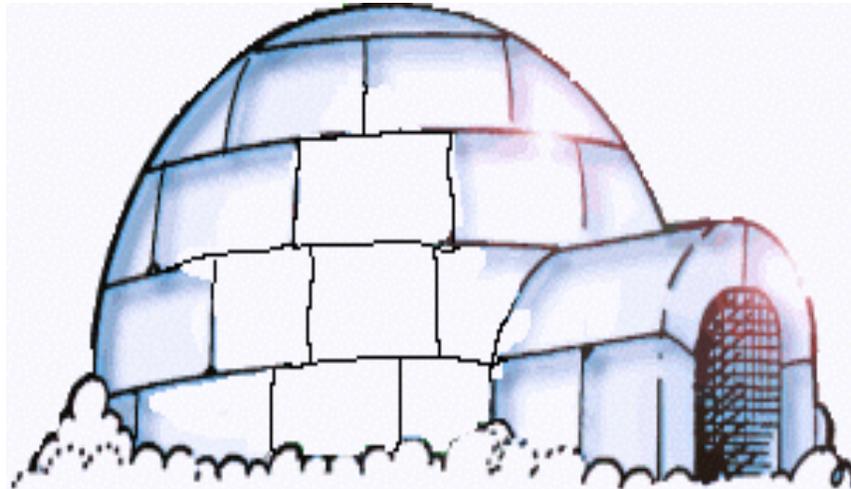


Winterquist Elementary

Local Literacy Plan



Esko Public Schools

District 99

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

The goal for Winterquist Elementary School, Kindergarten-Grade 3 students, will be to ensure grade level reading proficiency by reviewing student achievement results and growth data; by analyzing current practices and effectiveness of core literacy instruction for all students and specific groups identified as not making adequate growth; and by analyzing current practices and supports that have demonstrated success/data in support of groups not yet proficient.

Statement of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students Kindergarten through Grade 3.

Winterquist Elementary utilizes a process of assessing the reading proficiency of all students K-6 three times a year (Fall/Winter/Spring). The assessment tool utilized for K-6 students is FAST Testing, curriculum benchmarks and STAR Testing through Accelerated Reader. Staff set proficiency targets for students within the assessments to gauge proficiency and growth based on research and nationally normative data.

Each student in grades kindergarten through third grade will be assessed through FAST testing and curriculum benchmarks three times yearly. Fluency for students in grades one through three will be tested monthly for all students and weekly for students whose scores fall below grade level standards. Accelerated Reading tests are administered to second and third grade students three times yearly. Students have access to computers to take reading quizzes on a daily basis.

Proficiency is determined in FAST testing based on national norms. For curriculum and fluency based measurements, proficiency is determined by standards set by curriculum guidelines.

Weekly or bi-weekly curriculum based reading assessments are used for progress monitoring allowing teachers to adjust small group instruction for students not performing at grade level.

Results of all assessments are communicated with parents two times yearly at fall and winter conferences. Report cards are also given four times yearly. Parents of students who are not performing at grade level will be contacted by phone, written notice or conference regarding the use of curriculum based instruction used to bring students up to grade level.

Below shows a breakdown of the FAST Tests, STAR Tests and Fluency reads administered and the proficiency target score for Fall/Winter/Spring at the specific grade levels.

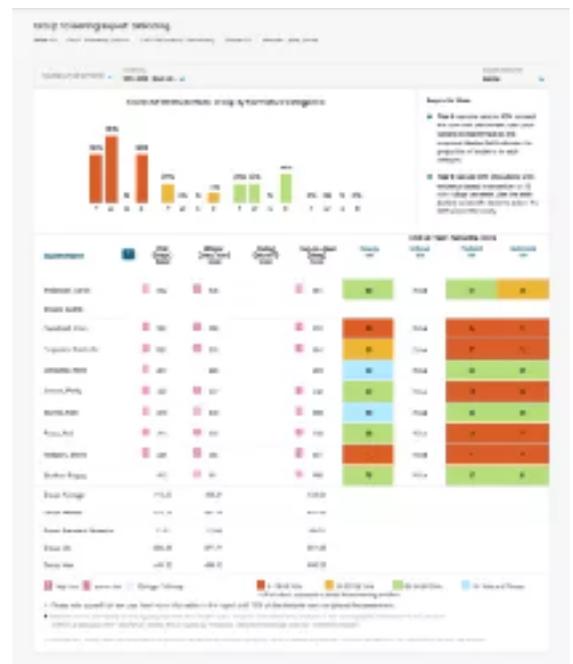
FAST Test aReading Benchmarks

Grade Level	Risk Level	Fall	Winter	Spring
Kindergarten	Low Risk	404.0	434.0	445.0
	Some Risk	387.0	417.0	435.0
	High Risk	373.0	391.0	416.0
One	Low Risk	447.0	473.0	482.0
	Some Risk	435.0	454.0	471.0
	High Risk	416.0	440.0	453.0
Two	Low Risk	483.0	495.0	502.0
	Some Risk	469.0	481.0	489.0
	High Risk	450.0	470.0	477.0
Three	Low Risk	501.0	509.0	516.0
	Some Risk	487.0	497.0	503.0
	High Risk	475.0	482.0	489.0
Four	Low Risk	513.0	520.0	526.0
	Some Risk	500.0	507.0	513.0
	High Risk	486.0	494.0	499.0
Five	Low Risk	523.0	529.0	534.0
	Some Risk	509.0	517.0	522.0
	High Risk	497.0	503.0	507.0
Six	Low Risk	530.0	535.0	539.0
	Some Risk	516.0	523.0	527.0
	High Risk	502.0	508.0	512.0

aReading (Adaptive Reading) is a computer-administered adaptive measure of broad reading that is individualized for each student, but may be individually or group administered in about 15-30 minutes. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.

FAST Reports are instantly available to evaluate student performance against local norms, mastery criterion, and predictions of risk to meet proficiency standards on state tests. Reports provide a summary of student performance on a scale that spans kindergarten to grade 12.

Benchmark/criterion standards are specified for each grade level, which are used to identify students at risk for reading failure.



STAR Reading Test (Accelerated Reader)

STAR Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. STAR Reading test scores give only one picture of how a student is doing in school.

Example of a student's STAR Test results (Growth Chart from Fall to Winter)

Test Date	SGP ^a		GE	PR	NCE	IRL	Est. ORF ^b	ATOS 2000
	Fall-Spr	SS						
09/16/2011		345	3.0	50	50.0	2.9	81	483
05/18/2012		411	3.6	44	48.8	3.5	100	602
Change	32	+66	+0.6	-6	-3.2	+0.6	+19	+119

Grade equivalent (GE) is a norm-referenced score that represents how a student's test performance compares with other students nationally. For example, a fifth-grade student with a GE score of 7.6 performed as well as a typical seventh-grader after the sixth month of the school year. This score doesn't necessarily mean that the student is capable of reading seventh-grade material—it only indicates that the student's reading skills are well above average for the fifth grade.

Grade	Fall	Winter	Spring
2 nd	2.0	2.5	2.9
3 rd	3.0	3.5	3.9
4 th	4.0	4.5	4.9
5 th	5.0	5.5	5.9
6 th	6.0	6.5	6.9

Percentile rank (PR) is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

Grade placement (GP) is a numeric representation of a student's grade level, based on the specific month in which a student takes a STAR Reading test. STAR Reading considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which a STAR Reading test was taken. GP is important because PR and NCE values are based not only on the Scaled Score but also on the grade placement of the student at the time of the test.

Instructional reading level (IRL) is a criterion-referenced score that indicates the highest reading level at which a student is at least 80 percent proficient at recognizing words and understanding material with instructional assistance. For example, a seventh-grade student with a score of 8.0 reads eighth-grade words with 80 percent accuracy or better. IRL scores are Pre-Primer (PP), Primer (P), grades 1.0 through 12.9

Fluency Benchmark Targets

Grade	Fall	Winter	Spring
1 st		23	53
2 nd	51	72	89
3 rd	71	92	107
4 th	94	112	123
5 th	110	127	139
6 th	127	140	150

Fluency is first assessed during the Fall Benchmark. If a student is above grade level (above our target) they are assessed monthly as we monitor their progress. If a student is below grade level (below our target) their progress is monitored weekly to ensure they are making adequate progress throughout the year.

All of our assessments provide staff with achievement data for individual students in the various areas of reading. If a child is identified as not making proficiency in any of the various areas of pre-reading or reading skills, staff then performs more diagnostic assessments to determine strengths and areas needing improvement for each individual student. We utilize an array of diagnostic assessments to determine reading progress towards proficiency. These assessments help us to determine a student's levels of achievement with: fluency, comprehension skills, vocabulary understanding, site word recognition, letter recognition, letter-sound recognition, phonemic awareness, and overall reading level.

Below is a list of Diagnostic Assessments That Are Utilized

- Weekly Lesson Tests
 - o Assess the Reading/Language skills taught each week
 - o Designed to monitor students' on-going progress
 - o Diagnose proficiencies and weaknesses
 - o Prescribe appropriate additional instruction
- Theme Test
 - o Measure students' strengths and weaknesses in the Reading/Language skills taught throughout a theme
- Benchmark Assessments-
 - o Evaluate students at the beginning, middle and end of the year
- FAST Testing/STAR testing
 - o Mirror standardized assessments and were field tested for reliability and validity

Staff utilizes FAST Testing and the diagnostic assessments to monitor instructional practices and the progress the student is or isn't making in response to the intervention or additional instruction being provided.

Specific information on how Winterquist Elementary will notify and involve parents in accelerating literacy development for their children in grades Kindergarten through Grade 3.

Parents are kept abreast of their child's ongoing progress throughout the year. Staff share FAST Testing assessment results, diagnostic results, progress monitoring results fall/winter/spring and at mid-term conferences throughout the year. Parents also meet with staff on an ongoing basis when/ if a need arises beyond the benchmark or quarter grading dates. During this meeting staff explain the assessments that have taken place along with the results of the assessments.

Winterquist Elementary has gone through the process of aligning state core reading content and standards with the instructional practices in reading, Kindergarten-Grade 3. We continue to monitor and adjust these practices to best serve our student population. We utilize the screening and diagnostic results of our individual students to help identify any need for further instruction in reading. Additional instruction is provided by Title I support staff to accelerate achievement of students. Students are identified as needing accelerated achievement supports by the end of September. Staff meet with parents at this time to conference on the results and describe the supports that can be deployed to assist in the acceleration of achievement. Once students have progressed to the point of meeting the established targets, they are exited from the program.

Tools that parents, caregivers, and/or community members can utilize in supporting literacy practices at home:

- Parent Portal (Tracks students grading data, attendance, etc.)
- Accelerated Reader
- Classroom websites that provide links to additional support in your child's grade
- Classroom Newsletters with updates and info
- Attend Title I Night (Learn instructional tips and tools to use with your child.)
- Attend Kindergarten Nights throughout the year. (Learn instructional tips and tools to use with your child)
- Attend Get Reading for Kindergarten Nights in the spring (Learn strategies to help your child get ready for Kindergarten.)

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Pre-K through Grade 3 at Winterquist Elementary and how these interventions will be based on learner data, including how services will be provide, and how we will inform will inform parents of student progress.

Based on data and achievement towards grade level standards and benchmarks in the core reading curriculum, students will be supported with classroom interventions (Kindergarten-3), Title I supportive services (1-3), or special education services (PreK-6). Parents will be informed of these services either at a conference or by phone and progress updates will occur throughout the year.

A general outline/continuum of core instructional practices in reading by grade level:

Kindergarten

In Kindergarten, the daily language arts block includes a variety of components to develop reading and writing skills. Included in each daily lesson:

- Oral Language: students take turns in a discussion and answer a variety of questions.
- Phonemic awareness and phonics
- Games and activities to learn high frequency words
- Reading of pre-decodable and decodable books
- Comprehension
- Vocabulary
- Writing: Shared writing and independent writing (Each week a new topic is addressed)

After the fall benchmark, students are evaluated and placed in ability-based reading groups. The students that are in need of intervention are placed in the RTI (Response to Intervention) group. The goal is to have this group be no larger than 5 students. Beyond this addition 30 minutes of small group instruction, the RTI students also are able to work with a paraprofessional one-on-one. This para is in each kindergarten classroom each day. She is able to work on individual needs through a variety of games and educational activities.

We work to inform parents by daily written reports if needed, phone calls, and report cards quarterly. We also have a beginning of the year conference to discuss where the child is at and any concerns the parents may have and then two additional conferences in November and February. If necessary, there is a third conference in April.

In Kindergarten, we use several measures to determine if our students are at or above grade level. This includes: FAST testing, Storytown benchmark testing (fall, winter, spring), quarterly assessments for report cards and daily anecdotal recording by teachers. When looking at the Storytown assessment, we consider a student to be at or above grade level if they score at or above 80 percent.

1st Grade

- **Interventions based on students' scores on:**
 - o Beginning and mid-year curriculum benchmark
 - o Beginning and mid-year standardized FAST Testing scores
 - o Curriculum-based reading fluency scores beginning in January
- **Interventions provided by:**
 - o Regular classroom teacher through...
 - Small groups
 - Leveled instruction and activities
 - Extra practice sent home
 - o RTI (Response To Intervention) group leader - 1st grade teacher
 - In small groups (1 teacher to 5 or fewer students)

- **Interventions and support will include all or some of the following curriculum- and research-based suggestion:**
 - o Extra support practice pages
 - o On- or below-level fluency cards
 - o On- or below-level leveled readers
 - o Small group instruction for phonics, writing, comprehension, grammar, and phonemic awareness
- **Information will be shared with parents through:**
 - o Fall and winter conferences
 - o Quarterly report cards
 - o Phone, email, letter, or personal conference when starting an RTI small group

2nd Grade

- **Intervention supports:**
 - o ½ hour Title 1 service daily
 - o ½ hour RTI Intervention service provided daily by classroom teacher
 - Small group instruction- learner data such as phonics skills tests, fluency reads, high frequency word checks, and vocabulary checks are used for instructional purposes
 - Parents are notified of progress through theme tests, benchmark tests, report cards, parent teacher conferences
- **Reading Instruction:**
 - o Scientifically based by utilizing a reading series that was chosen due to the fact that it was based on scientific research and had the MN standards embedded into the curriculum.
- **Measures used to determine which students are at or above grade level:**
 - o High Frequency Word Test
 - o Theme/Benchmark Testing Data
 - o FAST Testing
 - o STAR Reading Test

3rd Grade

- **Intervention Supports:**
 - o ½ hour Title 1 service daily
 - o ½ hour RTI Intervention service provided daily by classroom teacher
 - Small groups using the Harcourt Intervention Manual/Learner Book
- **Instructional Supports:**
 - o Additional guided reading time in Below Level Readers with each lesson
- **Based on:**
 - o Curriculum benchmark results

- o FAST testing
- o Theme Assessments
- **Inform Parents By:**
 - o RTI Letter, parent/teacher conferences, sign and returns on assessments, on-going learning portfolios

Through our RTI (Response to Intervention) all students who are performing below grade level in reading will receive the following services:

- Differentiation for below level readers in the classroom
- Additional 30 minutes of reading instruction in small group setting
- Admission to Title I

The following data will be used to determine “below grade level” performance:

- FAST Testing
- Benchmark Tests
- STAR Testing (Grades 2-3)
- Fluency
- Brigance Testing (Kindergarten)

Parents will be informed of progress throughout the year. A letter will be sent home if the student will be receiving an additional 30 minutes of small group reading instruction in the classroom. A second letter and permission slip will be sent home if the student is recommended for Title I services.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.

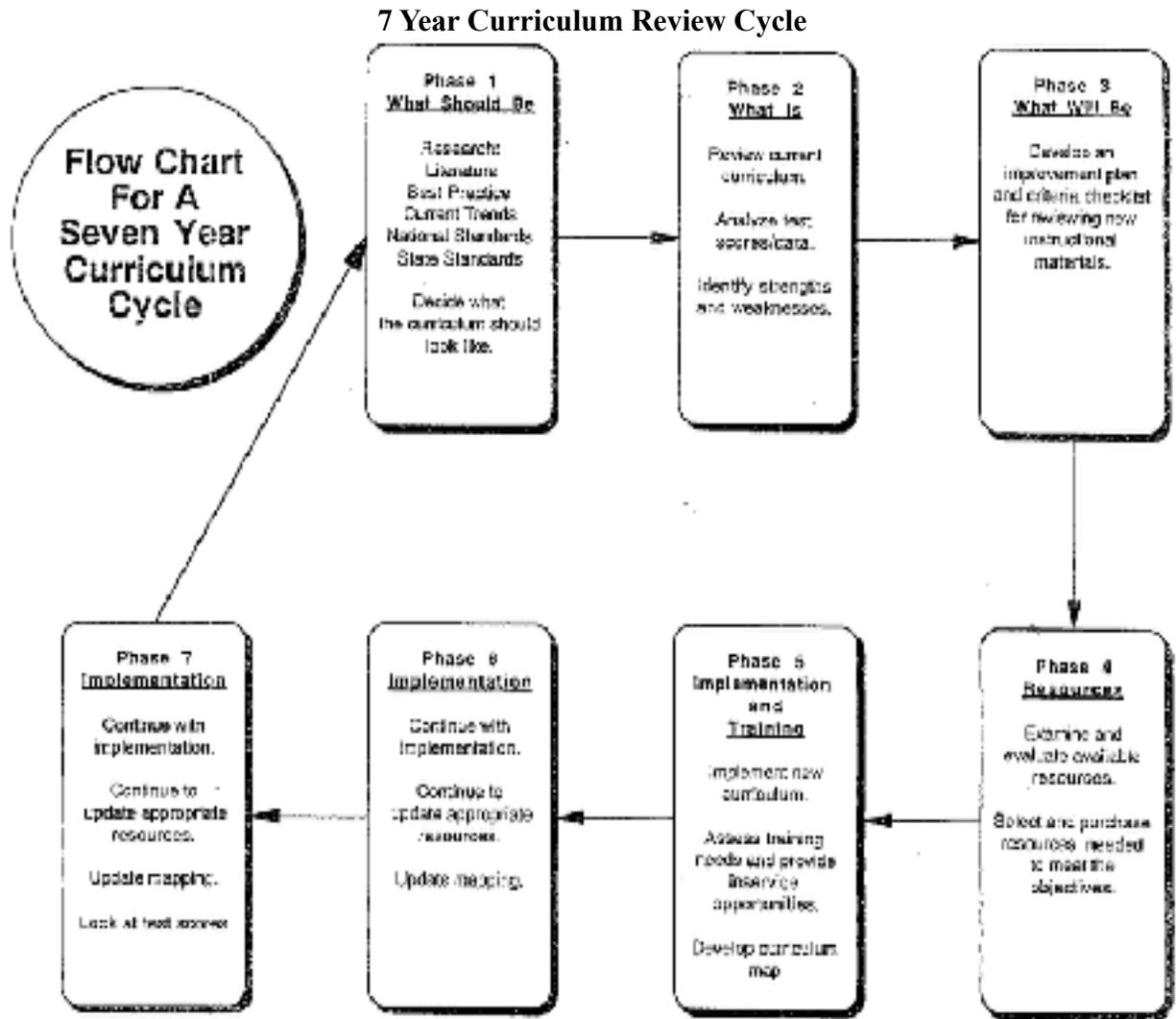
Winterquist Elementary School has two high functioning groups working to provide staff development for our teachers in the scope of Reading and Language Arts. Our first group is our Language Arts committee that follows our seven year curriculum review cycle. This committee meets each year and follows the process to review our curriculum. This allows our group to stay in tuned to best practice ideas and how they impact our curriculum and how we deliver instruction. As they work through the process, they identify steps needed to take and professional development that would be beneficial to our staff to stay up to date with best practices. The second group is our Staff Development Committee. This committee meets monthly to address staff needs and development opportunities. The group works to identify school wide needs, grade level needs and individual development for teachers. They are the fiscal group that makes this happen and works closely with our staff to provide opportunities that are beneficial to our teams.

- Opportunities for professional development through application process in the following ways:
 - o Workshops, presentations, and instructional formats through outside resources.
 - o In-house mentoring, observation, and/or coaching are available per teacher/specialist request or administrative prompting.
 - o Professional development during in-service and/or outside of the school year has been provided to specifically address areas of need. We have utilized the regional service co-

operative for reading specialist resources and have made connections with local universities regarding literacy coaching/development for teachers.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06; subdivision 4 is consistently implemented throughout elementary grades.

As mentioned above, our district follows a seven year curriculum review cycle. This allows our staff to have continuous conversations each year about our current curriculum. The flow chart below shows exactly the steps taken through each phase to ensure that we are research focussed, driven by best practices and utilizing staff development to implement these changes. The greatest benefit of following this cycle is that there is consistency within each grade level and the scope and sequence from K-3 is seamless.



Explain how training and support will be provided so that all Winterquist Elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of ELL students.

Being a small, rural school district, our population of students is not diverse. However, in the event there are students in need of language acquisition skills within ELL, resources will be made available. The diverse needs of students have been present in the levels of ability that we see within our class-

rooms. Training has been/will be continued in the area of differentiated instruction. We have created a partnership with our regional service cooperative to provide training and resources.

Post assessment methods and data that are submitted to Commissioner annually including objectives of assessment program, names of tests, and grade levels of administration as a part of the local literacy plan on the Esko Public School webpage for all students in Kindergarten through Grade 3.

Posting information to the district web page as included in parent resources, teacher/classroom web pages, and the Student Achievement Report. In addition, assessment methods, data, and other relevant testing information is shared with parents through a monthly administrative newsletter in the Esko's Corner and posted on the elementary web page.

Kindergarten-

- Letter Sounds- 80% or higher is “at or above grade level”
- Storytown benchmark testing (fall, winter, spring)- 80% or higher is “at or above grade level”
- Sight Words- 80% or higher is “at or above grade level”
- Blending/Segmenting- 80% or higher is “at or above grade level”

First Grade-

- Curriculum benchmark and theme tests –
 - o 65% or higher is “at or above grade level”
- Fluency tests –
 - o 50th percentile based on curriculum standards required for “on-level”:
 - Mid-Year: 23 Words Correct Per Minute
 - End-of-Year: 53 WCPM
- FAST test scores
 - o Minimum Benchmark scores
 - Beginning-of-Year: 417
 - Mid-Year: 441
 - End-of-Year 454

Second Grade-

- STAR
 - o Criteria: Target score in fall: 2.0, winter 2.5, spring 2.9
- FAST test scores
 - o Criteria: Target score for aREADING in fall: 451, winter 471, spring 478
- High Frequency Word Test
 - o 85% of total score

- Storytown Benchmarks
 - Criteria for Reading Comprehension 30/40, Vocabulary & Word Analysis 20/30, Total reading score 50/70
- Fluency (Fall criteria 51 wpm, winter 72 wpm, 89 wpm)

Third Grade-

- STAR
 - Criteria: Target score in fall: 3.0, winter 3.5, spring 3.9
- FAST test scores
 - Criteria: Target score for aREADING in fall: 476, winter 483, spring 490
- LANGUAGE
 - Target score in fall 190.9, winter 196.2, spring 200.0
- Storytown Benchmarks
 - Criteria for Reading Comprehension 30/40, Vocabulary & Word Analysis 20/30, Total reading score 50/70
- Fluency (Fall criteria 71 wpm, winter 92 wpm, 108 wpm)