



# Aitkin Public Schools

## Reading Well by Third Grade Literacy Plan

*A COMMUNITY IN CONTINUOUS PURSUIT OF EDUCATIONAL  
EXCELLENCE FOR ALL*



### **Purpose of this Plan:**

As written in MN Statute 120B.12 “each child not on track to reading well by third grade, the district shall provide reading intervention to accelerate student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year.” The Aitkin staff will continually work to improve the academic achievement of all students by identifying needs and implementing research based resources and instructional practices in partnership with parents to actively respond to the needs of our children.

## **Aitkin's Literacy Plan Goals:**

The goals included here are aligned with the district Mission, Values, Beliefs and Goals. As such, the literacy 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.

- ALL students who are not reading at grade level will be supported to close the achievement gap and attain grade level reading benchmarks and make projected growth.
- Pre-K and Kindergarten programs are closely aligned to support all students attending these programs ready for Kindergarten.
- ALL students who are meeting or exceeding grade level benchmarks will be supported and challenged to make projected growth.
- ALL stakeholders in the district will be informed of the instructional efforts to ensure ALL our students will be *reading well* by third grade.

## **Students Reading Well by Third Grade will:**

- Score *at or above benchmark* according to Fastbridge in grades K & 1
- Score *at or above benchmark* according to STAR in grades 2 & 3
- Score a 350 or higher on the MN reading MCA III.

## **All students in grades K-6 will receive:**

- A minimum of 90 minutes of core instruction in reading/writing
- Balanced Literacy model that includes: core instruction, guided reading, independent choice reading, word work, writing and read-alouds
- 30 minutes daily of "*What I Need*" (WIN) time. To be used as intervention or enrichment time

## **Assessments**

Aitkin School District has established targets that are predictive of being on-track in reading skills by the end of third grade and on-track for college and career readiness. The following assessment framework describes the assessments that will be used in the Aitkin school district during the 2016-17 school year.

**Pre-Kindergarten use the TS Gold Assessment and Creative Curriculum Framework**

## Assessments Administered in Grades K-12

Assessment Name	Fastbridge	BAS	MCA-III	STAR	ACT
Content Area	Literacy	Literacy	Reading, Math and Science	Reading	Reading, math, science & writing
Grades Administered	K-6	K-6	3-8 & 10	2-9	11
Assessment Type	Screening Diagnostic Progress monitoring	Screening Diagnostic	Summative	Screening Diagnostic	Summative

<b>Targeted Skills</b>	Phonemic Awareness Concepts of print	Fluency	Comprehension	Decoding skills	<b>English:</b> Usage/mechanics and rhetorical skills
	Decoding	Accuracy	Vocabulary	Fluency	<b>Math:</b> Pre-Algebra, Algebra, Coordinate And Plane Geometry, and Trigonometry
		Comprehension		Comprehension	<b>Science</b>
	Fluency	Application of reading skills	Informational Text	Vocabulary	<b>Reading:</b> Social studies, sciences, arts, and literature
					<b>Writing:</b> Ideas and Analysis Development and Support Organization Language Usage

<b>Assessment Name</b>	<b>Fastbridge</b>	<b>BAS</b>	<b>MCA-III</b>	<b>STAR</b>	<b>ACT</b>
<b>Purpose</b>	Benchmark data used to identify students that may need additional intervention. Benchmark also measures growth and progress monitoring tracks the progress of students receiving intervention.	Measures growth, informs instruction for differentiated instruction and intervention	Indicates students that are on grade level with the state standards.  Multiple Measurement Rating (MMR)	Measures reading level growth and indicates areas students are struggling.	College and Career Readiness
<b>When to Administer to all:</b>	Fall, Winter and Spring and monthly for students of concern	Fall and Spring	Spring	Fall, Winter and Spring	Spring
<b>Who Administers</b>	Teacher and assessment team	Teacher	Teacher	Teacher	High School Guidance Counselor
<b>Proficiency Determined</b>	Correlated to MCA proficiency	Levels determined by developer	Score of 50 or higher	Correlated to MCA proficiency	English – 18 Reading – 22 Mathematics – 22 Science – 23 Writing – part of the English score
<b>Method of informing parents</b>	Presented at P/T conferences	Presented at P/T conferences	Individual Student reports mailed home	Presented at P/T conferences	Reports mailed home to students and accessible on the ACT website

## **Parent Involvement**

### Rippleside Elementary School Parental Involvement in Education Plan

Rippleside Elementary School staff believes that a child's parents are not only the child's first teachers, but they are also 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.

Opportunities for parents to participate include:

1. Conferences
2. Parent Advisory Council (PAC)
3. Classroom/building volunteers
4. Building Committee's (curriculum review, building leadership and implementation team)
5. District Parent Advisory Committee
6. Family Fun events

## **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 Benchmark Literacy. 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 the Benchmark Assessment System (BAS) 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.

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, Literacy Coach, Curriculum & Instruction, and others as needed, review grade level student data monthly 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 (What I Need (WIN) Time). Students receiving supplemental instruction are progress monitored monthly to track growth and for determining if adjustments or additions to the intervention are needed. Possible interventions include Leveled Literacy Instruction (LLI), PRESS and Reading Corps.

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 has established a process for determining professional development needs in the area of reading.

The professional development areas in need include but are 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 and systems in place to ensure effective instructional practices.

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

Whole Group and Small Group Instruction

Benchmark Assessment System

Differentiation for Diverse Populations Culturally Responsive Instruction

Running Records and Error analysis

Word Work Instructional Practices

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

## **Annual Reporting**

Ongoing data regarding processes and procedures completed, teacher outcomes and student assessment data can be found at the following location: [www.isd1.org](http://www.isd1.org)