

I.S.D. #173, Mountain Lake Public Schools

Local Literacy Plan

Superintendent – Mr. Bill Strom

Elementary Principal – Mr. Karl Wassman

Mountain Lake Public Schools Literacy Plan

Objective:

Ensure that each Mountain Lake Public Student will read at grade level proficiency by the end of 3rd grade.

Ensuring Reading Proficiency:

Each year educators will review and disaggregate reading data at grade levels K, 1, 2 & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each group of students.

The kindergarten through 3rd grade teachers and administration annually review the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention. Curriculum resources will be aligned to the most current standards. Standards will be prioritized and essential standards developed.

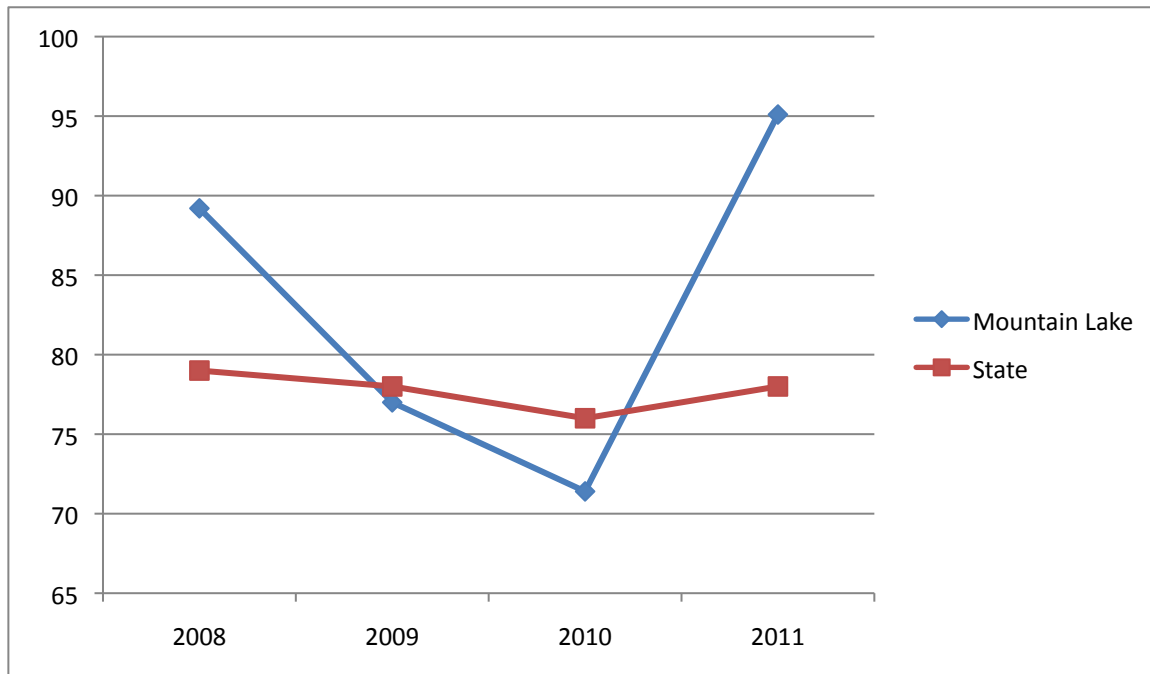
Common formative assessments will be developed and used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities (PLC's) will continue to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps between existing subgroups. Best practices will be shared and ongoing staff development will be utilized to train staff in the scientific research-based, instructional strategies.

Below is a list of current utilized practices, supports, and/or assessment tools that have yielded improved results in student learning:

- Common Formative Assessments (PLC team developed)
- NWEA (also known as MAP – Measures of Academic Progress)
- AimsWeb Monitoring Probes
- Read Naturally
- SPIRE Program
- Scott Foresman Reading Program
- My Sidewalks Reading Intervention Program

Proficiency measures for our district will be assessed by AimsWeb, NWEA, and MCA test results. The graph below reflects our school's past performance (percentage of students meeting proficiency) for 3rd grade students on the Minnesota Comprehensive Assessment (MCA) Reading in comparison with state averages:



Assessment Process:

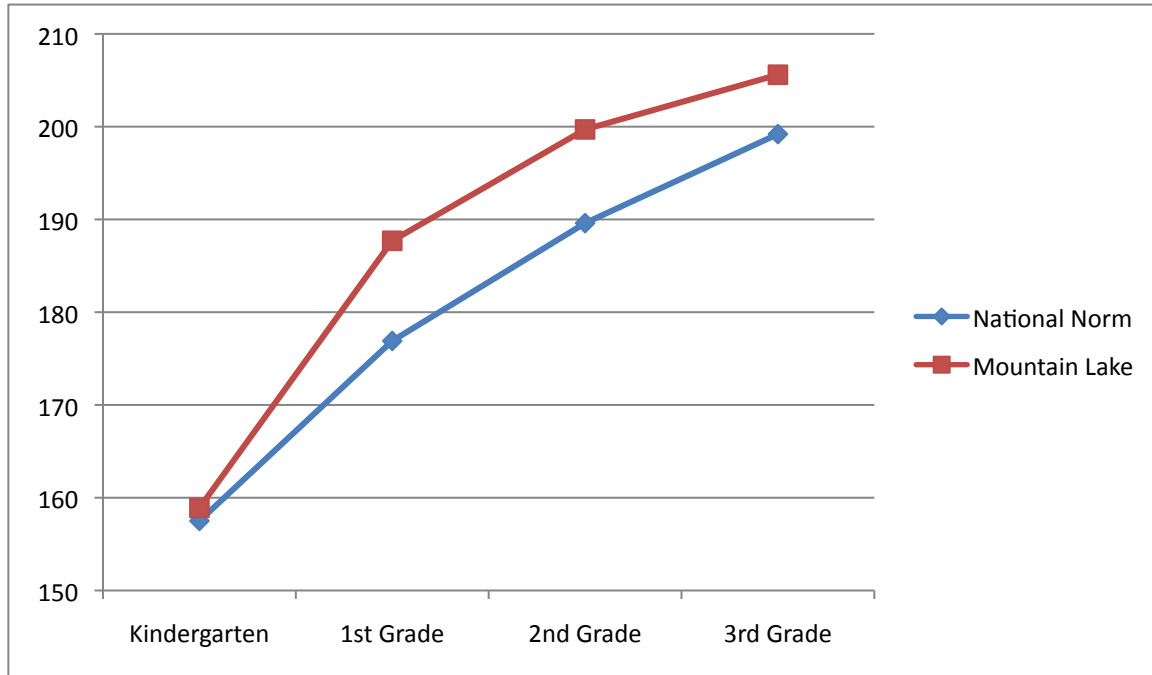
Classroom teachers and teacher assistants will administer the following screening, diagnostic and summative assessments:

- Measures of Academic Progress (MAP) also called NWEA
- AimsWeb
- Minnesota Comprehensive Assessments (MCA)

Measures of Academic Progress are used as benchmark and diagnostic assessments. They are adaptive and sequential tests used to measure student growth. The 2011 NWEA RIT Scale Norms provide growth and status norms which can be used in studying the progress of Mountain Lake’s Elementary Students. The following table lists the normative RIT scores for each grade in reading.

2011 Reading Status Norms (RIT Values)		
Grade	Beginning of Year Mean	End of Year Mean
K	142.5	157.7
1	160.3	176.9
2	175.9	189.6
3	189.9	199.2
4	199.8	206.7
5	207.1	212.3
6	212.3	216.4

The following graph shows Mountain Lake’s End of the School Year Mean RIT Score compared to the National Normative Data.



AimsWeb is also used as a screening/benchmark assessment. The target scores for each grade level and tested matter are listed in the following charts:

Grade	Fall	Winter	Spring
K	(16) Letter Names (4) Letter Sounds	(39) Letter Names (23) Letter Sounds (27) Phonemes (21) Nonsense Words	(48) Letter Names (36) Letter Sounds (45) Phonemes (34) Nonsense Words
1st	(44) Letter Names (29) Letter Sounds (38) Phonemes (29) Nonsense Words	(49) Phonemes (49) Nonsense Words (30) Oral Reading	(53) Phonemes (62) Nonsense Words (53) Oral Reading
2nd	(55) Oral Reading	(80) Oral Reading	(92) Oral Reading
3rd	(77) Oral Reading	(105) Oral Reading	(119) Oral Reading

Assessment results for all students will be reviewed by instructional staff and administration to determine specific skill deficits in the five reading strands (phonemic awareness, phonics, fluency, vocabulary, and comprehension) of reading.

Intervention Placement:

Intervention support will be offered to students based upon skill level and need. Initial placement will be based off the benchmark test and/or classroom data. Upon designating a child as in need of intervention, the parents will be contacted via letter informing them of the student's need and what the intervention will look like.

Students not achieving grade-level proficiency targets will be progress monitored on a weekly basis following the initial assessment. Progress monitoring data will be collected weekly and analyzed by instructional staff and administration on a monthly basis. Once a student begins receiving intervention resources the following process will be used:

- a) The student will continue to receive appropriate grade level instruction.
- b) Intervention(s) will be provided by trained personnel in the specific area of need.
- c) Progress monitoring will be done weekly and reviewed monthly.
- d) Continue the intervention if the students is showing growth at or above the aim line. Stop intervention services when the student meets the grade level benchmark or benchmark target.
- e) Change the intervention or increase the intensity of the intervention if the student is not showing growth. (4 data points clearly and consistently below the aim line)
- f) If the student still does not show growth, refer to the Child Study Team for possible evaluation.

Scientifically-Based Reading Instruction:

Mountain Lake Elementary uses the Reading Street curriculum which is published by Scott Foresman. This reading curriculum has been aligned with the Minnesota Academic Standards in English Language Arts and also the Common Core Standards. In addition, other small group instruction is used to differentiate learning for all of our students. Some of the scientifically-based programs include: Read Naturally, SPIRE Program, My Sidewalks Reading Intervention Program, intervention materials from the Florida Center for Reading Research, LIPS and Visual Phonics.

Further Information:

If you would like more information about the reading services provided or have further questions, please contact Karl Wassman, Mountain Lake Elementary Principal.