

Aitkin Public Schools – ISD #001
Blue Print for Literacy Plan

Building Capacity for School-wide Implementation of Evidence-based Literacy Practices Birth through Grade 12

May 2012

The Aitkin School District has involved itself in adopting and implementing a model of continuous school improvement over the course of the past several years, so that community, parents, school board, administrators, teachers, student services staff, student support staff, and all members of the Aitkin school community are focused on high and achievable teaching and learning targets focused on college and career readiness skills to prepare students to excel in the 21st century.

To that end, the Aitkin School District has involved itself in a number of key activities over the course of the past several years that serve as the foundation to build capacity among staff and school board as it strives to employ student performance data to make important educational decisions. The work that has been done to date and that will continue into the future serves as the foundation for and is well aligned with the Minnesota Department of Education’s [MDE] Blueprint for Literacy Plan. Work that has been done to date includes, but is not limited to the following:

- Conducting an organizational and systems assessment/analysis to ascertain the district’s current status in terms of implementation of continuous school improvement principles and practices using response to instruction and intervention as a model of educational service delivery for all students.
- Reviewing organizational and systems analysis data at the district and building levels to identify district and building needs in terms of professional development and capacity building around the following areas:
 - ✘ Beliefs about children’s capacity to learn and the capacity of staff to provide highly effective instruction to all students no matter of background, socio-economic status, ethnicity, gender, or disability status.
 - ✘ Beliefs about instructional practices and system supports to provide highly effective practices to all students no matter of background, socio-economic status, ethnicity, gender, or disability status.
 - ✘ System alignment and support required to provide requisite professional development, coaching, and embedded support for teachers and administrators to build their individual and collective capacity to provide highly effective instructional practices to all students no matter of background, socio-economic status, ethnicity, gender, or disability status.

- ✘ Review and identification of current assessment tools and protocols and their alignment throughout the system in order to predict students that are on or off track for achieving college and career readiness standards upon system exit.
- ✘ Professional development, training, and ongoing embedded coaching and support for administrators, teachers, and student services staff to build their knowledge, skills, and individual and collective capacity to employ student data to make important system and instructional decisions.
- ✘ Identification of needs as part of strategic plan development that focuses on preparing all students to achieve college and career readiness standards. This needs identification process focused on the areas of:
 - Staff needs
 - Needs in the area of curriculum and instruction
 - Needs in the area of resource allocation
 - Needs of district level leaders
 - Needs of parents and the community
- ✘ Provision of professional development and support of building level instructional leadership teams to build capacity around assessment and data, decision-making processes and procedures, and application of student performance data to instructional practices.
- ✘ Establishment of a district level committee focused on systems issues, processes, and practices that create aligned systems of support, aligned targets for teaching and learning focused on attainment of college and career readiness skills, and an aligned system of resource allocation to support highly effective instructional practices for all students no matter of background, socio-economic status, ethnicity, gender, or disability status.
- Developing a long-term plan that focuses on sustainability of effective system practices and support of highly effective instructional practices throughout the district so that the system is self-renewing and is focused on achieving college and career readiness outcomes for all students no matter of background, socio-economic status, ethnicity, gender, or disability status.
- Providing professional development to school board members on concepts and principles of continuous school improvement and the board's role in supporting this work so that all students achieve college and career readiness skills and benchmarks upon system exit.

The Aitkin School District is in the midst of an intensive and ongoing process of developing a long-term strategic plan for the district, the district's Blueprint for Literacy Plan will align with this work and will provide a specific focus for the 2012-2013 school year at the Pre-K through Grade Three levels. This "Blueprint for Literacy" plan will evolve as part of the district strategic plan as it is developed over the next school year. Ultimately, the Blueprint will be embedded in the long-term strategic plan as one of the key targets for improvement.

Like the broader strategic plan, the Blueprint plan focuses on the alignment of curriculum, instruction, and assessment; a multi-tier system of supports; job embedded professional development; instructional leadership; and family-community partnerships.

Goals

In addition to the efforts outlined above which will continue through the 2012-2013 school year and beyond, the specific Blueprint for Literacy Plan for 2012-2013 will include the following goals. The goals included here are aligned with the district Mission, Values, Beliefs and Goals. As such the Blueprint plan represents the strategies being deployed at the elementary level to achieve the district goal of having all students reading on grade level by the end of 3rd grade. For more information on the broader Aitkin School District Goals that have been established as the foundation of the district strategic plan, see the document labeled, Appendix B "Systems Change Implementation Plan".

The goals described here reflect processes and products that have been determined necessary to ensure that effective reading instruction is provided for all students in an aligned multi-tiered system of support. Specific student outcomes will continue to be monitored throughout the year as described. True analyses of the effect of the blueprint on student achievement will require data collected consistently across multiple years. Data targets aligned with College and Career Readiness standards are being developed this year. Longitudinal outcomes will be evaluated in terms of the number/percent of students reaching these targets over time. Effectiveness of the Blueprint will be demonstrated by an increasing percentage of students achieving target scores at each grade PK-3. Progress on Blueprint actions will be demonstrated by completing the processes and products described here.

Goal Area 1 – Aligned Curriculum, Instruction, and Assessment Curriculum

- ✘ By June 2013, the Aitkin School District will complete analysis of its core curriculum in literacy to ascertain the effectiveness of core instruction (Tier I) for all students, including all subgroup populations. Effectiveness will be assessed

relative to a standard college and career readiness standards Pre-K- through Grade Twelve. For additional information including description of how assessment outcome targets will be established, see “Assessment Processes”.

Instruction

- ✘ By June 2013, Ripplside Elementary School will have established clear and specific definitions of the critical elements for instructional emphasis that align with the Common Core Standards and the College and Career Readiness targets established locally.
- ✘ By June 2013, the Aitkin School District will document an aligned system of assessments Pre-K through Grade Twelve that is able to predict students who are on or off track to achieve college and career readiness standards upon school exit at any point in the system.

Goal Area 2 - Multi-tier System of Supports

- ✘ During the 2012-2013 school year, the staff at Aitkin Elementary will continue to deploy supplemental and intensive intervention options for students whose assessment data indicates need for these supports. The emphasis during the 2012-2013 school year will be on documenting the fidelity of delivery and the outcomes associated with interventions. Data reflecting the growth of students participating in interventions will be aggregated to evaluate overall program effects. Disaggregated data relevant to the following subgroups: 1) Special Education; 2) Free/Reduced Lunch; 3) Ethnicity and 4) English Language Learners, will also be analyzed to determine program effectiveness for these groups of students. This program effectiveness data will be compiled into a single report that will serve as the baseline from which continued improvement plans will be developed and evaluated.

Goal Area 3 – Job-embedded Professional Development

- ✘ By June 2013, the Aitkin School District will have established a three to five year professional development plan that focuses on building individual and collective capacity of administrators and staff to provide highly effective instruction in the area of reading/literacy so that all students, including subgroup populations, are on track for attainment of college and career readiness skills. Specific needs for professional development will be determined through analysis of the needs assessment data and student outcome data relative to college and career readiness targets.

Goal Area 4 – Instructional Leadership

During the 2012-2013 school year the Aitkin Elementary School Leadership Team will have established a draft of clear and specific skills and behaviors necessary for school leaders to demonstrate in order to support and promote effective

instruction. The skills included will be drawn from research on effective leadership and will focus initially on promoting effective instruction for developing readers in grades PK – 3.

Goal Area 5 – Family/Community Partnerships

- ✘ By June 2013, the Aitkin School District will have in place a communication plan that includes information and actions to help parents and community members understand and participate in improving reading skills for the children attending Aitkin Elementary School. This plan will include actions to educate and explain college and career readiness standards to parents/community members, to facilitate their involvement and support. The target outcome for 2012-2013 is that expectations for student achievement are understood and embraced by all stakeholders.

Assessment

As discussed in the goals section above, the assessment protocols are evolving in the district to address the need to establish meaningful targets that are predictive of being on-track for being “on grade-level” in reading skills by the end of third grade and on-track for college and career readiness. This shift may result in students needing to demonstrate a higher degree of skills at each grade level to be considered on-track. The following assessment framework describes the assessments that will be used in the Aitkin school district during the 2012-13 school year.

Assessment Name:	AIMSweb	MCA-II	OBSERVATION SURVEY	STAR	STAR
Content Area:	Literacy	Reading	Literacy	Early Literacy	Reading
Grades Administ.	K-6	3-8 & 10	K-2	PK-1	2-9
Assessment Type (Category)	Screening	Summative	Diagnostic	Screening	Screening
	Benchmark	Program Evaluation		Benchmark	Benchmark
	Progress Monitoring			Progress Monitoring	Progress Monitoring

Assessment Name:	AIMSweb	MCA-II	OBSERVATION SURVEY	STAR	STAR
Targeted Skills	Phonemic Awareness	Comprehension	Application of Reading Skills	Phonemic Awareness	
	Decoding Skills (Alphabetic Principle)	Vocabulary	Accuracy	Decoding Skills	Decoding Skills
	Fluency		Comprehension		Fluency
					Comprehension
					Vocabulary
Purpose:	Benchmark data used to identify students that may need additional intervention. Benchmark also measures growth and progress monitoring tracks the progress of students of students in receiving intervention.	AYP	Measures growth, informs instruction for differentiated instruction and intervention	Measures independent reading level and growth.	Measures independent reading level and growth.
When Administered to All	Fall, Winter, Spring	Spring	Fall, Winter, Spring	Fall, Winter, Spring	Fall, Winter, Spring
Who Administers	Teacher and Assessment Team	Teacher	Teacher	Computer Administered	Computer Administered
Proficiency Determined	National Norms (>50%)	State Determined	Levels Determined by Developer	Correlated to MCA Proficiency	Correlated to MCA Proficiency
Method of informing parents	Scores presented at P/T conferences	Scores mailed home	Scores presented at P/T conferences	Scores presented at P/T conferences	Scores presented at P/T conferences

Assessment Name:	AIMSweb	MCA-II	OBSERVATION SURVEY	STAR	STAR
Comments:	Provides equivalent forms to allow progress monitoring	State required assessment. Grade level skills assessed primarily. Likely ceiling and floor effects			

Parent Involvement

Aitkin Elementary School Parental Involvement in Education Plan

Aitkin Elementary School staff believes that a child's parents are not only the child's first teachers, but they also are the most important teacher that the child will have. The school district, the school administration and staff, the parents, and the community have the responsibility of nurturing and enhancing each child's intellectual abilities and developmental skills. Clearly, schools must work more closely with parents if we are to effectively address the needs of our children. Aitkin Elementary is dedicated to providing appropriate help, both to the schools and to the parents, in the development of a team effort toward this goal.

Aitkin Elementary School Parents Involvement Provisions

1. Aitkin Elementary School's parental involvement program includes activities and procedures of sufficient size, scope, and quality as to provide reasonable assurance of substantial progress toward achieving the goals for school improvement. Aitkin Elementary School is committed to partnering with parents so that all Aitkin students reach grade-level reading benchmarks by the end of third grade that reflect readiness for future school success and college or career success as well.
2. Specific activities that will be implemented by the district are:
 - a. provide technical assistance and support to staff in planning and implementing parent involvement activities utilizing evidence based techniques . (Such as: strategies for academic improvement and Content Standards) Staff, including administrators, key teachers and parents will conduct/participate in regular parent trainings and meetings that will be held at least quarterly. These sessions will focus on enhancing the parents' role in supporting, reinforcing, and nurturing their children in an academically feasible learning environment at home. A district instructional newsletter will be disseminated every eight weeks. The newsletter, prepared by staff will provide content standard based activities by grade levels (Ex: Early Childhood, Grades 1-3,). Parents will be given the newsletter at conferences with teachers, workshops, and at various school activities. Newsletters will also be available at the School Office.
 - b. conduct an annual review and assessment, with the involvement of parents, to determine the effectiveness of the district's parental involvement program.
 - c. provide reasonable support for parent involvement activities as parents may request.
 - d. provide parent literacy/parent involvement activities and support through use of several supplemental services.
 - e. provide parents with reports of progress and other appropriate information about federal programs.
 - f. provide school report cards and conduct informative workshops for clarity.

Barriers that might exist will be addressed at the school site. The principal, building level committee in conjunction with the school improvement committee will address all concerns through annual, meetings and conferences. The teaching staff and administrative staff will be available to give direction and assistance to parents as needed. District-wide in-service trainings will address barriers that may occur.

School-Parent Relation Goals

During the 2012-2013 school year, the Aitkin Elementary School staff will develop, with the involvement of parents of participating students, a parent involvement plan. Parents shall be provided the opportunities to assist in the development of the schools' parent involvement activities. The school staff and parents shall assume and share responsibility for implementation of the parent involvement plan. Such efforts shall encompass the following:

1. Specific activities that will be implemented are:
 - a. provide parents with appropriate reports of student progress and student expectations;
 - b. provide assistance and support to parents in helping them to work with children to improve student performance;
 - c. Co conduct an annual review and assessment, with the involvement of parents, to determine the effectiveness of the school's parent involvement program;
 - d. develop jointly, with parents a school/parent compact which describes the school's responsibilities for parent involvement in supporting their child's learning;
 - e. provide family literacy/parent involvement activities and support to parents of students who are the most "at-risk" and those who are most economically disadvantaged;
 - f. provide parents reasonable access to the school staff, opportunities to volunteer and participate in their child's learning;
 - g. provide training to teachers and staff in reaching out to parents, communicating with parents as partners, and building coordination and collaboration with parents;
 - h. involve community-based organizations and businesses in parent involvement and family literacy activities

Instruction/Intervention

The Aitkin Elementary School follows a “Multi-tiered System of Support” model for reading instruction. In this model all students receive at least 90 minutes per day of high quality “core” instruction that is differentiated based upon skill level. Students needing additional support to meet grade-level benchmarks are included in supplemental instruction daily. For those with severe skill deficits or who are not responding to supplemental instruction, individual problem-solving analysis is completed by a team including the parents and results in an individualized plan for “intensive instruction and progress monitoring. These instruction and intervention components are described in more detail below>

Tier I (Core) Reading instruction in the Aitkin School District is provided through Treasures Reading curriculum. All students participate in reading instruction for a minimum of 90 minutes per day. The instructional period incorporates both large group and small group activities. Small group activities are structured to allow for differentiation for students needing additional practice and those needing additional opportunities to extend their learning. Teachers use information from guided reading assessments and general outcome measure data to determine grouping of students and assignment of tasks. Daily formative assessment is conducted to determine student progress and to guide subsequent grouping and instructional decisions.

** The critical components of reading skill as discussed in the Elementary and Secondary Schools Act and in the Common Core Standards are identified in curriculum maps (See Appendix A) adapted from documents produced by the Center for Teaching and Learning at the University of Oregon. These were selected as a guide for selecting/developing, delivering, and evaluating core reading instruction because of the strong evidence base associated with these elements.

Tier II (Supplemental): Students who earn scores on formative or benchmark assessments that are consistently below standard are considered for possible enrollment in supplemental instructional activities. Teachers and support staff, including the Reading Specialist, Curriculum & Instruction, and others as needed, review grade level student data after each benchmark assessment period to determine the overall performance of the group and to identify students potentially in need of additional instruction. Students determined to need supplemental intervention are grouped for intervention time according to the skills that are deemed to be problematic. Students needing supplemental instruction are assigned to the appropriate instructional group during the 30 minute intervention period each day. Students receiving supplemental instruction are progress monitored monthly to track growth and for determining if adjustments or additions to the intervention are needed.

Tier III (Intensive): Students who demonstrate severe reading deficits or have not made sufficient progress with the addition of supplemental instruction are referred to be reviewed by an individual problem-solving team. (TAT) Parents are asked to join this discussion where teacher, support staff, relevant specialists and parents review the data and identify individual areas of deficiency based upon this review. Additional intervention strategies are developed specifically for the student to match the identified needs and these interventions are scheduled with the teacher and support staff according to the plan. Students who are in intensive interventions are progress monitored every other week using the appropriate assessment / progress monitoring probes for the skills being emphasized.

Professional Development

Aitkin school district is committed to providing quality professional development for staff. To this end, the Aitkin Elementary School leadership team will establish a process for determining professional development needs in the area of reading based upon a review of the organizational assessment conducted in 2011 and ongoing analysis of building and grade level data on student learning and instructional practices. During the 2012-2013 school year, the Aitkin Elementary School Leadership Team will develop a specific routine and timeline for determining professional development needs necessary to achieve improved reading outcomes.

This plan will identify professional development activities in areas of need that include opportunities including but not limited to the following:

Knowledge and Skill Development Activities such as building awareness and new knowledge through large group workshops, conference participation, and other similar activities.

Direct Instruction, Demonstration, and Skill Building Activities such as specific skill training for groups of teachers.

Coaching and Feedback for Effective Implementation systems must be in place to ensure effective instructional practices. The Elementary School will identify potential coaches and begin training them to be more effective practitioners / coaches.

Collaborative Reflections with colleagues that include structured routines for discussion of instructional experiences, sharing of effective strategies, and trouble-shooting challenges. These collaboration activities will incorporate both within grade groups and cross-grade opportunities.

Content of professional development activities will focus on the following topics:

- Review of Reading Research
- Selecting Evidence-Based Instructional Materials
- High Yield Instructional Strategies
- Assessment for Learning
- Effective Grading Practices
- Differentiation for Diverse Populations
- Culturally Responsive Instruction

Professional development opportunities must be structured to be available to all staff according to their assignment and specific needs identified collaboratively with the building principle.

Annual Reporting

Ongoing data regarding processes and procedures completed, teacher outcomes and student assessment data can be found at the following location: <http://www.aitkin.k12.mn.us/districtInfomation/DistrictOfficeHome.html>

Appendix A

Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

Mapping of Instruction to Achieve Instructional Priorities

	Kindergarten								
Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^c									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words	X	X	X	X	X				
* 4e: Segments individual sounds in words					X	X	X	X	X

* High Priority Skill

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Mapping of Instruction to Achieve Instructional Priorities

Instructional Priority: Alphabetic Principle	Kindergarten									
	1	2	3	4	5	6	7	8	9	
Focus 1: Letter-Sound Correspondence										
1a: Identifies letter matched to sound	X	X	X	X	X	X				
* 1b: Says the most common sound associated with individual letters			X	X	X	X	X	X	X	
Focus 2: Decoding (Sounding Out Words)										
* 2a: Blends letter sounds in 1-syllable words					X	X	X	X	X	
Focus 3: Sight-Word Reading										
3a: Recognizes some words by sight						X	X	X	X	

*High priority skill

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Mapping of Instruction to Achieve Instructional Priorities

Instructional Priority: Vocabulary	Kindergarten								
	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
*1a: Names Pictures of common concepts	X	X	X	X	X	X	X	X	X
*1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
*1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
*3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X
*High priority skill									

Mapping of Instruction to Achieve Instructional Priorities

Kindergarten

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Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
*2a: Answers <i>who</i> ¹ , <i>where</i> ² , and <i>what</i> ³ questions after listening to a sentence or short paragraph	1,3	1,3	1,3	1,3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
*3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
*High priority skill									

Mapping of Instruction to Achieve Instructional Priorities

First Grade

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Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
*2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
*3a: Segments 3- and 4-phoneme, 1-syllable words	X								
*High priority skill									

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Mapping of Instruction to Achieve Instructional Priorities

First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
*1a: Produces L-S correspondences (1/sec)	X	X	X						
*2b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
*2a: Decodes words with consonant blends		X	X	X					
*2b: Decodes words with letter combinations			X	X	X	X	X		
*2c: Reads regular 1-syllable words fluently	X	X	X	X	X	X	X	X	
*2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
*3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X

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Mapping of Instruction to Achieve Instructional Priorities

First Grade

Instructional Priority: **Fluency**

1 2 3 4 5 6 7 8 9

Focus 4: Reading Connected Text

*4a: Read accurately (1 error in 20 words)

X X X X X X X X

*4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)

X X X X X X X X X

4c: Phrasing attending to ending punctuation

X X X X

4d: Reads and rereads to increase familiarity

X X X X

4e: Rereads and self-corrects while reading

X X X X

*High priority skill

Instructional Priority: **Spelling^a**

1 2 3 4 5 6 7 8 9

Focus 1: Word Spelling

*1a: Writes letters associated with each sound in 1-syllable, phonetically regular words

X X X

*1b: Spells single-syllable regular words correctly and independently

X X X X

1c: Spells studied sight words accurately

X X X X X X X X X

*High priority skill

a. Once students can read phonetically-regular words, they should be taught how to spell those words

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Mapping of Instruction to Achieve Instructional Priorities

First Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
*2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X
*High priority skill									
Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
*1a: Answers <i>who</i> ¹ , <i>what</i> ² , <i>when</i> ³ , <i>where</i> ⁴ , and <i>how</i> ⁵ , questions after listening to or reading paragraph(s)	1,2	1,2	3,4	3,4	3,4	5	5	All	All
*1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1,2	1,2				
*1c: Identifies and answers questions about characters ^C , setting ^S , and events ^E	C	C,S	C,S	C,S, E					
Focus 2: Making Inferences									

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2a: Makes and verifies predications based on information from the story	X X X
2b: Draws conclusions about information or stories read	X X X
Focus 3: Retelling and Summarizing	
*3a: Retells the main idea of simple stories	X X X
3b: Retells a story and includes characters, setting and important events	X X X X X X X
3c: Retells correct sequence of events in a story or a chronological passage	X X X X X
3d: Summarizes main ideas learned about a topic from an informational passage	X X X
Focus 4: Monitoring Comprehension	
4a: Stops while reading to assess understanding and clarify	X X X X X X X X X
Focus 5: Making Connections	
5a: Connects events, characters, and actions in the story to specific life experiences	X X X X X X X X X
5b: Uses prior knowledge to clarify understanding	X X X X X X X X X

*High priority skill

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Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
*1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
*2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
*2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
*3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Instructional Priority: Fluency									
Focus 1: Reading Connected Text									
*4a: Reads 90-100 wpm	X	X	X	X	X	X	X	X	X
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

*High priority skill

a. Minutes of practice per day

Appendix A

Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

Second Grade

Instructional Priority: **Spelling**

1 2 3 4 5 6 7 8 9

Focus 1: Word Spelling

*1a: Spells previously-studied phonetically regular words accurately	X	X	X	X	X	X	X	X	X
*1b: Uses phonetic strategies to spell unfamiliar words		X	X	X	X	X	X	X	X
1c: Spells frequently used sight words accurately		X	X	X	X	X	X	X	X
1d: Uses dictionary to check spellings					X	X	X	X	X

*High priority skill

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Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

	Second Grade								
Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
*2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifies simple multiple-meaning words	X	X	X	X	X	X	X	X	X

*High priority skill

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Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

Second Grade

Instructional Priority: **Comprehension**

Focus 1: Comprehending Stories

	1	2	3	4	5	6	7	8	9
*1a: Answers questions about main characters ^{MC} , settings ^S , and events ^E	MC	MC	MC	MC	MC	MC			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			S	S	S,E	S,E			
1c: Makes and confirms predictions based on information from the story			X	X	X	X			
*1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
*1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}			MD	MD	FO	FO	CE	CE	

Focus 2: Comprehending Informational Text

2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, tables of contents, and chapter headings to locate information						X	X	X	

Focus 3: Comprehension Monitoring

3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories ^S and informational ^I text to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			

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Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells explicit ^E and implicit ^I main ideas				E	E	E	I	I	I
*4b: Identifies the correct sequence of events	X	X	X						
*4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text						X	X	X	
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections						X	X	X	X

*High priority skill

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Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
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	Third Grade								
Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
*1a: Produces common word parts	X	X							
*1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Instructional Priority: Fluency	1	2	3	4	5	6	7	8	9
Focus 1: Reading Connected Text									
*3a: Reads 110-120 wpm	X	X	X	X	X	X	X	X	X
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5 ^a	10	10	15	15	20	20	25	30

*High priority skill

a. Minutes per day

Appendix A

Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

Mapping of Instruction to Achieve Instructional Priorities

Third Grade

Instructional Priority: **Spelling**

1 2 3 4 5 6 7 8 9

Focus 1: Word Spelling

*1a: Spells phonetically regular words correctly

X

1b: Spells previously studied contractions, possessives, compound words, and words with inflectional endings

X X X X X

1c: Organizes words in alphabetical order

X X X

1d: Uses the dictionary or glossary to confirm and correct uncertain spellings

X X X

*High priority skill

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Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

Mapping of Instruction to Achieve Instructional Priorities

Third Grade

Instructional Priority: **Vocabulary**

1 2 3 4 5 6 7 8 9

Focus 1: Concept Categorization

1a: Classifies and categorizes increasingly complex words into sets and groups

X X X X X X X X X

1b: Categorizes words hierarchically

X X X X X X X X X

1c: Draws and uses semantic maps and organizers to convey word relationships

X X X X X X X X X

Focus 2: Vocabulary Development and use

*2a: Learns and uses unfamiliar words that are introduced in stories and passages

X X X X X X X X X

*2b: Increases knowledge of vocabulary through independent reading

X X X X X X X X X

2c: Uses new vocabulary

X X X X X X X X X

2d: Uses more descriptive vocabulary

X X X X X X X X X

2e: Determines the meaning of a word based on its use in a sentence

X X X X X X X X X

2f: Uses dictionary to determine word meaning

X X X X X X X X X

2g: Uses knowledge of prefixes and suffixes to determine word meaning

X X X X X X X X X

*High priority skill

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Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

Third Grade

Instructional Priority: **Comprehension**

Focus 1: Comprehending Stories

	1	2	3	4	5	6	7	8	9
*1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
*1c: Answers questions about main characters ^{MC} , settings, theme ^T , and plot ^P	MC S	MC S	MC S,P	MC S,P	MC S,P,T		X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
*1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X

Focus 2: Comprehending Informational Text

*2a: Uses structure of informational text to aid understanding			X	X	X				
*2b: Uses information in tables, graphs diagrams, maps, and charts					X	X	X		
2c: Follow multiple-step written instructions	X	X	X	X	X	X	X	X	X

Focus 3: Comprehension Monitoring

3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
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Aitkin Elementary School Curriculum Maps to Guide Blueprint for Literacy Plan 2012-13 (Adapted from Kame'enui & Simmons, 2008
- Center for Teaching And Learning at the University of Oregon)

3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

*High priority skill

Appendix B
Systems Change Implementation Plan

Aitkin Public Schools

Mission

Our Mission is to empower students to be life-long learners and citizen by maximizing community, parent, and staff involvement while developing high expectations and achievement in a safe learning environment.

We Value...

The Whole Student
Academic, emotional, social

Fostering Independence
Knowledge, skills, productivity, technology

Collaboration
Partnership with colleagues, parents and community

Safe & Caring Environment
Positive climate for staff and students with clear expectations

Continuous Improvement
Purposeful, focused professional development. Data to measure practices and achievement

High Standards / Expectations
For instruction and learning

Guiding Principles / Beliefs

- ✓ We will create a positive, safe, caring, and supportive environment that is responsive to the academic, social, and emotional needs of the student.
- ✓ Through standards based curriculum, soft and hard skill learning, embedded technology and purposeful activities we will develop engaged Independent learners.
- ✓ We value the importance of collaboration with colleagues, administration, school board, parents, and the community.
- ✓ We will NOT stay status quo. Continuous Improvement involves everyone. We will provide purposeful professional development and use data to measure our effectiveness.
- ✓ We believe all students and staff will attain high standards and expectations.

District Goals

ALL students will read "on grade level" by the end of 3rd grade.

ALL students will graduate college and career ready

Appendix B Systems Change Implementation Plan

