or higher Spring Text Level C or higher Spring Target Score is 80% or higher
1	-AIMSweb Plus: Oral Reading Fluency* *Implementation year- 2017-2018 - STAR Early Literacy - Fountas and Pinnell Reading Assessment	Spring Target Score is 51 or higher Spring Target Score is 718 or higher Spring Text Level I or higher
2	- AIMSweb Plus: Oral Reading Fluency* *Implementation year- 2017-2018 - STAR Reading - Fountas and Pinnell Reading Assessment	Spring Target Score is 77 or higher Spring Target Score is 291 or higher Spring Text Level L or higher
3	- AIMSweb Plus: Oral Reading Fluency* *Implementation year- 2017-2018 - STAR Reading - Fountas and Pinnell Reading Assessment	Spring Target Score is 102 or higher Spring Target Score is 393 or higher Spring Text Level O or higher

Formal Parent Notification of Students Not Meeting Grade Level Expectations:

At W-O-WE Schools, we understand that communication with families is an ongoing process. It starts the first time a family steps into the school at Open House and continues through the year. Classrooms send home newsletters monthly to inform families about learning and upcoming events. We also meet with families twice a year at conferences in the fall and the spring to go over the results of assessments where parents are provided information that shows the growth of their child. This summary informs parents of a child’s performance on Aimsweb Plus, Early Literacy, and STAR screening measures as well as Fountas and Pinnell Text Level Benchmark Assessments and MCA scores when available. Parents of students scoring below grade level expectations will be informed of interventions the district will provide as well as ways they can support their child’s reading progress at home.

Resources to support literacy at home will be given to families throughout the year. A district newsletter is sent to all families throughout the school year and include information that families can use to promote and support literacy at home. Individual classrooms also promote literacy in their newsletters and may include:

- Lists of sight words connected to the reading curriculum
- Lists of letters and sounds to be reinforced at home
- Lists of important vocabulary words
- Share sheets reinforcing skills taught in the classroom
- Websites that can be used to motivate and reinforce literacy
- Copies of repeated reading done in the classroom
- Suggestions of age appropriate books that children can read at home or that parents can read to children
- Brochures were sent home at the end of the year sharing ways to help prevent the summer slide and were specific to the grade students will be entering in the fall.

The school district will also continue to seek feedback and involve parents in established committees such as our local PTSO, Title I and Title VI Advisory committees.

Instruction and Interventions:

W-O-WE Schools transitioned from the Houghton-Mifflin Reading curriculum in grades K-4 to Benchmark Literacy curriculum during the 2017-2018 school year. Teachers received training in August 2017 and continue to implement the curriculum. Our district also uses Guided Reading to meet the needs of all students in the classroom. Each grade level has created ELO's (Essential Learning Outcomes) that include the Minnesota State Standards. The ELO's and standards transition from one grade level to the next. Kick-Start implemented the state approved Starfall curriculum during the 2018-2019 school year.

We have a multi-tiered system of support (MTSS) to ensure we are meeting the needs of all learners.

- Tier 1- Students receive high quality curriculum and instruction in the regular education classroom. The teacher assists all learners in this environment through whole class, flexible small group and individual instruction within the core. School screening tools and teacher observation will identify students who may need more support or other types of instruction.
- Tier 2- The school provides targeted interventions in small group settings to students who need more support than they are receiving from the general curriculum. Additional time to work on specific skills is provided by the classroom teachers, highly qualified paraprofessionals, or a Title I teacher.

- Tier 3- When a student does not make sufficient progress toward reading proficiency with the combination of Tier I classroom instruction and Tier II strategic differentiated interventions, the student will receive increased Tier III instruction and may use alternative curriculum to make adequate academic growth. These students may be taught by a special teacher and/or using specialized curriculum and instructional techniques. Students receive individualized instruction, intensive interventions and comprehensive evaluations. Individual Educational Plans (IEPs) are created to meet the specific needs of students who qualify for special education services.

Committees that are in place to analyze data and provide interventions include: Professional Learning Communities (PLC), a Student Support Team (SST), and Child Study Team (CST). Interventions will be provided by classroom teachers, our Title I teachers, highly qualified paraprofessionals, and special education teachers. These interventions may occur in the classroom, or during specific intervention times including Title I, Targeted Services, Summer School, and Special Education. Students are monitored using STAR assessments, AIMsweb Plus progress monitoring, and informal assessments. This information is shared with staff so they can continue to monitor and adjust interventions to meet the current needs of the child.

Individual student data including benchmarks and progress monitoring are analyzed while taking teacher and family input into consideration for students who are not showing growth with interventions in place. Our teachers, SST and/or CST committee will meet to determine further steps.

Our district was awarded the Striving Readers Comprehensive Local Literacy Plan Grant and includes two instructional coaches who will join our team to work on improving instruction and student performance. The grant award focuses on tier I instruction with classroom teachers. It started during the 2018-2019 year and will continue into the 2019-2020 school year.

The first goal in this grant aligns with instruction and interventions and will increase student outcomes in literacy. Waubun and Ogema Elementary will focus on the following instructional practices using the Benchmark Literacy curriculum:

1. Provide intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge and strategic reading activity
2. Utilize activities and explicit instruction to develop phonological awareness and word study, including knowledge of letter-sound relationships and word recognition. Utilize activities that build fluency and stamina with increasingly complex texts

3. Provide opportunities for students to learn and practice how to discuss the ideas in texts and construct text meaning across texts and disciplines
4. Make intentional and ambitious efforts to build vocabulary, academic language and content knowledge
5. Provide abundant and diverse reading material, including texts that are multimodal and of a variety of languages, and opportunities to read in the classroom
6. Collaborate with families in promoting literacy, including supporting home language development for English learners and coaching for strategies

Students in grades 2-4, who have substantially exceeded grade level standards, may participate in a weekly study of literature and reading with a gifted and talented teacher.

Student Support System for EL Learners

WOWE does not and has not had an ELL student population. However, if a student was to move into our District, we would pursue EL licensed staff and training for classroom teachers through our staff development process. We would then adopt a model of a local District that provides content-based ELL instructional programs which promote students: English language proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. English Learners (ELs) acquire English through participation in age-appropriate instruction aligned to district content standards as well as English language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency. At the K-6 level, trained general education teachers, ELL licensed teachers, and EL support staff will collaborate to teach language through content using district curriculum supported by second language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for ELs at all levels of proficiency. EL students who are reading below grade level may receive reading interventions and response programming in addition to ELL services.

Teacher Participation in Professional Development:

Teachers at W-O-WE Schools meet an hour each week in Professional Learning Communities (PLC's). This time is utilized to analyze data from assessments, progress monitoring, and teacher observation to determine how to differentiate to meet the needs of our students. Teams summarize the findings and cooperatively plan to meet the needs of students concerning phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Students who are not making adequate growth will be identified through data analysis. Current practices and supports that are being implemented for these students will be analyzed and improved or new practices and supports will be implemented for these students. The practices and supports will be scientifically research based interventions that

will be implemented into whole group instruction, small group instruction, and individual instruction.

Staff development will focus on reading interventions for whole group instruction, small group instruction, and individual instruction. Our reading curriculum at each grade level is aligned with Minnesota Academic Standards English Language Arts 2010. Presentations, webinars, classroom observations, and other relevant professional development opportunities in the areas of Guided Reading, Daily 5, and other areas of reading instruction will be encouraged throughout the year.

Transition meetings are scheduled each spring to allow our school readiness programs (Kick-Start and Head Start) an opportunity to share with our district kindergarten teachers. Assessment results are reviewed in order to determine the level of need for skills instruction involving individual students or groups of students.

The Striving Readers Grant also has a professional development goal. The goal is to develop sustainable practices and supports for teachers to improve individually and as a team:

Through weekly Professional Learning Communities (PLC's) literacy coaches will co-plan lessons and demonstrate how to use specific practices and interpret formal assessments. Coaches will work alongside teachers in the classroom to make observations, provide effective feedback, and be a source of support.

Throughout the year, classroom teachers, literacy coaches and the literacy team will have the opportunity to meet after school to assess the identified instructional practices being used for effectiveness for the students and teacher fidelity.

Assessment Methods and Data Submitted Annually

Each year, prior to July 1, the district will submit assessment data that demonstrates the percentage of students at each grade level who have met district defined proficiency standards for reading, as listed in the chart below. This data is collected in the spring of each year. Teachers, administrators, and school staff review data during PLC's and professional staff development days during in the spring and again in the fall as students transition to their new grade level.

Grade & Assessment	Percent at or above Benchmark Spring 2015	Percent at or above Benchmark Spring 2016	Percent at or above Benchmark Spring 2017	Percent at or above Benchmark Spring 2018	Percent at or above Benchmark Spring 2019
Kick-Start					
GOLD Assessment	- No Data * Added GOLD in '15-'16	80%	90.2%	76.79%	95%

Kindergarten	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
BAS, System 1	84.8%	92.9%	88%	87.5%	94%
LNF	45.8%	65.5%	53%	44.07% *	53.8%
LSF	50%	60%	41%	44.07% *	50%
STAR Early Literacy	77.6%	90.2%	90.9%	84.48%	86%
Informal Assessment	95.8%	96.4%	89.7%	94.92%	80.8%
Grade 1	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
BAS, System 1	58.5%	65.9%	73%	41.8%	57.6%
STAR Early Literacy	72.5%	60%	66.7%	78.46%	78.2%
R-CBM	52.6%	43.2%	58%	37.68% *	40%
Grade 2	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
BAS, System 1	- No Data * Added BAS in Grade 2 during the '15-'16 year.	83.3%	85.7%	83.6%	68%
R-CBM	70.5%	52.4%	57%	75% *	62.9%
STAR Reading	56.8%	60.5%	53%	67.80%	61.8%
Grade 3	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
BAS, System 2	No Data * Added BAS in Grade 3 during the '15-'16 year	72.1%	72%	90.2%	74.6%
R-CBM	69%	60%	49%	64.15% *	65.57
STAR Reading	83.9%	71.1%	59.2%	58.49%	57.4%

* 2017-2018 first year to implement AimsWeb Plus and Benchmark Literacy Curriculum

Community and Stakeholder Communication and Input

The K-3 Local Literacy Plan will be available to staff and community members on our district webpage. Our World's Best Workforce committee including administration, staff, students, family and community members will meet annually to review and revise the plan to ensure that it fits the needs of our students.