

District 2176
Warren/Alvarado/Oslo School District

"Strengthening our communities through excellence in education."



**Reading Well
By Third Grade
Literacy Plan
for**



WAO Elementary School

Drafted April 2012

Literacy Committee:

Michelle Gullikson - Preschool Teacher
Renee Borowicz - Kindergarten Teacher
Marilyn Edman - Kindergarten Teacher
JoAnne Ranstrom - First Grade Teacher
Kirk Thorstenson - Elementary Principal

Stacy Hanson - First Grade Teacher
Deb Schmidt - Second Grade Teacher
Betty DuBore - Third Grade Teacher
Mary Beth Edman - Reading Recovery Teacher

Approved by WAO School Board: July 2012

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WAO Elementary School Literacy Plan

WHAT IS THE PURPOSE OF THIS PLAN?

The literacy plan provides an overview of how the WAO Elementary staff will continually work to improve the academic achievement of all students by identifying needs, implementing research-based interventions, engaging in on-going study and self-reflection to improve the shared practice of teaching, and involving parents in a joint partnership, to actively respond to the needs of our children.

STATEMENT OF GOALS AND OBJECTIVES:

It is the goal of the WAO Elementary School Literacy Plan **to ensure that students can read on grade level before entering Grade 4, and to diagnose and accelerate the reading performance of all students in Grades K-3. The plan is designed so:**

- * ALL K-3 students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.
- * ALL K-3 students who are exceeding grade level reading benchmarks will be supported and challenged in order to make projected growth.
- * ALL stakeholders in the district will be informed of the instructional efforts to ensure ALL K-3 students will be “reading well” by third grade.

HOW WILL WE KNOW IF OUR STUDENTS ARE READING WELL BY THIRD GRADE?

Reading proficiency will be defined as students who score *at or above grade level* according to the following screening measures:

Grade:	Measure of:	Name of Measure:	Criteria for Determining "at or above grade level"
Kindergarten	High Frequency Words	High Frequency Word Recognition	90% of 35 words
	Letter Identification	Letter Identification	90% of 26 letter
	Letter Sounds	Sound Symbol Association	90% of 26 letters
	Blending/Segmenting	Scholastic Essential Kind. Assessment	80% of 10 words for both blending and segmenting
Grade 1			
Grade 1	High Frequency Words	Fry First 100 Word List	90% of 100 words
	Sentence Dictation	Observation Survey	34 phonemes of 37
	Guided Reading	DRA	Level "i"
Grade 2			
Grade 2	High Frequency Words	Fry Second 100 Word List	90% of 100 words
	Comprehension	NWEA MAP Test	at or above grade level NORM
	Vocabulary	NWEA MAP Test	at or above grade level NORM
Grade 3			
Grade 3	High Frequency Words	Fry Third 100 Word List	90% of 100 words
	Comprehension	NWEA MAP Test	at or above grade level NORM
	Vocabulary	NWEA MAP Test	at or above grade level NORM

WHEN WILL THE ASSESSMENTS BE GIVEN AND HOW WILL THE RESULTS BE COMMUNICATED TO PARENTS?

Screening measures will be administered with students, and data will be reported to parents according to the following schedule:

Grade:	Measure of:	When Administered:	Who Administers:	Results to Parents:
Kindergarten	High Frequency Words	Winter & Spring	Paraprofessional	Winter & Spring Report Card
	Letter Identification	Fall, Winter & Spring	Teacher & Paraprofessional	Fall Parent Meeting, Winter & Spring Report Card
	Letter Sounds	Winter & Spring	Paraprofessional	Winter & Spring Report Card
	Blending/Segmenting	Winter & Spring	Teacher	Winter & Spring Parent Letter
Grade 1	High Frequency Words	Fall, Winter & Spring	Paraprofessional	Fall Parent Letter, Winter & Spring Report Card
	Sentence Dictation	Fall, Winter & Spring	Teacher	Fall Conferences, Winter & Spring Report Card
	Guided Reading	Winter & Spring	Teacher	Winter & Spring Report Card

Grade 2	High Frequency Words	Fall, Winter & Spring	Paraprofessional	Fall Conferences, Winter & Spring Report Card
	Comprehension	Fall, Winter & Spring	Teacher	Fall, Winter & Spring Parent Letter
	Vocabulary	Fall, Winter & Spring	Teacher	Fall, Winter & Spring Parent Letter
Grade 3	High Frequency Words	Fall, Winter & Spring	Paraprofessional	Fall Conferences, Winter & Spring Report Card
	Comprehension	Fall, Winter & Spring	Teacher	Fall, Winter & Spring Parent Letter
	Vocabulary	Fall, Winter & Spring	Teacher	Fall, Winter & Spring Parent Letter

HOW WILL LITERACY PRACTICES BE SUPPORTED AT HOME?

All K-3 students will participate in benchmark testing three times per year. Data will be reported more frequently for students who are strategically progress monitored. The students who do not score **at or above grade level** will have data sent home on a monthly basis. All individual student data is available to parents upon request. Parents will be notified when students participate in pull-out literacy programs. The notification will include the program's purpose and entrance and exit criteria. All teachers will share data during Parent Teacher Conferences to show their students' strengths and weaknesses.

HOW WILL THE SCREENING DATA BE USED?

The data will be used to evaluate the effectiveness of instruction and to adjust instruction to meet the needs of students.

WHAT ARE THE INTERVENTIONS & INSTRUCTIONAL SUPPORTS THAT WILL BE OFFERED TO STUDENTS AT SCHOOL AND HOW WILL READING INSTRUCTION BE IMPLEMENTED THROUGHOUT GRADES K-3?

Students who do not score **at or above grade level** according to the screening & diagnostic measures will be provided the following literacy supports.

- Small group instruction
- One-on-one instruction with classroom teacher, reading support specialist and/or paraprofessional
- Guided Reading
- Accelerated Reader
- Leveled Literacy Intervention
- Making Words Instruction
- Reading A to Z
- Read Naturally

When a struggling reading is identified, teachers and specialists will do additional diagnostic testing and hold a multi-staff meeting to analyze the students' deficits and plan individualized intervention strategies. The classroom teachers, reading support specialist and/or paraprofessionals will provide additional instruction based on student need. Parents will be informed monthly of student progress towards meeting district proficiency standards.

WHAT ARE THE TRAINING AND SUPPORTS / PROFESSIONAL DEVELOPMENT THAT WILL BE OFFERED TO SCHOOL STAFF?

The classroom teachers, reading support specialist and/or paraprofessionals will collaborate across grade levels to promote the development of best practices in literacy. Examples of professional development activities include:

- Professional Learning Communities (IE: study groups)
- On-going training & sharing of information
- Increase professional library opportunities
- Monthly CLAM meeting (collaborative literacy assistance meetings)
- Staff meetings before & after school
- Mentorship

HOW ARE WAO K-3 STUDENTS CURRENTLY PERFORMING?

Spring data for grades K-3 will be reported annually to the Commissioner of the Minnesota Department of Education. Data will include the percentage of students who are performing **at or above grade level** on the following measures:

Grade:	Measure of:	Number of Students "at or above grade level":	Number of Students Assessed:	% Proficient:
Kindergarten	High Frequency Words	23	42	54.7%
	Letter Identification	39	42	92.8%
	Letter Sounds	30	42	80.9%
	Blending/Segmenting	17	42	45.2%

Grade 1	High Frequency Words	31	37	83.7%
	Sentence Dictation	32	35	91.4%
	Guided Reading	27	38	71%
Grade 2	High Frequency Words	31	31	100%
	Comprehension	21	31	67.7%
	Vocabulary	22	31	58%
Grade 3	High Frequency Words	28	28	100%
	Comprehension	19	28	68%
	Vocabulary	19	28	68%

COMMUNITY AND STAKEHOLDER COMMUNICATION AND INPUT

The WAO Reading Well by Third Grade Literacy Plan will be posted on the district website (www.wao.k12.mn.us) and will be considered a “working document”. The plan was sent to the WAO School Board for approval. During the 2013-14 school year, our goal is to continue to improve the academic achievement of our students, to critically review our literacy plan and make changes to address all our students’ needs, to analyze data to make programming decisions, and to determine training for our educators. Parents and community members are encouraged to send feedback by contacting:

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