

## Local Literacy Plan for Grades K-3 at Pioneer Elementary, ISD 484

### **GOAL:**

*With highly trained, professionally motivated teachers/staff and engagement with families, we will ensure all students are reading well by 3<sup>rd</sup> grade, by using research based literacy practices, aligned curriculum, evidence based instruction and data driven decision making, along with systems of support for students in multi-level instruction that differentiates and accelerates the learning of all students.*

**Informing & Involving Parents:** The Local Literacy Plan is posted on our school's website. An assessment schedule is included in the student handbook. Twice a year, at Parent-Teacher Conferences, parents are provided with the results of their children's assessments. Teachers and parents of struggling readers employ a variety of means to communicate, including newsletters, emails, and phone calls, to explore ways of supporting and accelerating reading growth.

**Core Literacy Program:** The research based and aligned curriculum used in our school is Harcourt Trophies Reading. This series provides effective core literacy instruction for our K-6 students and also provides opportunities for differentiated instruction within the core. This core curriculum is supported by research based reading interventions at all grade levels targeting the diversity and specific literacy needs of all students. Assessments are used to make data driven decisions about flexible groups within the core and interventions.

**Assessments:** The primary, research based assessment tool used at Pioneer Elementary is AimsWeb. The following assessments are given to all students at these times throughout the year.

**PRESCHOOL:** AimsWeb Kindergarten Readiness Assessment in the Spring each year.

### **KINDERGARTEN:**

**September:** Letter Naming Fluency, Letter Sound Fluency

**November:** Letter Naming Fluency, Letter Sound Fluency

**January:** Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency

**May:** Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency

### **GRADE ONE:**

**September:** Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency

**November:** Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency

**January:** Phoneme Segmentation, Nonsense Word Fluency, Reading Curriculum Based Measurement (R-CBM/Fluency Assessment)

**May:** Phoneme Segmentation, Nonsense Word Fluency, R-CBM/Fluency Assessment

#### GRADE TWO:

**September:** Phoneme Segmentation, Nonsense Word Fluency, R-CBM/Fluency Assessment

**January:** Nonsense Word Fluency, R-CBM/Fluency Assessment

**May:** R-CBM/Fluency Assessment, MAZE Comprehension Assessment

#### GRADE THREE:

**September:** R-CBM/Fluency Assessment, MAZE, Scholastic Reading Inventory (Lexile)

**January:** R-CBM/Fluency Assessment, MAZE, Scholastic Reading Inventory (Lexile)

**May:** R-CBM/Fluency Assessment, MAZE

GRADES FOUR-SIX: The same assessments as taken in third grade are given in grades four through six. For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, additional monthly assessments are used. In addition, teacher teams will review local formative assessment and observational data from each student's participation in classroom instructional activities to understand the specific areas of instructional need in literacy. At times, additional diagnostic assessments may be completed to clarify these needs. When needed, additional diagnostic assessments will be completed to identify appropriate instructional match for student interventions. Diagnostic assessments may include:

#### DIAGNOSTIC ASSESSMENTS: SPED assessments include:

Adaptive Behavior Assessment Scales

Key Math

Kaufman Test of Educational Achievement

Mullen

Oral/Written Language Scales

Read Naturally

STAR

Vineland Adaptive Behavior Scales

Woodcock Johnson 3<sup>rd</sup> Ed Tests of Achievement

Woodcock Johnson Reading Test

BASC2 Behavior Assessment for Children

BRIEF Behavior Rating Inventory of Executive Function

Connors Rating Scale

**Interventions:** Any K-3 student identified through the district system of assessments, observations, classroom performance, and classroom formative assessments, as performing below grade level will be provided intervention in the area of identified need for purpose of accelerating 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. Some of the following interventions will be available to students not reading at or above grade level:

- Parent involvement in support of students receiving interventions including strategies for parents to use with their children to support growth in reading:  
*Parent-teacher conferences, Title I parent meeting, FRED, mystery reader, Reading Rockets flyers, communication via notes, email, phone, and website, etc.*

- The core instruction allows for differentiated instruction to meet student needs:  
*Flexible grouping according to ability, Core reading intervention supplements, Daily Five, Guided Reading, Reading A to Z, Daily Five, etc.*
- Supplemental reading interventions may be offered during the school day in Power-up targeted interventions:  
*Pals, Read Naturally, LLI, Six-Minute Solution, Great Leaps, Repeated Readings, Guided Reading, Partner Reading, Sampsom Classroom, Reciprocal Teaching, Duet Reading, Reader's Theater, Explicit Instruction, Daily Five, etc.*
- Supplemental reading interventions may be offered after the school day in Skill Boosters beginning in 3<sup>rd</sup> grade
- An alternate core reading program may be used with a small number of students including students with diverse needs
- A summer reading program may be used with a small number of students including students with diverse needs

**Professional Development:** Each year the district establishes a plan for staff development in the area of reading for the purpose of improving teacher knowledge and skills in delivering high quality expert literacy instruction. Teachers and specialists will participate in a variety of professional development experiences focused on scientifically based reading instruction and serving diverse needs of students.

- Monthly Team meetings to review assessments with a focus on differentiating instruction for the diverse needs of students
- Monthly Team meetings to review, share and train in research based intervention strategies to meet the diverse needs of students
- Outside training consultants will observe classroom instruction and meet with teachers and specialists to evaluate and improve core reading instruction
- Outside training consultants will coach and collaborate with classroom teachers and specialists to become proficient in research based intervention strategies
- Staff book clubs and learning communities to explore research based intervention strategies and research based literacy practices and instruction
- School website will provide information and handouts on a wide variety of targeted interventions for struggling readers