

READ WELL BY THIRD GRADE
Cass Lake-Bena School, District 115
Local Literacy Plan

Aligned Curriculum, Instruction, and Assessment

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

The mission of Cass Lake-Bena Schools is to provide a comprehensive, quality education in a safe environment for all. Cass Lake-Bena Schools are committed to teach every child to read at or above grade level by the end of 3rd grade to meet statewide reading standards through implementing fundamental aspects of effective reading instruction and core practices that work for all readers. Through the district wide and school level improvement plans, annual measurable goals for continuous and substantial progress to achieve proficiency are identified along with incorporating strategies based on scientifically based research to strengthen core academic areas. Our current SMART goal for reading, established by the Cass Lake-Bena Elementary (CLBES) Leadership team, is to increase the percentage of ALL students who earn achievement levels of Meets or Exceeds the standards on the Reading Minnesota Comprehensive Assessment. The percentage of All students in grades 3 & 4 at CLBES enrolled October 1st who earned achievement levels of Exceeds or Meets the Standards on the Reading MCA (all accountability tests) will increase from 40% in 2017 to 45% in 2018

To measure the progress our school makes toward these goals, an ongoing process is involved. Staff is committed to reviewing and interpreting data provided by multiple sources. Effective literacy assessment includes both formal and informal tools. As staff delivers their reading instruction, they must continuously make good instructional choices supported by scientifically based reading research to meet individual students' needs and to provide intellectual challenge to them all based on analysis of ongoing assessment data.

Through universal screenings, standardized testing, formative assessments and progress monitoring, teachers work collaboratively to identify levels of proficiency for each student. Students in need of interventions are provided with additional instruction through a multi-tiered system of support. Student assessment data will be reviewed regularly through grade level team meetings to monitor the success of current instructional practices to ensure the improvement of reading results. If students are not making adequate progress, levels of support or changes in differentiated instructional techniques will be adjusted to better meet student needs.

Local Literacy Plan on website. The Reading Committee sought input from all grade levels to formulate the Cass Lake-Bena District Local Literacy Plan. The Read Well by Third Grade Local Literacy Plan will be shared with all Cass Lake-Bena School (CLBS) staff and is located on the district's website for the public to view.

Balanced Literacy in the Cass Lake-Bena Elementary School. Cass Lake-Bena Elementary teachers are committed to "balanced reading instruction" in which children are provided with the basic building blocks of early reading skills (systematic phonemic awareness and phonics skills) along with authentic experiences with literature emphasizing the construction of meaning. This balanced approach involves direct teaching of reading skills and strategies as well as providing children the opportunities to apply these skills and strategies to texts through reading, writing, and discussing. Typically students are

given whole group instruction combined with small guided reading groups designed to teach children skills at their instructional reading level, as well as daily opportunities to respond to literature through writing.

Statements 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 in Kindergarten through Grade 3

The following assessment plan describes the assessments given to all students, when administered and the purpose of the assessment.

CASS LAKE-BENA K-4 READING ASSESSMENT PLAN

Time	Assessment	Types of Reading Data	Students Tested	Staff Administering
Fall September - November	Renaissance STAR Enterprise	Screening	2-4	Classroom/Licensed Staff
	STAR Reader/Early Literacy Progress Monitoring	Diagnostic	2-4	Classroom/Licensed Staff
	AIMSweb	Screening	K-1	Reading Interventionist
	Benchmark Assessment	Screening	1-4	Classroom/Licensed Staff
Winter January	Renaissance STAR Enterprise	Screening	2-4	Classroom/Licensed Staff
	AIMSweb	Diagnostic	K-1	Reading Interventionist
	STAR Reader Progress Monitoring	Diagnostic	2-4	Classroom/Licensed Staff
Spring April-May	Renaissance STAR Enterprise STAR reading benchmark testing	Screening	2-4	Classroom/Licensed Staff
	AIMSweb	Diagnostic	K-1	Reading Interventionist
	Benchmark Assessment	Diagnostic as Needed	K-4	Classroom/Licensed Staff

	MCA III's	Diagnostic	3-4	Classroom/Licensed Staff
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Proficiency levels and how data is used. Proficiency levels are determined by cut scores on STAR Reader benchmark tests when aligned to the MCA as well as grade level equivalencies on the STAR Reader tests, levels of 4 and above on Observation Surveys, MCA “Meets Standard” scores. Benchmark Assessment cut scores use Fountas and Pinnell Instructional Reading levels to determine student grade level proficiency. At data meetings, student results are analyzed on growth goals and by correlating classroom performance to test scores. Teachers/support staff uses the data on students’ reading abilities and match the results, core instruction, and interventions and/or supplemental instruction that is provided to students. Ongoing analysis by licensed staff determines the level of support and instructional techniques needed for students who are at, above, or below expected proficiencies.

Target scores currently used for fluency proficiency are set using a criterion-referenced approach, based on how well the target scores predict success on another high-stakes assessment like the state MCA test. To determine if a student is on track to master basic skills, CLBES will use the STAR Enterprise target scores for Tier 1 See example below. Children who score at or above these scores should be able to participate in the average core instruction classroom activities. (Burns & Gibbons, 2008; Clay, 2002)

Grade	AIMSweb	Proficiency “Spring” Target Score (wpm) words per minute	Percentile
K	Composite Scores	insert	insert

Parent notification of student progress. Assessment data is shared with parents at scheduled fall and winter parent conferences which allow time for teachers and caregivers to sit down together and explain scores such as STAR Enterprise, Benchmark Assessment levels, mid-quarter reports, and report cards. Title I staff also schedules several opportunities throughout the year for parents of students receiving direct services to meet with interventionists. When students are below grade level and/or not responding to Tier II or Tier III interventions, parents are notified by the teachers through parent/teacher conferences, phone conferences, or letters. Students may also be referred to the Intervention Team by the teacher to discuss further interventions and/or assessment as necessary. Parents are notified of this process.

Family & Community Partnership

Give specific information on how elementary school within the district will notify and involve parents to accelerate the literacy development for their children in each grade Kindergarten through Grade 3.

See also section above on communication with caregivers entitled: **Parent notification of student progress.** Parents will be informed of their child’s progress at the fall and winter parent/guardian conferences. Furthermore, information will be shared with parents through the Student Wellness/Intervention team process.

CLBES utilizes a variety of parent involvement strategies including effective communication through frequent notes and phone calls home, parent teacher conferences and parent surveys, family learning opportunities which expand the parents’ capacity to be their child’s first teacher, and parent participation in site and district decision making teams. To involve parents to accelerate literacy, we will

continue to inform parents about resources on the Elementary web page that children can use at home, such as access to web-based learning tools (Reading A to Z Plus and IXL). A parent piece will be expanded to contain specific information on literacy-rich activities and links to reading resources. Each grade holds parent lunch days which also include family instruction in ways to encourage reading development at home.

Informational handouts on reading tips are available parents during conferences, such as “Fountas and Pinnell Reading Level Information” and family-friendly brochures on how to coach children on reading strategies are sent out during the school year. An informational table is set up at conferences to share the Title I policies and practices at our school and Title 1 teachers are available to meet with parents about their children’s progress in Title programs. In conjunction with the Book Fair, we hold “Family Book Nights” which feature reading support and materials parents and children can use to “Read and Talk Together.” The school recognizes that while kindergarten is the time when, for most children, official reading instruction begins, learning to read starts at home before children ever enter school. Through conversations with adults, songs, storytelling, exposure to books--and even dance—children acquire the rhythm of reading and exposure to new vocabulary—along with the sounds of language and seeing words in print!

CLBES also utilizes results from its annual family involvement surveys to determine areas of strength and weakness in service delivery as well as safe schools and a family friendly environment. The Leadership Team utilizes this data to identify areas for continual improvement during the development of their school plan in the spring of each school year.

Multi-Tiered Levels of Support

Explain for a public audience what intervention and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.

Response to Intervention (Rti). Cass Lake-Bena Elementary School has begun the Response to Intervention multi-step process of providing educational support and instruction to all students so they can have the best opportunities to be successful in school. Student progress is regularly monitored and results are used to make decisions about instruction. An Rti system has three tiers, with each tier providing different levels of support.

Tier 1	All students receive high quality curriculum and instruction in the regular education classroom. The teacher assists all learners. All-school screenings three times per year will identify students who may need more support or other types of instruction.
Tier 2	The school provides targeted interventions to students who need more support than they are receiving from the general curriculum.
Tier 3	Students receive individualized instruction, intensive interventions and comprehensive evaluations.

Interventions available based on learner data. When a student scores in the strategic or intensive area of STAR Reader or diagnostic assessments (such as Observation Survey, Developmental Reading Assessments, Reading Checklists), data teams meet to discuss placement for that student. Data teams consist of Title I staff, special education staff (when appropriate), and general education teachers. Tier 2 students in grades 1-4 are placed in Leveled Literacy Intervention (LLI) or Path to Reading Excellence in School Sites (PRESS) groups with Title I staff. Tier 2 students in grades K are analyzed further and are given either Early Intervention in Reading, PRESS, or LLI. These interventions are practiced up to four to five times per week with services provided by highly trained classroom personnel such as Title One teachers and paraprofessionals.

Progress monitoring is conducted twice a month with intensive and strategic level students using LLI reading records, or PRESS skill monitoring assessments. The Benchmark Assessment is performed three times a year by classroom teachers as a general outcome measure to gauge reading progress. This data is monitored by teacher teams during Professional Learning Community meetings (PLCs) to closely screen progress. If intervention is effective, the student will continue until target scores are reached. If an intervention is ineffective after 6 to 8 weeks, an alternate intervention may be used.

A student may be referred to the Multi-Tiered Systems of Support (MTSS) team to problem solve ideas for a different tier or intervention. This team analyzes the student's academic performance, gathers additional information, and makes recommendations for additional interventions or further testing as necessary.

How parents will be informed of progress. Parents are kept informed of their child's progress at parent/teacher conferences two times per year and screening/assessment scores are reviewed so parents have complete information on their child's strengths and any needs. However, any time a student is in need of additional services parents will be notified. Parents/caregivers are also contacted before a student is referred for MTSS Assessment. See also section entitled "**Parent notification of student progress**" on page 4.

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

The Cass Lake-Bena school community is located on the Leech Lake Indian Reservation, home to the Chippewa Tribe of American Indians. The student population is comprised of approximately 90% American Indian students where students often have knowledge of cultural and/or traditional practices. The Local Indian Education Committee acknowledges the efforts made by the District to continue to seek on-going diversity and other culturally relevant training for staff development along with teaching strategies that are proven best practices for American Indian students that attend the Cass Lake-Bena Public Schools.

Effective teachers provide culturally responsive instruction by building on their students' cultural strengths. Training on effective instructional approaches, such as using "Guided Reading", is provided through professional learning meetings and new teacher inservices. Licensed staff emphasizes what the research says on culturally responsive instruction:

- Use quality fiction and nonfiction texts as much as possible, including texts of varying genres that focus on many cultures and different parts of the world, including some works that celebrate students' own cultural heritage.
- Make frequent connections between students' experiences at school and at home.
- Build on students' cultural strengths.
- Maintain high expectations for all students and challenge them with high-level thinking learning experiences. Engage them in high-level talk and writing about texts that represent a diversity of cultures.

- Au (2006); Center for Research on Education, Diversity, and Excellence (CREDE) 2002 (review); Ladson-Billings (1994).

Job-Embedded Professional Development

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

Successful school reform involves teachers meeting together as a whole staff or in team professional development that has children's learning as its purpose (Peterson, McCartney, and Elmore, 1996; Jalongo 1991; Brandt 1996). The development and continuation of professional learning communities (PLCs) which specifically address best practice instruction in reading and classroom learning environment and the participation of all licensed district staff (regular and special education) will provide the framework and support necessary for change to occur and standards to be addressed effectively and innovatively. CLBES staff identified a need for differentiated instructional strategies, aligning knowledge and curriculum to Minnesota state standards and accommodating a diversity of learning styles as their top areas which need to improve for academic achievement to increase. PLCs provide time for teachers to become familiar with the scaffolding curriculum, analyzing data, reviewing student work, and sharing differentiated instructional strategies. Teachers new to CLBES will receive the benefit of collaboration with a mentor teacher, non-tenured PLC (Which focus on specific reading training) and their grade level team for teaching reading strategies and addressing achievement gaps.

Coaching/Mentoring based on teacher's individual needs is provided by an instructional coach, who also supplies building wide support with research and development of instructional techniques and best practice. They support teachers' and paraprofessionals' learning using resources for identifying appropriate instructional strategies and interventions to address the reading needs of all students. In addition, training is provided to implement these techniques through feedback and model lessons using researched-based strategies around the five dimensions of reading (phonemic awareness, phonics, vocabulary, comprehension and fluency). Fidelity checks will be conducted by the principal and Instructional Coach for regular classroom instruction and intervention programs to ensure adherence to scientifically based reading instruction such as Reciprocal Teaching, Guided Reading, Leveled Literacy Intervention, Benchmark Assessment, phonemic awareness, segmentation/blending, phonics skills, vocabulary, comprehension instruction, and fluency building programs for teachers and support staff.

The goal of professional learning communities at the elementary school is to ensure PLCs are embedded in the work day for teaching staff. The PLC teams are designed according to grade levels and specialists. PLC discussions center around research-based instructional strategies and examining data and student work to answer the questions: *"What do we want each student to learn? How will we know if each student is learning it? How will we respond when a student is experiencing difficulty with it? How will we respond if the student already knows it?"* The principal monitors attendance.

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

The District fully embraces the philosophy of structuring its reading initiatives around scientifically based reading research. This commitment encompasses the core components that comprise the initiative—data-driven professional development, comprehensive core reading instruction, diagnostic assessment, immediate intervention, and systematic progress monitoring. The CLBES Leadership Team identified the following challenges that have prevented the elementary school from making adequate progress at the 2016 Data Retreat: need for consistent use of differentiated

instruction; need for intensive reading training for new teachers and paraprofessionals; need for curriculum aligned to the State standards; need for a more focused approach for PLCs. A new reading curriculum, Reading Wonders by McGraw Hill was purchased and implemented in 2014. Curriculum alignment began in January of 2014 and will continue in June (2018) with Language Arts and Math standards. The elementary school also recognized a need to strengthen our core instruction and implemented the research based/core practices of Reciprocal Teaching and Guided Reading across grade levels to complement reading instruction.

Major dimensions of effective reading instruction in Kindergarten through Grade 3:

1. Essential outcomes and formative assessments must focus on the essential components of reading: phonics, phonemic awareness, fluency, vocabulary development and text comprehension along with standards in writing, speaking, and listening.
2. Core practices work for all readers: in order to help all students achieve, all teachers within a school have to know and put into practice many of the same fundamental aspects of effective reading instruction.

Training continues to be aligned to research on building core practices in reading proficiency and includes: motivating students to learn; building decoding skills; improving language comprehension through building explicit vocabulary and opportunities for active student responding and higher level conversations. Research shows explicit instruction in the following strategies has been found to be the most effective to improve students' comprehension (National Reading Panel, 2000; Duffy et al., 1987; Foorman et al. 2006; Taylor et al., 2007):

- summarizing
- comprehension monitoring
- use of graphic and semantic organizers
- use of story structure
- higher-level question answering about text
- question generation before, during, and after reading
- use of multiple strategies in the context of reading texts

A major goal of comprehension instruction is to help students use a set of procedures when reading independently that will yield deep comprehension of a text and scaffold students toward independence.

Reciprocal teaching: Reciprocal teaching (Palinscar & Brown, 1984, 1986) is one of a number of integrated instructional routines that develop students' abilities to use multiple comprehension strategies. It has been found to be effective in increasing the reading comprehension of lower-achieving and higher-achieving readers (Rosenshine and Meister 1994). Students are taught to employ four strategies: asking and answering an important question about the text; summarizing the important ideas in a sentence or two; clarifying anything that is confusing; making a prediction about upcoming text. At first the teacher assumes responsibility for leading students in small groups through the strategy cycle as they read short passages of text. As students gain control over the strategies, they assume increasing responsibility of leading one another through the cycle. These have been found to be effective in increasing the reading comprehension of lower and higher achieving students as well as those with learning disabilities (Duff et al., 1987, Guthrie, Wigfield and VonSecker, 2000; Pressley, 2006; Taylor, 2007).

Guided Reading: In the guided reading program, teachers place students with similar reading abilities into small groups, usually containing no more than six students, and use research-based strategies to teach reading skills. The teacher chooses leveled texts, texts written at or slightly above students' independent reading levels. Teachers "pre-teach" by introducing the text before diving in, helping the students develop a contextual framework that helps with comprehension. They point out the illustrations, headings and subheadings and discuss them with students, encouraging them to predict what will happen or what they will

learn. Research has shown "text introduction yielded statistically significant effects in reading comprehension and science content acquisition," according to Fountas and Pinnell. Other components of guided reading include fluency, vocabulary and word-solving strategies such as phonics. According to Fountas and Pinnell, a federally funded 2008 study on the effectiveness of the guided reading program when implemented by teachers well-trained in this method reported, "The average rate of student learning increased by 16 percent over the course of the first implementation year, 28 percent in the second year, and 32 percent in the third year."

Data Driven Decision Making

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3

Grade Level	Type/Purpose	Assessment	Essential Components Assessed	When Administered
Kindergarten	Screening	Letter Sound Phoneme Segmentation (Aimsweb)	Phonemic Awareness; Phonics	Winter/Spring
	Classroom-based Instructional	Benchmark Assessment (Fountas/Pinnell)	Reading Skill: Phonics/Comprehension	Fall
Grade 1	Screening	AIMSwebPlus RCBM	Phonemic Awareness; Phonics; Fluency	Winter/Spring
	Classroom-based Instructional	Benchmark Assessment (Fountas/Pinnell)	Reading Skill: Accuracy/Fluency/Comprehension	Fall
	Classroom-based Instructional	STAR Reader	Phonics/Comprehension	Spring
Grade 2	Screening	STAR Reader	Phonics/Comprehension	Fall /Winter/ Spring
	Classroom-based Instructional	Benchmark Assessment (Fountas/Pinnell)	Accuracy/Fluency/Comprehension	Fall
Grade 3	Screening	STAR Reader	Comprehension	Fall /Winter/ Spring
	Classroom-based Instructional	Benchmark Assessment (Fountas/Pinnell)	Reading Skill: Comprehension/ Fluency Vocabulary	Fallg
	Summative	MN Comprehensive Assessment (MCA)	Phonics/Vocabulary/Comprehension	Spring
Grade 4	Screening	STAR Reader	Comprehension	Fall /Winter/ Spring
	Classroom-based Instructional	Benchmark Assessment (Fountas/Pinnell)	Reading Skill: Comprehension/Fluency Vocabulary	Fall
	Summative	MN Comprehensive Assessment (MCA)	Phonics/Vocabulary/Comprehension	Spring

