

# **SLEEPY EYE ELEMENTARY DISTRICT 84, PUBLIC SCHOOLS LOCAL LITERACY PLAN**

Approved by Sleepy Eye Public's Board of Education  
Updated 2014-2015 school year

Specific information is included in this PreK-3 Literacy Plan. For those who are interested in learning more about the SEPS literacy plan, please contact: John Cselovszki, PreK-6 principal at (507) 794-7905 or [john.cselovszki@sleepyeye.mntm.org](mailto:john.cselovszki@sleepyeye.mntm.org)

The purpose of this literacy plan is to ensure that ALL PreK to grade 3 students will achieve grade-level proficiency.

## **LITERACY PLAN SUMMARY**

The goal of the SEPS district is to assure that all students will successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum. The English Language Arts curriculum is systematic and consistent across grade levels. With the diverse backgrounds and specific learning needs of many, it is essential to choose an approach that allows targeted instruction based on individual student needs. Preschool through second grade utilize a basal reader for whole group instruction. Teachers pre-teach vocabulary, model fluent reading and choose grade level appropriate text that are motivating and meaningful. Guided reading groups, whether it is skill based or reading level based, are used to supplement and reinforce skill lessons. These groups are ever changing depending on test data. The Guided Reading approach modeled after Fountas and Pinnell (1996) continues for grades 3 through 6. The basal approach is phased out and the Minnesota State Standards are delivered through a genre based curriculum. The focus of this approach is small group and reinforced through level based and skill based instruction.

The Daily 5 and Café design, modeled after the 2 Sisters (2008), is used to develop independent, self-motivated, disciplined, and creative readers. The Daily 5 approach is used everyday to manage and develop independent readers while the teacher is allowed time to provide differentiated instruction through the Café method of teaching.

To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. The district has purchased a guided reading library rich with leveled text for grades K-6. Teachers make selections from this collection based upon students' reading proficiency. Each classroom also has its own

reading center where students can enjoy books and other resources. Classroom teachers send leveled text home with students to be practiced as homework nightly. All K-3 students receive classroom reading instruction for a minimum of 120 minutes each day. Relevant technology engages students in meaningful learning activities.

Included in this 120 minutes of reading instruction, students participate in a reading intervention period. During this half hour block, students receive small group and individual attention based on benchmark testing results. Interventions are specifically designed based on individual learning needs. Students receive progress monitoring weekly or biweekly depending on their specific area of deficiency.

The district uses a myriad of technological resources to enhance reading instruction. Once such program, Accelerated Reader, is a computerized program that is used to measure basic reading comprehension. Students select books from their reading level, read independently or with a buddy, and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level. Another set of programs used to measure and strengthen reading skills is Study Island and Moby Max. Reading comprehension passages are provided to help students practice and hone in on specific reading strategies. These programs can also be used as an assessment tool to measure student progress in a given area or skill. Fluency and comprehension are targeted in the use of Read Naturally. Students partake in a number of readings, cold and hot, to develop a more fluid approach to reading. This also builds on comprehension and vocabulary. Listening libraries such as Tumble Books and RAZ Kids are used to help build fluency skills. Listening to an experienced reader model fluent reading is one of the best ways to promote this skill. Lexia is assigned to students who need specialized help in the area of phonics. This program is a systematic, prescriptive and sequential approach which is aligned to the individual's learning needs.

Extended day and/or extended year programs are utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency. The reading intervention period discussed above is continued throughout these programs. This continued support helps students maintain progress and sustains skill levels.

## **LITERACY PLAN GOALS AND OBJECTIVES**

**Overarching Goal (vision):** All students will read at grade-level by Grade 3 as determined by the Minnesota Comprehensive Assessments (MCAs) in Reading.

### **Objectives:**

PreK – 3 reading data is reviewed and disaggregated yearly. We focus on proficiency, growth, and achievement gap reduction. Based on this information specific learning targets are established for each child. Sleepy Eye Public School cohorts are Free and Reduced Lunch (FRP), Special Education, and English Learners.

The goals of the Sleepy Eye Public Schools Leadership Team are:

- Review, annually, the effectiveness of current instructional practices including core instruction, differentiation, remediation and intervention.

- Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.
- Professional Learning Communities will be implemented to analyze student growth and achievement in order to determine the effectiveness of current literacy practices.
- Build sustainability by training new staff yearly.

## **ANALYSIS OF CURRENT PRACTICES**

The Sleepy Eye Elementary School is focused on improving the reading performance of all of their students. The following initiatives and strategies are being implemented:

- Provide reading assessment and intervention training to elementary classroom instructors, instructional support staff, and special education instructors.
- FAST reading benchmarking of all students in grades K-6 will be completed three times per year.
- Implement research-based reading interventions for students below the benchmark.
- FAST weekly reading progress monitoring of students below the target.
- Continue to provide job-embedded professional development in the following: FAST assessment administration and progress monitoring, reading interventions, grade level data meetings, and problem-solving team training.
- Implementing Minnesota Reading Corps at the Pre-K level and the K-3 level.
- Grade level data meetings will take place monthly to review and analyze student progress monitoring data and make decisions regarding changes to reading interventions based on student performance (and growth). Classroom teachers, the RtI Coordinator, the Special Education facilitator, and the building administrator will be present at these meetings.
- Professional development is provided by Southwest/West Central Service Cooperative and/or the MN Department of Education reading specialists.
- A list of approved research-based reading interventions has been developed for the district.

## **ANALYSIS OF 3<sup>RD</sup> GRADE MCA PROFICIENCY STUDENT DATA**

### **PROCESS OF ASSESSMENT:**

The district benchmark team will administer the screening and diagnostic assessments listed below.

The STAR (Standardized Testing and Reporting) tests from Renaissance Learning are used as benchmark assessments. The kindergarten uses an Early Literacy test with a percentile ranking.

They are adaptive and sequential tests used to measure student growth. The mean scores for each grade level for the 2013-14 school year in reading are listed in the following chart:

2013-2014 STAR Mean SCORES			
Grade	Beginning-of-Year GE	Middle-of-Year GE	End-of-Year GE
K	45.56%	62.77%	76.64%
1	0.66 GE	1.08 GE	1.70 GE
2	1.87 GE	2.84 GE	3.42 GE
3	3.23 GE	4.15 GE	4.77 GE

All students in grades K-3 are given the AIMSweb or FAST screening/benchmarking assessment three times throughout the course of the year (fall, winter, and spring). Using AIMSweb data, along with data from Standardized Testing and Reporting (STAR) for third grade students and Developmental Reading Assessment (DRA) for K-three students, struggling and at-risk students are identified and referred for specific interventions. Research-based interventions are implemented through the collaborative efforts of classroom teachers, Minnesota Reading Corps tutors, and trained interventionists. Each student receiving a reading intervention is progress monitored weekly. The district assessment team meets monthly with classroom teachers to review student progress to determine if the intervention selected is effective. If the student is not responding to the intervention, another intervention is selected, implemented, and monitored. Students not responding to research-based literacy interventions are referred for special education evaluation or services. Classroom teachers communicate with parents to inform them of their child's progress. The target scores for each grade level are listed in the following charts:

Kindergarten AIMSweb Assessments		
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 [48]
Letter Sound Fluency [4]	Letter Sound Fluency [23]	Letter Sound Fluency [36]
	Phoneme Segmenting Fluency [27]	Phoneme Segmenting Fluency [45]
	Nonsense Word Fluency [21]	Nonsense Word Fluency [34]

First Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [44]		
Letter Sound Fluency [29]		
Phoneme Segmentation Fluency [38]	Phoneme Segmenting Fluency [49]	
Nonsense Word Fluency [29]	Nonsense Word Fluency [49]	Nonsense Word Fluency [62]
	Reading – CBM [23] (Oral Reading Fluency)	Reading – CBM [53] (Oral Reading Fluency)

Second Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [51]	Reading – CBM [72]	Reading – CBM [89]

(Oral Reading Fluency)	(Oral Reading Fluency)	(Oral Reading Fluency)
------------------------	------------------------	------------------------

Third Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [71] (Oral Reading Fluency)	Reading – CBM [92] (Oral Reading Fluency)	Reading – CBM [107] (Oral Reading Fluency)
Reading –Maze [12] (Comprehension)	Reading –Maze [15] (Comprehension)	Reading –Maze [16] (Comprehension)

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels
Kindergarten	A & B	A	A	Readiness	
	1		1		
	2	B	2	PrePrimer 1	
	3		3		
Grade 1	4	C	4	PrePrimer 2	
	5		D		
	6	E		8	
	7				
	8	F	10	Primer	
	9				
	10	G	12		
	11				
	12	H	14	Grade 1	
	13				
	14	I	16		
	15				
16	J & K	20	Grade 2		
18					
Grade 2	20	L & M	28	Grade 2	
Grade 3	22	N	30	Grade 3	
			34		
	24	O & P	38		
Grade 4	26	Q / R / S	40	Grade 4	
Grade 5	28	T / U / V	44	Grade 5	
Grade 6	30	W / X / Y		Grade 6	
Grade 7	32	Z		Grade 7	

Grade 8	34	Z		Grade 8	
---------	----	---	--	---------	--

Based on multiple data sources, students will receive instruction and interventions matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Teachers will inform parents of assessment results at conference times. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

## **PARENT COMMUNICATION AND INVOLVEMENT:**

The district has developed parent communication materials that will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

### **Parent Communication Plan**

- In the fall explanation will be given to parents of the core literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used with all students.
- Fall, winter, and spring benchmark results will be provided to parents at conference times.
- Parents of students who need supplemental instruction will be informed at conference time.
- An additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
- Parents of students receiving interventions will receive progress-monitoring reports.
- All parents will receive suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments through newsletters, web links on our website, and individual teacher communication with parents.
- The parents and children will be invited to a special Literacy Night event highlighting some of the interventions as well as engaging activities with literacy.

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

**Phonemic awareness:**

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds-phonemes-in spoken words.

Link of ideas:

[http://www.medfield.net/mem/attachments/article/50/phonological\\_awareness.pdf](http://www.medfield.net/mem/attachments/article/50/phonological_awareness.pdf)

Below are some activities to help your child build sound skills (make sure they are short and fun; avoid allowing your child to get frustrated):

1. Help your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds.
2. Make up silly sentences with words that begin with the same sound, such as “Nobody was nice to Nancy’s neighbor”.
3. Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (*go – no*) or blending words (/d/, /o/, /g/ = *dog*).
4. Read books with rhymes. Teach your child rhymes, short poems, and songs.
5. Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.

**Phonics:**

Phonics is the basic reading instruction that teaches children the relationships between letters and sounds.

Link of ideas:

<http://www.readingrockets.org/helping/target/phonics>

Here is a sampling of activities to try at home.

1. Sing the alphabet song. Be creative — sing it as a rap, skip every other letter, start the song beginning with the letter of your child's name, sing the alphabet backwards, quietly, or loudly.
2. Play with letters. Set up a place in your home where your child can see and work with letters. Magnet letters are good for refrigerator word play.

3. Play "I Spy." Invite your child to play a guessing game. Without revealing it to her, select an object in the room and provide phonics clues to help her guess what it is.
4. Share alphabet books. Alphabet books provide perfect at-home opportunities for learning about phonics and working with letters and words.

**Fluency:**

Fluency is the ability to read a text accurately and quickly. Fluency is important because it helps students to understand what they read.

Link of ideas:

<http://www.startwithabook.org/fluent-kids>

Here are 10 activities parents can do to help children build reading fluency at home.

1. Reading and rereading easy books is a great way to build your child's reading fluency. Have your child select a favorite book and read it aloud two or three times.
2. Model fluent reading for your child by reading aloud daily. Be sure to use expression in your reading.
3. Echo reading helps to build reading fluency. You read a phrase, sentence, or paragraph aloud to model fluent reading. Your child then reads the same phrase, sentence, or paragraph afterwards, like an echo.
4. Have your child practice reading a simple book to share with a younger sibling or another young child.
5. Poetry and nursery rhymes can be used to practice fluency. Take turns with your child reading a short poem or nursery rhyme until he or she can read it fluently.
6. Use paired reading to build reading fluency with your child. First, you will read a poem or short passage to your child. Then, you and the child will read the poem or passage together several times. Finally, have your child read the poem or passage to you.
7. Review basic sight words with your child to make sure that he or she knows these words automatically. For lists of basic sight words visit this website:  
<http://www.learningbooks.net/Dolchflash.html>
8. Choose a comic strip from the newspaper. Read the comic strip aloud, using expression. Then ask your child to read the comic strip aloud.
9. Have your child practice reading a text aloud while riding in the car or on the bus.
10. Set aside reading practice time every day. Even 5 minutes of reading fluency practice using any of the activities listed above will help to develop your child's reading fluency.



**Vocabulary:**

The words we must know to communicate effectively. Oral vocabulary refers to words we use in speaking or recognize in listening. Reading vocabulary refers to the meaning of words we recognize in print.

Link of ideas:

<http://www.readingrockets.org/helping/target/vocabulary>

Here is a collection of ideas to build reading vocabulary at home.

1. Talk with your child and try to use new and interesting words.
2. Read to your child as often as possible. Choose books that are more difficult than your child can read independently. Point out and discuss interesting words in the book.
3. As you take your child to do errands and on family outings, talk about what you see. Introduce new words to your child as you visit the grocery store, doctor's office, and other locations.
4. Play a word guessing game to help your child think about words. For example, you can say, "I'm thinking of a word that starts with "br" and means that a person is not afraid (brave). If your child doesn't guess the word, provide examples or more information to help him or her figure out the word. Then, ask your child to give you a word and clue.
5. Encourage your child to read as often as possible. Children who read more have larger vocabularies and tend to do better in school.
6. Play oral word games to build your child's vocabulary. For example, play the opposite game where you say a word such as "inside" and ask your child to say a word that has an opposite meaning (outside). Or, you can play the synonym game where you say a word such as "happy" and take turns with your child saying words that have similar meanings.
7. Word games such as Scrabble, Scrabble Jr., Upwords, Boggle, Boggle Jr., and Banana-grams help children focus on words. These games are available at most discount and toy stores. In addition, your child may enjoy doing crossword puzzles.
8. Learning common prefixes can help your child learn many new words. For example, the prefixes "dis," "re," and "un" are the most common ones in the English language. If children can identify these prefixes, they can unlock the meaning of many new words.
9. If your child has vocabulary words to learn for school, help your child make 2 cards for each word. On one card, your child should write the word, and on the other card, he or she should write the word's meaning. Spread the cards out on the table, face-down. Have your child play a "Memory Game" by turning over one card and then turning over a second card to try and match the word to its definition. If the cards don't match, your child should put them back and begin again. Have your child continue the process until all words have been matched to the correct definition.
10. Try different methods of learning vocabulary words based on how your child learns best.
  - a. If your child learns best by listening, discuss new words and their meanings. Make rhymes or riddles to remember words and their meanings.

- b. If your child learns best through doing, have your child act out new words to learn their meanings.
- c. If your child learns best by seeing things, have your child do a drawing for each word to represent its meaning.

### **Comprehension:**

Reading comprehension is understanding. It is creating meaning and usefulness from text.

Link of ideas:

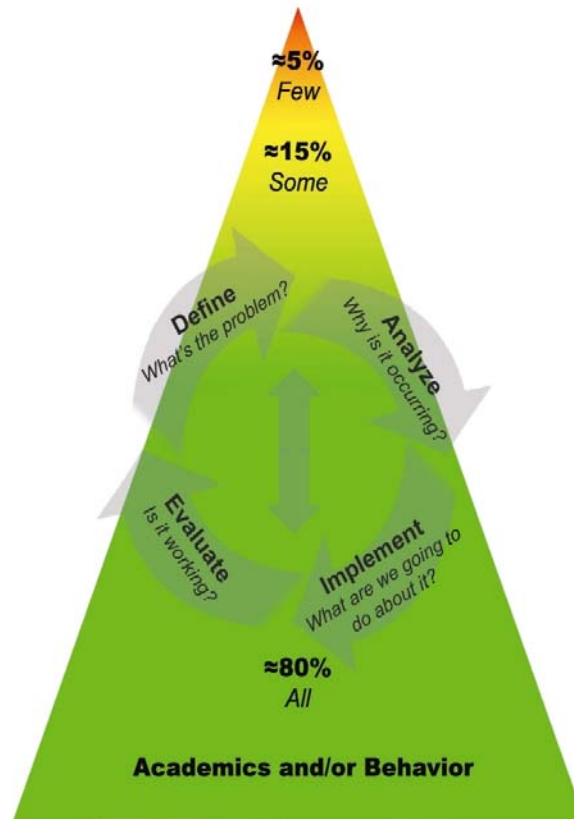
<http://www.readingrockets.org/helping/target/comprehension>

Reading comprehension activities at home to help improve language and reading skills.

1. Read, read, read! Read to your children every day. Make it part of your bedtime routine, an after-dinner activity, or a fun way to spend time together on the couch.
2. Set a good example by letting your children see you read. Show them that reading is a good choice for leisure activity and sure beats watching TV. Talk about the book you're reading. Listening to you summarize your book teaches your children how to take what they've read, absorb it and condense it.
3. Use pre-reading comprehension techniques. Before reading a book, have your child look at the cover and the inside pictures and predict what the story is about.
4. Read books together and discuss. Read to your children every evening. At the end of each chapter, discuss what happened. Parents can still share books with older children by reading the same book separately. Ask your child every day, "Where are you in the book? Did you get to Chapter 5 yet? What do you think about what happened to Harry?" Allowing children to retell a story that they read lets them practice comprehension skills.
5. Play board games with your children. Board games require putting into action everything that is read, and can help increase reading comprehension. Help your children read the instructions to a new board game or review the rules of an old favorite. Ask if they'd like to change the rules or game play slightly and implement their suggestions.
4. Cook or bake with a recipe. Find a lengthy recipe for something that your children love to eat and make it together. Turn over recipe reading duties to your children and watch them take what they've read and turn it into something delicious.
5. Play Hangman. The simple word game is a good way to build your child's vocabulary. It only requires a pencil and paper and can easily be played while waiting in waiting rooms or the car.
6. Use the book club discussion questions in the back of books. Many chapter books include discussion questions for book clubs, which provide good discussion points for at-home book talks.
7. Play with inflection. Try this with your young child: Read a line from a book and have your child repeat it back to you with dramatic expression, inflection and phrasing.

## MULTI-TIERED SYSTEMS OF SUPPORT:

### A Model of School Supports and the Problem Solving Process



The first level of support occurs in the classroom with 120 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). A trained reading interventionist will provide this level of support.

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision-making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

## **SCIENTIFICALLY BASED READING INSTRUCTION:**

The scientifically based reading curriculum that Sleepy Eye Elementary uses is Treasures, which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Included in this program are components for guided reading, read aloud, shared reading, and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. The district has purchased a guided reading library rich with leveled text for grades K-6. Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). After systematic assessment to determine their strengths and needs, students are grouped for efficient reading instruction. While individuals always vary, the students in the group are alike enough that they can be effectively taught in a group. Texts are selected from a collection arranged along a gradient of difficulty. The teacher selects a text that students will be able to process successfully with instruction. In guided reading, teachers provide specific demonstrations and teaching of comprehension strategies such as inferring, synthesizing, analyzing, and critiquing. Teachers prompt readers to think and talk in these strategic ways. This kind of teaching is supported by research. The National Reading Panel (NICHD, 2000) has suggested that teaching a combination of reading comprehension techniques is highly effective in helping students recall information, generate questions, and summarize texts. The text gradient allows teachers to match texts to students' reading levels and work to increase their ability; at the same time, it allows the systematic and carefully sequenced use of children's literature that will engage students. Studies have demonstrated that using children's literature enhances both literacy development and children's interest in reading (Hoffman, Roser, & Farest, 1988; Morrow, 1992; Morrow, O'Connor, & Smith, 1990). We also know that literature-based programs affect children's attitudes toward reading (Gerla, 1996; Goatley & Raphael, 1992; Stewart et al., 1996). Dahl & Freppon (1995) found that literature was related both to persistence on the part of students and to their ability to work together.

Guided Reading level expectations using the leveling system of letters developed by Fountas and Pinnell.

## INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
<b>Grade K</b>	C+	D+	E+	
	B	C	D	
	A	B	C	
				Below C
<b>Grade 1</b>	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
<b>Grade 2</b>	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
<b>Grade 3</b>	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
<b>Grade 4</b>	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
<b>Grade 5</b>	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U

KEY	
	Exceeds Expectations
	Meets Expectations
	Approaches Expectations: Needs Short-Term Intervention
	Does Not Meet Expectations: Needs Intensive Intervention

PROFESSIONAL DEVELOPMENT:

The Sleepy Eye Public School District has 2.5 days available for Professional Development. Based on student performance data, the district has determined Guided Reading will be the Reading/Literacy Professional Development focus for the 2012-2013 school year.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer Coaching
- Basal Training from Company Representative
- Outside Resources/Consultants
- Literacy Team
- Mentoring

Literacy and Instructional strategies include:

- Regular opportunities for collaboration amongst teachers (across and within grades, subjects, disciplines) this allows for open discussions about our benchmark scores. Where are our deficits? What trends are we seeing? Looking at MCA scoring information.
- Ongoing job-embedded professional development on Fountas and Pinnell testing procedures, training for FAST testing and training on specific intervention models.
- Guided Reading and Daily CAFE training with Gail Boushey and Joan Moser. Various trainings with speakers such as Donalyn Miller will be provided to veteran and novice teachers

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

### **ENGLISH LANGUAGE LEARNERS AND OTHER DIVERSE POPULATIONS:**

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

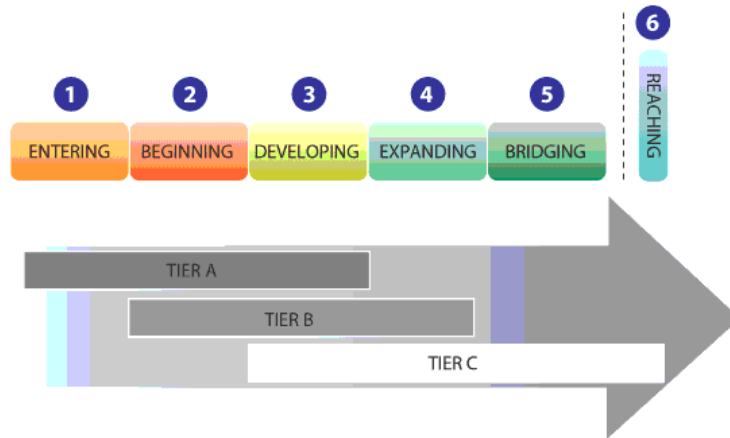
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.



Based on the W-APT and ACCESS assessments, students who qualify for ELL support will receive the intervention of focused language skill development from a licensed ELL teacher, in addition to the core instruction.

This district has 15 English Language Learners and 56 students that are non-white. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as needed or developed on-site.



Training / Coaching / Resources available for all school staff:

- Integration Activities
- ELL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with ELL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: AIMSweb, DRA, MAP, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELLs. The Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

## **COMMUNICATION SYSTEM FOR ANNUAL REPORTING:**

The Sleepy Eye Elementary ISD Public Schools PreK – 3 Literacy Plan will be completed and submitted to MDE each summer.

## **STAKEHOLDER FEEDBACK:**

Please contact us at; [curriculum.coordinator@sleepyeye.mntm.org](mailto:curriculum.coordinator@sleepyeye.mntm.org)

- Was the information easy to find?
- Is this document useful?
- Were the reading strategy links working with your child?
- Did you feel supported by the school district to help your child read well by 3<sup>rd</sup> grade?

Sample 1: Parent Flyer

### **Helping Your Children Read Better**

- Research shows that parent and family involvement is a key ingredient that contributes to students' success in education in general (Henderson 1988) and reading in particular (Postlethwaite & Ross 1992).
- Research also shows that students who read the most do best in school.
- Talk to your child about all the ways reading is used in life.
- Model reading in free time to your children. Let them see that you find pleasure in reading. Talk about cool things that you're reading or have read.

- Read out loud to your child. “A Read Aloud offers students the opportunity to ‘take a look inside’ the reading of an expert and understand that, first and foremost, reading is language and should sound like it! Teachers’ or parents’ oral reading becomes the model that students strive to achieve.” Add drama creating different voices for the characters, pause dramatically, and vary pitch, volume, phrasing and rate (Opitz, M, 1998. *Good-bye round robin*. Portsmouth: Heinemann Publishers, p. 49.)
  
- Share a book. Side-by-side reading can be handled in many ways but is always beneficial. You read a page, he/she reads a page. Read at the same time (choral type reading) pointing to the words as they are read (research by Topping in 1987 showed that both comprehension and word recognition increased remarkably when children read routinely with parents, (Opitz , M, 1998. *Good-bye round robin*. Portsmouth: Heinemann Publishers, p. 52.)
  
- When you read together, ask questions as you go (what do you think is going to happen next; this reminds me of a time when, etc.).
  
- Research shows that students who read at least 20 minutes per day outside of school will do better in school. Allow your child to go to bed 15 minutes later if he/she reads. Doesn’t feel like reading? No problem, bedtime is at the regular time.
  
- Make regular visits to the library. Explore all that’s available for your free use!!!
  
- Help your child find books that are aligned to her/his interests. The librarians at the public and/or school library are precious jewels for this information. Ask them for books centered around your child’s interests.
  
- Allow your child to buy books from book orders at school (less expensive than at a book or even a discount store). Letting children start their own mini library shows your child that books are valued.
  
- A great way to improve your child’s confidence and fluency (smoothness and speed of reading) is to practice by reading a book many times. Research backs repeated readings as a highly effective method for reading improvement. Show your child how phrasing and expression helps with meaning. Encourage your child to read to you and/or siblings.
  
- Tape record your child reading and have him/her listen to him/herself. Does it sound like Mom or Dad might read it? What can he/she do to improve? (practice more)
  
- Have your child keep a reading diary, listing books as she/he complete them. Or, make a chart that can be colored in. Visuals are excellent tools for children to “see” progress. Remind your children that they become smarter as they read more.
  
- Help your child choose a “just right” book. “Just right” means that the book can be read with roughly 95% accuracy. In a recreational sense, books should be “just right” to be sure your child will be successful

and enjoy reading (more challenging books can be reserved for instructional time in school). Use the 5 finger test. As she/he reads a page, put up one finger for each word she/he doesn't know. If this happens on one page, it's too hard. Caution: this 5 finger test would show 95% accuracy with 100 words. The thing to remember is that if a child is having difficulty, it's best left for instructional purposes later (90-94% is the guideline for instructional books at school).

- Talk to your children about what they are reading. Why did they like what they read?