

# Verndale Public School Local Literacy Plan

Reading Well by Third Grade  
2022 Update

## Statement of Goal and Objectives

The District 818, Verndale Public School Local Literacy Plan was developed to ensure that district students are proficient readers by the end of third grade. This plan encompasses students in Pre-K through sixth grade in the areas of literacy instruction and intervention, so that our goal above will be optimized to its fullest before/by the end of third grade.

This Reading Well by Third Grade Plan will be up for approval at the June 2022 School Board Meeting.

The school district serves a student population of approximately 510 students in K-12<sup>th</sup> grade. The elementary school serves 257 students with 55% free and reduced student population. Approximately 55% of the students open-enroll from surrounding school districts. The district qualifies as a school- wide Title I program.

Our elementary staff consists of two classrooms at each grade level. The Preschool Program is on site and provides pre-kindergarten support for its students in the area of literacy. In grades K-3, support is provided through one licensed Title One teacher, one licensed intervention teacher, one Speech and Language Pathologist with an aide, one LD/DCD teacher, one LD teacher, and one primary EBD teacher. Additional help is provided by educational aides.

Due to the needs of our students, we have created the following goals for 2021-2022:

1. Include training and curriculum to support the Structured Multi-Sensory Literacy lesson format and phonics instruction. (SLANT)
2. Create a list of mastered phonics skills that progresses from grade to grade.
3. Intervention instruction for students, driven by progress monitoring and monthly data check-ins. We will also have 3 data retreats throughout the school year.
4. Staff will follow the school wide instructional model, based on the Marzano High Reliability Schools research. Within this model, staff will create unit plans that are centered on priority standards, focus on how to support student stamina within the lesson, and have students apply standards to a level three on their priority scale and encourage more students to apply the skills to achieve a level four on the scale (application of standard).

We are using the following to help students read well by third grade:

1. Verndale primary grades implementing solid core instruction, based on the 5 Pillars of Reading and Minnesota ELA Standards.

2. A classroom-based intervention model of reading instruction - WIN (What I Need) time. WIN time includes: Guided Reading, Structured Multisensory Literacy lessons, Standards Based instruction, and PRESS to provide additional support for students in tier 2 and tier 3.
3. Support and Interventions based off of the benchmark screening, diagnostic assessments, grade level common assessments and progress monitoring.

## Aligned Curriculum, Instruction, and Assessment

The primary (K-4) uses Wonders as a curriculum resource to support MN ELA standards instruction and assessments. Our current reality is creating Critical Standards based unit plans following the High Reliability Schools model of instruction with Assessments and Wonders curriculum as the guide. Teachers need additional time next year to create the remainder of these unit plans with assessments and refine the units already done. Our K-6 elementary also uses the intervention framework and classroom Small group differentiated instruction to deliver instruction for students at their reading level. We have an elementary Book Room, as well as classroom leveled libraries, which provide instructional and independent leveled text for use in the small groups and independent reading. Additionally, 2 of the teachers have been trained in the Science of Reading structured lessons for intervention with students below grade level.

Student achievement results and growth data for benchmark screenings from Fall 2021 to Spring 2022, validates that children in grades K-3 are below grade level this year in foundational skills needed to be successful in reading. Intervention/Title One teachers used SLANT, a multisensory structured literacy program, for the bottom 30% of general education students, while classroom teachers used Guided Reading to support the remainder of the student for their reading needs. As students moved up in grade levels the phonics and fluency gap widened, which led to difficulty with comprehension. Therefore, this coming school year, we will include additional Professional Development on Structured Multisensory Literacy instruction for students not maintaining grade level, we will have data meetings monthly as check-ins, and benchmark data retreats.

All classes moved to synchronous instruction in the 2020-2021 school year. As a result, in 2022-2023 we will continue to address student growth with the established goals. We did and will continue to address student plateauing in the areas of fluency by continuing data check-ins and continuing with Structured Multisensory Literacy lessons. Teacher's will continue to develop unit plans that support the instruction of the MN ELA standards.

Student proficiency in reading is measured three times a year during benchmark testing. This information allows teachers to place students into the appropriate interventions to support their learning. Students showing greater need for improvement are monitored bi-weekly to monitor their individual reading growth. The interventions used with students are research-based and used to plan and enhance reading instruction for all students.

Using the assessment schedule below, students will be benchmark tested in the fall, winter, and spring of the school year. Goals are for students to attain the appropriate grade level achievement as determined by students' scores. Students will be rated according to need by On-Level, Strategic, or Intensive Levels of differentiated instruction. These levels also determine the frequency that students will be monitored, weekly (Intensive),

bi-weekly (Strategic), or only at the benchmark dates (ON-Level). AIMSweb provides easy to read graphs that show student progress over the year that are shared with parents at conferences in the fall and spring of the year.  
 Verndale K-6 Literacy Assessment Plan

	Assessment	Types of Reading Data	Students Tested	Administrator of Test
<b>Fall</b>	1. AIMSweb Fall Benchmark  2. F&P Benchmark leveling  3. Spelling Inventory  4. SLANT	1. Screening: For Differentiated Instruction Placement  2. Screening: For Instruction Placement  3. Diagnostic  4. Diagnostic	1. K-6th Grade  2. K-4th Grade  3. 2nd Grade  4. K-2 and Tier 2 and 3 students at 3rd-4th grade	1. Classroom Teacher  2. Classroom Teacher  3. Classroom Teacher  4. Classroom Teacher
<b>Winter</b>	1. AIMSweb Winter Benchmark  2. F&P Benchmark leveling  3. Spelling Inventory  4. SLANT	1. Screening: For Differentiated Instruction Placement  2. Screening: For Instruction Placement  3. Diagnostic  4. Diagnostic	1. K-6th Grade  2. K-4th Grade  3. 2nd Grade  4. K-2 and Tier 2 and 3 students at 3rd-4th grade	1. Classroom Teacher  2. Classroom Teacher  3. Classroom Teacher  4. Classroom Teacher
<b>Spring</b>	1. AIMSweb Spring Benchmark  2. F&P Benchmark leveling  3. Spelling Inventory  4. SLANT	1. Screening: For Differentiated Instruction Placement  2. Screening: For Instruction Placement  3. Diagnostic  4. Diagnostic	1. K-6th Grade  2. K-4th Grade  3. 2nd Grade  4. K-2 and Tier 2 and 3 students at 3rd-4th grade	1. Classroom Teacher  2. Classroom Teacher  3. Classroom Teacher  4. Classroom Teacher
<b>All Year</b>	1. AIMSweb  2. SLANT  3. F & P Benchmark	1. Progress monitoring  2. Progress Monitoring  3. Progress Monitoring	1. K-6th grade  2. K-2 tier 2/3 students  3. K-4th grade	1. Classroom Teacher  2. Title Teacher  3. Classroom Teacher

## Data Driven Decision Making

Grade level data teams will meet monthly during the school year to review data and progress of all students. These teams will consist of grade level teachers, special education teachers, intervention teachers, and the principal. The following table will determine the agenda for each month.

September	Administer benchmark tests (by classroom teachers) and review data from the Fall AIMSWEB benchmark results, MCA scores, and F & P Benchmark Assessment System to 1-6 graders. Recommend and give SLANT diagnostic assessments for placement into RtI Interventions. Start reading groups in K-6. Intervention teachers will start interventions with students from the previous year, by the 2nd week of school.
October	Set up progress monitoring for students participating in strategic and intensive interventions by the 1st week of October. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
November	Review progress monitoring the 1st Wednesday of the month for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
December	Review progress monitoring the 1st Wednesday of the month for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
January	Administer benchmark tests (by classroom teachers) and review data from the Winter AIMSWEB benchmark results and F & P Benchmark Assessment System to 1-6 graders. Recommend and give SLANT diagnostic assessments for placement into RtI Interventions. Start a new intervention reading group in K-6. Intervention teachers will continue interventions with students while teachers are benchmarking and analyzing data.
February	Review progress monitoring the 1st Wednesday for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
March	Review progress monitoring the 1st Wednesday for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
April	Review progress monitoring the 1st Wednesday for students participating in strategic and intensive interventions. Review data from standards based assessments. Make modifications to instruction and intervention as indicated by data.
May	Administer benchmark tests (by classroom teachers) and review data from Spring AIMSWEB benchmark results and F & P Benchmark Assessment System to 1-6 graders. Recommend and give SLANT diagnostic assessments for placement into RtI Interventions next year. Update and analyze data to evaluate Read Well by Third Grade plan and next year's focus.
August	Administer/review entrance screeners on all incoming kindergarten students.

In the spring of each school year we will use data to evaluate proficiency of goals. If students meet these proficiencies, we know our core, supports, and intervention programs have had a positive effect on our students and therefore were a success for all involved.

Benchmark data will be used to document the outcomes of the Verndale Literacy Plan. This information will guide the format for the continued use or modifications of these interventions.

## Multi-Tiered Levels of Support

Interventions and instructional support will be available to students not reading at or above grade level in grades Kindergarten through Grade 3. Targeted Services and Summer School are programs that offer additional interventions to students in need. Verndale Elementary Language Arts Block includes instruction, practice, and support in: Reading, Spelling, and Writing.

Tier 1	Tier 2	Tier 3
<p><b>Core Instruction</b></p> <ul style="list-style-type: none"> <li>● <b>K-4 120 minutes</b></li> <li>● <b>5-6 60 minutes</b></li> <li>● <b>Differentiation used</b></li> <li>● <b>Covers all 5 Pillars</b> <ul style="list-style-type: none"> <li>○ <b>Phonemic Awareness:</b> Wonders curriculum</li> <li>○ <b>Phonics:</b> Wonders curriculum</li> <li>○ <b>Fluency:</b> S.S.R, Daily 5 Read to self/Someone, Online Epic</li> <li>○ <b>Comprehension:</b> Strategy instruction</li> <li>○ <b>Vocabulary:</b> Wonders curriculum</li> </ul> </li> </ul>	<p><b>Interventions ~ K-4</b></p> <ul style="list-style-type: none"> <li>● Guided Reading small group support (classroom) or</li> <li>● SLANT Multisensory Structured Literacy Support (intervention staff)</li> </ul> <p><b>Foster Grandparents</b></p> <ul style="list-style-type: none"> <li>● 1:1 for K-1 students needing support with foundational skills in reading</li> </ul>	<p><b>LD and DCD instruction:</b></p> <ul style="list-style-type: none"> <li>● Need to qualify for this support</li> <li>● Read 180 and Corrective Reading(5th-6th Grade)</li> <li>● Corrective Reading (3rd-4th Grade)</li> <li>● Made for Me Literacy (K-2nd Grade)</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>● Differentiated Guided Reading Small Group instruction in the classroom. Based on standards assessments and progress monitoring.</li> </ul>

Using the Minnesota Common Core ELA Standards, each grade level has developed Critical Standards that align the state standards to our literacy plan. Several teachers have started using a Standards based pre and post

assessment to measure student mastery of standards in reading. As we move forward with our school-wide reading instruction, all classrooms have been given professional development on using ELA standards as their foundational curriculum. Students not meeting grade level in any of the five pillars of core literacy instruction will be given research based intervention opportunities to enhance their reading to meet or exceed grade level. Students “near target” receive Tier 2 services during intervention time, while students “below target” receive additional Tier 3 services in class, Special Education, or with intervention staff.

## Job-Embedded Professional Development

All teachers are actively participating in Professional Learning Communities that are driven with a focus on student learning. PLC groups collaboratively reflect on instruction that is research-based and proven to be effective. The district has allocated eight 2-hour late start days to accommodate job-embedded professional development. This job-embedded professional development has allowed teachers to implement new ideas and pedagogy into their classroom instruction. The district promotes development of instructional strategies that are effective for all students, The two- hour late starts also allow time for professional collaboration on implementation of these strategies.

Our school is also involved in the Marzano High Reliability Schools grant for Region 5. Teachers have achieved Level 1 certification, safe, supportive and collaborative learning environments. Level 1 focus includes specific strategies for shared decision making and developing collaborative processes that clarify the work of teacher teams and help schools operate as a cohesive network of teams clearly focused on curriculum, instruction, assessment, and achievement for all students. The school has also achieved Level 2 certification, effective teaching in every classroom with a school wide instructional model. This level creates a culture of supporting teachers with their pedagogical growth.

Teachers are currently working on Level 3 certification, guaranteed and viable curriculum. Teachers are building instructional strategies and creating standards-based unit plans. Unit plans include proficiency scales to assess student progress toward proficiency of the standard and assessments. Teachers are observed by administration focusing on their High Reliability work. Administration uses a combination of informal walkthroughs, as well as formal observation to monitor instructional practices in the classrooms. Mentor teachers are assigned to new teaching staff members to ensure high quality literacy instruction. All staff are required to develop an Individual Growth and Development Plan that includes SMART goals for professional growth that are measured with student data.

The District Leadership Team and Elementary Leadership Team are in place to monitor the professional development needs of the staff , including the area of literacy instruction. PLCs and in-service topics cover the areas of literacy that support strong teaching practices.

## Family & Community Partnership

Parents and families will be frequently informed of student progress and specific strategies for supporting their child's literacy development. Parents are notified as their child is placed and exited from intervention programs when indicated by diagnostic and progress monitoring data. The following information is available to parents throughout the school year:

- Parent letter 3 times a year
- Report Cards quarterly
- Progress Reports as needed
- Text Leveling Assessment 4 times a year
- IEP Meetings as needed
- Progress Monitoring graphs quarterly
- MCA Result-Parent Information Sheet
- Parent teacher conferences in fall and spring
- Website-ongoing
- MCA data on file in the district office-available at anytime

Below are the letters sent to parents throughout the year to keep them informed of student learning.

[Parent letter](#)

The following provide interactive parent strategies and tips to support their own child's development and learning:

<http://reading.ecb.org/>

Literacy data will be used to document the outcome of the Verndale Reading Well by Third Grade Plan. We will seek feedback from the public during the annual Language Arts Curriculum Review meeting regarding the following; accessibility of information, usefulness of documents, and support provided for implementing effective strategies at home. Feedback from parents and community will also come from the annual World's Best Workforce meeting and Title One Parent meeting.

Questions and comments can be submitted by going to the Read Well Report tab that is located on the Verndale Public School website or by contacting the Verndale District office at 218-445-5184.