



# *District 242- Alden-Conger Public School*

## *Local Literacy Plan*

### *Kindergarten ~ Fifth Grade*

**Developed by:** Alden-Conger K-5 Literacy Team

**Date:** Spring 2012 updated Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018

### **Goals & Objectives:**

Alden-Conger Elementary staff members understand the importance of early literacy skills. As a staff, we are committed in providing early reading instruction beginning in preschool and kindergarten in hopes of closing the achievement gap in reading. ***Our primary reading goal is for all students at Alden-Conger Elementary to read at grade level or above grade level by the end of their third grade school year.*** We want to ensure our third graders are able to read fluently and demonstrate high levels of comprehension.

Our literacy goals are based on the five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

- ***Phonemic Awareness Objective:*** Students will demonstrate elements of phonics including letter names, letter sounds, and the ability to read nonsense words.
- ***Phonics:*** Students will demonstrate their knowledge of letter-sound correspondences when decoding and sounding out words.
- ***Oral Reading Fluency:*** Students will demonstrate an oral reading fluency at grade level.
- ***Vocabulary:*** Students will demonstrate knowledge of vocabulary by understanding what they are reading.
- ***Reading Comprehension:*** Students will understand, remember, and be able to communicate what they read to others.

During the 2010-2011 school year, our K-5 elementary staff began the implementation of some new reading programs in order to better meet the reading needs of all of our students with a special focus on those students who were not proficient based on their benchmark screenings. **2014-2015 school year, Alden-Conger Elementary was named a 2015 Celebration School.**

3 <sup>rd</sup> Grade MCA Results	% Proficient Earning Proficient on MCA
2009	78%
2010	81%
2011	85%
2012	79%
2013	57%
2014	51%
2015	70%
2016	63.9%
2017	66.7%

Our staff continues implementation of these programs and makes adjustments and modifications to improve the effectiveness of these initiatives. These implemented programs include:

- Guided Reading Groups (flexible leveled groups)
  - 2014-2015 more focus on reading fluency interventions (5-7 minutes daily) 1<sup>st</sup>-3<sup>rd</sup> grades
  - 2014-2015 more focus on nonsense words
  - 2016-2017 continued focus on reading fluency
  - 2017-2018 continued focus on reading fluency
- SOAR to Success Reading Groups (reading intervention)
- AIMSweb benchmarking of all students (fall, winter, spring assessments)
- AIMSweb progress monitoring (progress reading checks- administered every 2-3 weeks depending on individual student’s needs.
- Stronger focus using Study Island in grades 3-5
- PLCs focusing on student learner daily goals based on standards
- 2016-2017 Investigate new reading curriculum to better meet standards and needs
- 2017-2018 Added Barton groups to Title I
- 2017-2018 Added Moby Max groups to Title I

We have created SMART goals for each area of reading. The data collected for each SMART goal will help us determine if our K-2 students are receiving the reading instruction and reading interventions/support needed so all K-2 students are on track for “reading well” by third grade. The below SMART Goals are based only on the reading areas formally assessed at the end of each school year. Our plan is to work towards full implementation of assessing students and creating SMART Goals in all five areas of reading. Proficiency on below AIMSweb assessments are based on AIMSweb **spring default targets** for each grade level.

## LITERACY SMART GOALS

S=Specific M=Measurable A=Attainable R=Results-Oriented T=Time bound/Target

### SMART GOAL = Phonemic Awareness

The percentage of kindergarten students enrolled before October 1 in Alden-Conger School who will meet proficiency targets on the AIMSweb LNF (letter naming fluency) spring benchmark assessments will increase an average of 2% each year. .

#### LNF- Letter Naming Fluency Data

K Target = 46

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	75% met target	77% met target	80% met target	66% met target	60% met target	69.69% met target	62.5% met target

The percentage of kindergarten students enrolled before October 1 in Alden-Conger School who will meet proficiency targets on the AIMSweb LSF (letter sound fluency) spring benchmark assessments will increase an average of 2% each year.

#### LSF- Letter Sound Fluency Data

K Target = 33

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	81% met target	90% met target	90% met target	77% met target	70% met target	84.84% met target	65.6% met target

### **SMART GOAL = Phonics**

The percentage of kindergarten & first grade students enrolled before October 1 in Alden-Conger School who will meet proficiency targets on the AIMSweb PSF (phonemic segmentation fluency) spring benchmark assessments will increase an average of 2% each year.

#### **PSF- Phonemic Segmentation Fluency Data**

K Target = 41 1<sup>st</sup> Target = 49

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	81% met target	74% met target	85% met target	86% met target	70% met target	72.72% met target	68.7% met target
First grade	76% met target	NA	86% met target	67% met target	86.5% met target	86.84% met target	82.3% met target

The percentage of first grade students enrolled before October 1 in Alden-Conger School who will meet proficiency targets on the AIMSweb NWF (nonsense word fluency) spring benchmark assessments will increase an average of 2% each year.

#### **NWF- Nonsense Word Fluency Data**

1<sup>st</sup> Target = 57

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	50% met target	NA	NA	NA	NA	NA	NA
First Grade	NA	52% met target	54% met target	54% met target	64.9% met target	47.36% met target	50% met target

### **SMART GOAL = Oral Reading Fluency**

The percentage of first-third grade students enrolled before October 1 in Alden-Conger School who will meet proficiency targets on the AIMSweb R-CBM (oral reading fluency measure) spring benchmark assessments will increase an average of 2% each year.

#### **R-CBM- Oral Reading Fluency Data**

1<sup>st</sup> Target = 53 2<sup>nd</sup> Target = 92 3<sup>rd</sup> Target = 119

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
First grade	74% met target	55% met target	69% met target	67% met target	56.8 % met target	39.47% met target	44.1% met target
Second grade	75% met target	66% met target	78% met target	75% met target	73.7% met target	68.29% met target	52.3 met target
Third grade	60% met target	65% met target	56% met target	73% met target	55.6% met target	71.05% met target	75% met target

### **SMART GOAL = Comprehension**

The percentage of first-third grade students enrolled before October 1 in Alden-Conger School who will meet proficiency targets on the AIMSweb MAZE (silent reading comprehension) spring benchmark assessments will increase an average of 2% each year.

#### **MAZE Comprehension Data**

2<sup>nd</sup> Target = 14 3<sup>rd</sup> Target = 15

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Second grade	89% met target	85% met target	91% met target	81% met target	73.7% met target	68.29% met target	57.1% met target
Third grade	66% met target	87% met target	80% met target	87% met target	55.6% met target	81.57% met target	77.2% met target

### **SMART GOAL = Third Grade Reading Proficiency**

The percentage of third grade students enrolled October 1 in Alden-Conger Public School who will earn an achievement level of Meets the Standard or Exceeds the Standard on the Minnesota Comprehensive Assessment in Reading (MCA II) will increase from 84.6% in 2011 to 87.6 % in 2012. (switched from MCA II to MCA III)

#### **MCA II – Minnesota Comprehensive Assessment**

3<sup>rd</sup> Target = 350 or above

Grade Level	2011-2012
Third Grade	79% proficient (meets or exceeds)

The percentage of third grade students enrolled October 1 in Alden-Conger Public School who will earn an achievement level of Meets the Standard or Exceeds the Standard on the Minnesota Comprehensive Assessment in Reading (MCA III) will increase an average of 5% each year.

#### **MCA III – Minnesota Comprehensive Assessment**

3<sup>rd</sup> Target = 350 or above

Grade Level	2013	2014	2015	2016	2017
Third Grade	57% proficient	51% proficient	70% proficient	63.9% proficient	66.7% proficient

### **Assessment:**

*Our goal is to implement an effective reading program that includes the following: early detection of students at-risk for reading difficulties, a universal screening process for all students to determine students' individual reading ability, and a method of monitoring reading progress frequently in order to determine appropriate reading program and possible interventions to be used.*

### **Screening Assessments**

All Alden-Conger students in grades kindergarten through fifth grade will all be screened three times a year using AIMSweb (Assessment & Data Management Program) to determine if they are reading at grade level.

- **AIMSweb** assesses general reading achievement. Specific skills assessed by AIMSweb include reading fluency, comprehension, and the early literacy skills of phonics and phonological awareness. AIMSweb benchmark/screening assessments will take place in the Fall, Winter, and Spring. Classroom teachers, Special Education teachers and paraprofessionals will administer benchmark screening assessments to students in grades K-5.

AIMSweb assessments provide teachers, administrators, and parents with information to make data-driven decisions about individual student's growth and development of basic reading skills. In addition, staff will use this data to determine instructional practices and interventions to be used for each student at risk in hopes of helping to close the reading achievement gap. Proficiency is determined by students meeting or exceeding AIMSweb grade level targets for each area.

### ***Diagnostic Assessments***

Special Education staff use the Woodcock Johnson Test of Academic Achievement-IV (WJR-IV) and the Wechsler Intelligence Scale for Children-V (WISC-V) for all students who have been referred for special education testing by either a parent or teacher. The Woodcock Johnson is an individually administered, norm-referenced assessment of the academic skills of students ages 2 and above. The test is composed of a number of subtests, which yield twelve cluster scores. An examiner can use the WJR-IV and the WISC-V to determine and describe the present status of an individual's academic and current intellectual strengths and weaknesses. When combined with behavioral observations, work samples, and other pertinent information, the results from the WJR-IV and WISC-V can help make programming decisions with instructional levels and the determine different types specific learning disabilities (Math, Reading or Written Language). Once all testing is completed, an evaluation report is written with all the data collected and a meeting is held. At this meeting, the parents are then informed of all the results of both formal and informal testing.

### ***Progress Monitoring:***

AIMSweb will also be used to monitor student progress and growth throughout the school year. Students found to be at grade level will be monitored every three weeks. Students below grade level will be progress monitored more frequently at the rate of every two weeks. AIMSweb will progress monitor reading fluency, comprehension, and the early literacy skills of phonics and phonological awareness. Progress monitoring assessments are administered quickly and take very little time away from actual reading instruction. Staff will use assessment data from progress monitoring to monitor and make adjustments to a student's instruction, if necessary, to help increase student's reading progress. Classroom teachers, Special Education teachers and paraprofessionals will administer progress monitoring assessments to students in grades K-5.

### ***Minnesota Comprehensive Reading Assessment (MCAIII):***

At the end of the school year, our third, fourth, and fifth grade students will take the Minnesota Comprehensive Assessment (MCAIII) for reading. This state test will determine if students are proficient in reading. Students earn proficiency by "meeting" or "exceeding" the standards.

### ***Additional Assessments:***

- Weekly and theme unit reading assessments from Houghton Mifflin reading curriculum in grades K-5
- Unit phonics assessments from MCP (Modern Curriculum Press) Plaid Phonics in grades 1-3
- Unit phonics assessments from Sadlier Phonics Curriculum - kindergarten
- Dolch high frequency grade level word lists in grades K-5
- Formal and informal assessments from supplemental and intervention curriculum being used in the classroom, with small groups, or with individual students

***Communicating Assessment/Screening/Progress Monitoring Data with Families (particularly with families of students not meeting grade level targets):***

- Reading data from AIMSweb (screening and progress monitoring results) will be shared with all families at conferences
- Reading data from AIMSweb (screening and progress monitoring results) will be sent home quarterly with report cards to all families
- Parents will receive a letter offering additional services (Title I / SOAR to Success) for students who are “at-risk”. The first round of qualification for Title I / SOAR to Success services will take place using the previous year’s spring reading assessment data from AIMSweb assessments and teacher recommendation. Parents will be notified at the beginning of the year if their child qualifies for these extra support services in reading. The second round of qualification will take place after fall assessments are given and data is analyzed. The third round of qualification will take place after winter assessments are given and data is analyzed.
- Reading data from AIMSweb (screening and progress monitoring results) will be shared with families during individual student’s IEP meetings

**Parent Involvement and Notification:**

*Alden-Conger Elementary staff feels strongly that parental involvement is a key ingredient in a child’s reading success. As teachers, we see how parental involvement positively affects a child’s performance. We feel when students, parents, and teachers work together that great things can be achieved!*

***Core Literacy Standards:***

As a school district, we are in the process of curriculum mapping. This process allows teachers to align our Houghton Mifflin reading curriculum and individual grade level literacy instruction with the Minnesota Academic 2010 English Language Arts Common Core Standards to ensure we are meeting the State Standards and have developed an effective literacy program for our students.

***Notification:***

Grade level teachers will explain individual AIMSweb assessment data from screenings and progress monitoring with parents at parent-teacher conferences in November and February. During this time, teachers will discuss their reading concerns, progress and interventions being used to help meet their child’s reading needs.

If a student’s AIMSweb assessments show the student is “at-risk” with tier 3 scores based on proficiency targets in reading, and the classroom teacher recommends student for extra support, parents will receive a letter offering additional reading services (Title I and/or SOAR to Success) for their child. Entrance criteria for Title I support and SOAR to Success for students performing below grade level is explained in our elementary handbook that is handed out at the beginning of the school year. Parents of kindergarten through third grade elementary students not qualifying for Title I / SOAR to Success who are still in need of interventions, will be notified by their child’s classroom teachers. Families are notified by their classroom teacher with an “exit” letter when students reach proficiency targets.

### ***Examples of Parental Involvement:***

- Newsletters and literacy resources will be sent home providing tips and strategies on what parents can do to improve literacy skills at home with their children.
- Attending parent-teacher conferences
- Supporting students at home with homework
- Setting aside time each night to read and work on literacy activities
- Participate in family involvement events (examples: Read Across America Day-muffin morning, Mystery Readers in February, BINGO for books)
- Play an active role in communicating with classroom teacher- conference, phone calls, emails, remind app, letters, stop in and visit with teacher

### ***Resources and Tools for Parents to Help Support Literacy Practices at Home:***

- Third – Fifth Grade: Study Island – online program focusing on Minnesota State Graduation Standards
- Learning Point Navigator- MDE website [http://mnstateassessments.org/user\\_students.html](http://mnstateassessments.org/user_students.html)
- [www.dolchword.com](http://www.dolchword.com) - online slide shows and support for practicing high frequency dolch words
- [www.mrsjonesroom.com](http://www.mrsjonesroom.com) – phonemic awareness activities for kindergarten students
- [www.readingresource.net/phonemicawareness.html](http://www.readingresource.net/phonemicawareness.html) – phonological awareness website for parents, contains lots of easy parental involvement ideas
- [www.readingrockets.org](http://www.readingrockets.org) – literacy resource

### **Reading Interventions:**


Classroom teachers and administration will analyze assessment data for each individual student in grades K-5 after each benchmarking period to determine reading area of need and appropriate intervention program. A variety of reading interventions will be used with “at-risk” students throughout the school year. (see chart below for intervention descriptions) Classroom teachers will also analyze progress monitoring to ensure interventions are working or if a change in interventions need to be made.

- **SOAR to Success** is a researched based reading intervention used with students in need of additional reading support. This program targets phonemic awareness, phonics, and fluency skills that are important to early reading success. Kindergarten through third grade SOAR will be taught for 25 minutes daily with a small group of students using the SOAR to Success Intervention curriculum from Houghton Mifflin. SOAR to Success is taught by a licensed teacher in grades K-3.
- **Guided Reading Interventions-** Classroom teachers, Special Education teachers, Title I paraprofessionals, and Special Education paraprofessionals push in during Guided Reading group time in each grade level. Guided Reading is taught daily for 25 minutes. These Guided Reading groups focus on individual reading achievement and needs. The below reading interventions are used during Guided Reading times as needed.
  - Explode the Code
  - Road to the Code
  - SRA
  - Read Naturally
  - PALS Reading

- Title I Reading Interventions-** Title I paraprofessionals give assistance to Title I students in reading either in the classroom or a pull-out setting. It is important that children do not miss any of the basic classroom instruction from their classroom teacher during reading and math. In addition to reading interventions, Title I time is used to reinforce the same skills the classroom teacher is presenting, but in a different way. The opportunity for additional instruction increases the child's ability to succeed and helps the child "connect pieces" in order to move toward grade-level academic achievement. During Title I support times, Title I paraprofessionals use the reading interventions below as needed for individual group needs or student needs. Times vary for each individual student based on their reading needs.
  - SOAR to Success
  - Explode the Code
  - Road to the Code
  - SRA
  - Read Naturally
  - PALS Reading
- Special Education Reading Interventions-** Special Education teachers and paraprofessionals give assistance to Special Education students in reading either in a small group or one-one-one. Times vary for each individual student based on their reading needs and IEP goals and minutes.
  - SOAR to Success
  - Explode the Code
  - Road to the Code
  - SRA
  - Read Naturally
  - PALS Reading
- Barton Reading and Spelling Program-** Individualized or small group reading and spelling intervention used in both Special Education and Title I.



***Examples of Reading Interventions:***

Specific Intervention by Title	Specific Grade Levels	Targeted Intervention Area
Soar to Success 	K-5 K-5-Title 1 Staff K-5 Special Education	Phonemic awareness, phonics, vocabulary, fluency, and comprehension
Explode the Code	K-3	Decoding
Road to the Code	K-1	Phonemic awareness
SRA	3-5	Word recognition, phonics
Read Naturally	1 <sup>st</sup> -5 <sup>th</sup> grade	Phonemic awareness, phonics, fluency, vocabulary, and comprehension
PALS Reading-Peer Assisted Learning Strategy	K-5	Phonemic awareness, phonics, and fluency



Dolch Wordlists <a href="http://www.interventioncentral.org">www.interventioncentral.org</a>	K-5	Vocabulary- High Frequency Words
Dolch Flashcards	K-5	Vocabulary- High Frequency Words
Sight Word Practice For Every Type of Learner – Teacher Created Resources	K-2	Vocabulary- High Frequency Words
Barton Reading and Spelling Program	2-5	Phonemic awareness, phonics

***Feedback:***

An elementary survey is sent out to all K-5 families at the end of the school year. We use the feedback from this survey to help improve our elementary program. Included on the survey are questions related to our literacy program, reading assessments, assessment data, parental involvement, newsletters, accessibility of information, and usefulness of tips and strategies for helping students at home.

**Professional Development:**

A major goal of our K-5 Elementary Professional Development for the 2012-2013 school year was to support the ongoing development of our elementary literacy program. In order to meet this goal, we focused on the following:

- expanding our knowledge, familiarity, and implementation of the 2010 English Language Arts Common Core Minnesota Academic Standards in our elementary grades
- focusing on best practices for literacy instruction- the five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.
- increasing familiarity of reading assessments being administered
- increasing familiarity of reading interventions used to promote literacy achievement
- reviewing and developing individual student plans based on assessment and progress monitoring data

Our professional development time took place during our after school elementary Q-Comp meetings, regular elementary staff meetings, and during scheduled all staff development days. Staff development leaders, Administration, Q-Comp leaders, Special Education staff, Title I staff, and classroom teachers were a part of our coaching and training team. As an elementary team, we will prioritize our staff development objectives based on the needs of both students and teachers after analyzing our assessment data.

For the past five school years, our entire PreK-12 staff focused on teacher evaluation using Marzano’s iobservation. The A-C leadership team attended several training workshops to become familiar with Marzano’s approach. The leadership team consists of both administrators and teachers. The A-C leadership team along the South Central Service Cooperative had on-site training with the PreK-12 staff. During these trainings, teachers developed personal growth plans and became familiar with Marzano’s Art and Science of Teaching Framework. Our focus for teacher training and 2013-2014 observations centered around 1- providing clear learning goals and scales (rubrics), 2- practicing skills, strategies, and processes, 3-demonstrating intensity and

enthusiasm. During the 2014-2015 school year, we added 4- establishing classroom routines and teachers also chose an additional element of their choice. During the 2015-2016 school year, we added element 5- reviewing content.

Our district staff development team provides us with opportunities to meet the six statutory staff development requirements. The six requirements include: technology, reflective statement, mental illness, reading, accommodations/modifications, and positive behavioral interventions.

## **K-12 District Staff Development Goals**

### **Goal #1:**

Prepare staff to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold expectations for their academic achievement; and involve families and other stakeholders appropriately.

### **Goal #2:**

Continue to support the curriculum cycle and educational initiative, which provides an inclusive curriculum for a diverse student population.

### **Goal #3:**

Continue to support and strengthen the induction and mentoring programs for new staff.

### **Goal #4:**

Provide and support opportunities for rich professional development involving individuals, teams or departments.

### **Goal #5:**

Provide support and evaluation for decisions related to student achievement based on long-term data collection and other best practices methods.

### **Goal #6:**

Provide for the ongoing development of management skills for those involved in District Leadership Team and other district leadership positions.

### **Goal #7:**

Money is allocated to support the leadership and teachers in the building where it will impact professional development the most.

### **Goal #8**

Provide the professional development programs that address licensure renewal requirements.

## **Elementary Teacher Training and Support to Meet Students' Diverse Needs:**

Administration, Special Education (LD, Speech, EBD, School Social Worker), Title I, and Classroom Teachers all work together to ensure that we are meeting **all** students' needs and offer support to help recognize and reach students with diverse needs. All students will be included in all aspects of our Alden-Conger reading program as much as possible. Through our reading screening processes, formal and informal classroom assessments, and student observations Alden-Conger staff will determine individual needs. Students that need extra support (academics, speech & language assistance, etc.) will start the intervention process and may be referred for special services as needed. The above support people will provide teachers with resources needed to meet the needs of each student according to their personal learning requirements.

## **K-5 Reading Instruction:**

*As a staff, Alden-Conger Elementary teachers and paraprofessionals are dedicated in providing our kindergarten through fifth grade students with an effective reading program that focuses on phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Our entire elementary, kindergarten through fifth grade students, use a universal screening process to determine reading ability, and are monitored frequently in order to determine appropriate reading program and possible interventions to be used.*

The model below shows the multi-tiered levels of support given to students in grades kindergarten through fifth grade.

### ***Tier III- Intensified Instruction***

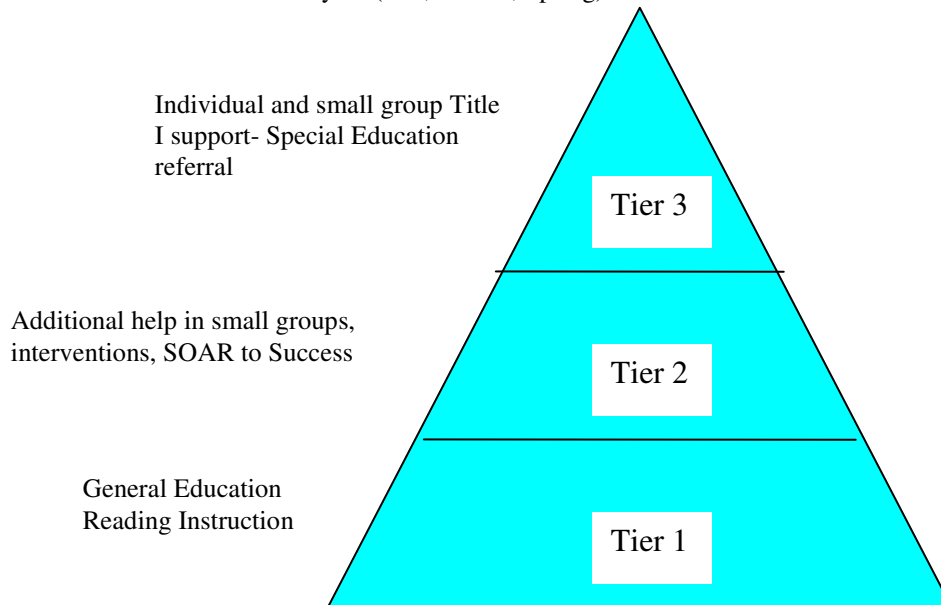
- Individual and small group Title I support
- Special Education referral or SpED student already receiving SpEd services
- Progress Monitoring increases to every two weeks
- Reading interventions implemented
- SOAR to Success for most “at-risk”
- Benchmarked 3 times a year (Fall, Winter, Spring)

### ***Tier II- Targeted Instruction***

- “At-risk” students
- Progress Monitoring increases to every two weeks
- Reading interventions implemented
- Title I Support as needed
- Benchmarked 3 times a year (Fall, Winter, Spring)

### ***Tier I- Universal Instruction***

- All students
- Preventative & proactive- teacher starts intervention at first sign that a student is struggling; Teacher uses individualized strategies with specific student
- Progress Monitoring every three weeks
- Benchmarked 3 times a year (Fall, Winter, Spring)



## **Alden-Conger Reading Instructional Block Time:**

- ***K-5<sup>th</sup> Reading Curriculum- Houghton Mifflin 2008***- Houghton Mifflin Reading Curriculum is used during the entire school year. This reading curriculum focuses on developing oral language, comprehension, phonemic awareness, decoding skills, fluency, writing, spelling, and grammar.
- ***1<sup>st</sup>-3<sup>rd</sup> Phonics Curriculum- Modern Curriculum Press Plaid Phonics***- MCP Plaid Phonics focuses on alphabetic awareness, phonemic awareness, phonics, decoding strategies and skills, high-frequency words, spelling, vocabulary, comprehension, writing, study skills, and fluency.
- ***Kindergarten Phonics Curriculum- Sadlier Phonics***- focuses on beginning literacy skills including letters of the alphabet, phonemic awareness, phonics skills, and decoding.
- ***2<sup>nd</sup>-5<sup>th</sup> Evan Moore Daily Language Review***- focuses on grammar punctuation, usage, and sentence editing skills

### ***Kindergarten Reading Block Time***

- 90 minutes Reading/Language Arts Block- whole group
  - Houghton Mifflin Reading Series
  - Sadlier Phonics Curriculum- level K
- 35 minutes Title I intervention time
- 25 minutes SOAR to Success Reading Intervention- small groups of students needing extra support in reading
- Title I Reading Support (amount of time varies)

### ***First Grade Reading Block Time***

- 90 minutes Reading/Language Arts Block- whole group
  - Houghton Mifflin Reading Series
  - MCP Plaid Phonics Curriculum
  - Daily Oral Language
- 35 minutes Title I intervention time
- 25 minutes SOAR to Success Reading Intervention- small groups of students needing extra support in reading
- Title I Reading Support (amount of time varies)

### ***Second Grade Reading Block Time***

- 90 minutes Reading/Language Arts Block- whole group
  - Houghton Mifflin Reading Series
  - MCP Plaid Phonics Curriculum
  - Evan Moore- Daily Language Review
- 35 minutes Title I intervention time
- 25 minutes SOAR to Success Reading Intervention- small groups of students needing extra support in reading
- Title I Reading Support (amount of time varies)

### ***Third Grade Reading Block Time***

- 90 minutes Reading/Language Arts Block- whole group
  - Houghton Mifflin Reading Series
  - MCP Plaid Phonics Curriculum
  - Evan Moore- Daily Language Review
- 35 minutes Title I intervention time
- 25 minutes SOAR to Success Reading Intervention- small groups of students needing extra support in reading
- Title I Reading Support (amount of time varies)

### ***Fourth Grade Reading Block Time***

- 105 minutes Reading/Language Arts Block- whole group
  - Houghton Mifflin Reading Series
  - Evan Moore- Daily Language Review
- 35 minutes Title I intervention time

***Fifth Grade Reading Block Time***

- 90 minutes Reading/Language Arts Block- whole group
  - Houghton Mifflin Reading Series
  - Evan Moore- Daily Language Review
  - Silver Burdett English
  - Literature Books- lessons, assignments & assessments based on MN Standards
- 35 minutes Title I intervention time

**Assessment Methods and Data Submitted to Commissioner Annually:**

The below assessment methods and data are based only on the reading areas formally assessed during the 2017-2018 school year and do not reflect all areas of reading. Our plan is to work towards full implementation of assessing students in all five areas of reading. Proficiency on below AIMSweb assessments are based on AIMSweb spring default targets for each grade level.

Grade Level	Measured	Name of Measurement	Criteria for determining “at or above” grade level	% of Students Proficient	Date Measurement Administered
<b>Kind.</b>	Letter Naming	AIMSweb LNF	AIMSweb Spring grade level target	62.5%	<b>May 2018</b>
	Letter Sounds	AIMSweb LSF	AIMSweb Spring grade level target	65.6%	<b>May 2018</b>
	Phonemic Segmentation	AIMSweb PSF	AIMSweb Spring grade level target	68.7%	<b>May 2018</b>
<b>1<sup>st</sup> Grade</b>	Nonsense words fluency	AIMSweb NWF	AIMSweb Spring grade level target	50%	<b>May 2018</b>
	Phonemic Segmentation	AIMSweb PSF	AIMSweb Spring grade level target	82.3%	<b>May 2018</b>
	Fluency	AIMSweb R-CBM	AIMSweb Spring grade level target	44.1%	<b>May 2018</b>
<b>2<sup>nd</sup> Grade</b>	Fluency	AIMSweb R-CBM	AIMSweb Spring grade level target	52.3%	<b>May 2018</b>
	Comprehension	AIMSweb MAZE	AIMSweb Spring grade level target	57.1%	<b>May 2018</b>
<b>3<sup>rd</sup> Grade</b>	Fluency	AIMSweb R-CBM	AIMSweb Spring grade level target	75%	<b>May 2018</b>
	Comprehension	AIMSweb MAZE	AIMSweb Spring grade level target	77.2%	<b>May 2018</b>