

# K-3 Literacy Plan

## #100, Wrenshall School District Literacy Plan

### I. Goals and objectives for defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

#### Goals:

- Wrenshall Elementary teachers will collect reading progress data for every student a minimum of three times per year.
- Wrenshall Elementary teachers will provide scientifically based reading instruction to every student.
- Wrenshall Elementary teachers will provide instruction in addition to the classroom instruction for students demonstrating a need for more intense instruction.
- Wrenshall Elementary teachers will communicate with parents of each K-3 student a minimum of 4 times/year on their child's progress to becoming a fluent reader by the end of Grade 3, and how they can support their child's reading skill development.
- Wrenshall Elementary teachers will coordinate with Wrenshall PK early childhood program providers, child care providers and other appropriate agency partners to help assure that all students enter kindergarten ready to be successful learners.
- Wrenshall Elementary teachers will assure that all parents/families will feel supported and welcome and understand the importance of their role in literacy development.

#### Objectives:

- Wrenshall Elementary teachers will continue to implement an RTI model with monthly meetings to interpret each student's data, adjust instruction and continue to monitor progress. • Title I, MN Reading Corps, MN Math Corps, additional teacher, special education referrals will continue to be utilized for individual student assessments and interventions.
- Wrenshall Elementary teachers will utilize specific assessment tools and methodology as appropriate for individual students.
- Wrenshall Elementary teachers will utilize communication that is sensitive and respectful to diversity in academics, culture and economic status.

#### **We will assess students' level of reading ability through screening.**

#### ***Screening TOOL: NWEA/MAP/: Minimum 3 times / year***

##### *Kindergarten:*

Literature and Informational (fall/winter/spring)

Vocabulary Use and Functions (fall/ winter/spring)

Language and Writing (fall/winter/spring)

Foundational Skills (fall/winter/spring)

##### *1st Grade:*

Literature and Informational (fall/winter/spring)

Vocabulary Use and Functions (fall/ winter/spring)

Language and Writing (fall/winter/spring)

Foundational Skills (fall/winter/spring)

##### *Grades 2 & 3:*

Literature (fall/winter/spring)

Vocabulary Acquisition and Use (fall/ winter/spring)

Informational Text (fall/winter/spring)

**Diagnostic:****TOOLS:**

- Classroom observations & individual surveys by classroom teachers, Title One teacher • Language Arts curriculum assessments Wrenshall Elementary teachers

**Progress Monitoring**

- Teachers meet a minimum of once/month with Title I, MRC, Special Education and Reading Intervention teacher to interpret student data, and discuss strategies for modifying instruction if student is not demonstrating growth at an expected rate.

**When and how results are communicated with parents of students in Kindergarten through Grade 3**

Parents receive the results of the standardized data (NWEA/MAP) a minimum of three times/year: October, February, and June. Teachers explain the results individually with parents in the October and February Parent-Teacher Conferences. Additional conferences are scheduled if requested or as needed. Teachers communicate daily and weekly with parents regarding students' growth through individual notes, phone calls, and emails.

**II. How Wrenshall Elementary notifies and involves parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.**

- Parents are asked to read to their children a minimum of 20-minutes/night and record the minutes nightly.
- K-1 provides parents consumable books that are sent home for students to read to parents at home.
- Kindergarten has "Author of the Day" where a student begins a written story at school, and then the parents and student complete the story at home. The finished story is brought back to school and shared with the class.
- 2nd Grade sends home books with notecards for comments/recording for students to read at home with parents.
- 3rd Grade sends home books weekly with a writing activity for parents and students to do together.

**III. What interventions are available to students not reading at or above grade level in grades Kindergarten through Grade 3*****Intervention Tools:***

- Early Intervention in Reading Program
- Reading Corps Tutor
- Title One Reading support
- Repeated Readings Fluency Interventions

**How These Interventions Are Based on Learner Data**

Screening data, weekly and monthly probe data determine which students receive intervention services in addition to classroom instruction. Student progress is monitored and interventions are adjusted as students demonstrate growth or plateau in their performance.

**How Services are provided?**

- Individual and Small group instruction in with classroom teacher
- Title I Reading Teacher: School year
- MN Reading Corps Member
- Reading Intervention Specialist

- Volunteers providing individual student reading support
- Trained paraprofessional support staff

**How parents are informed of student progress?**

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- 3rd Grade sends home books weekly with a writing activity for parents and students to do together.

**V. Professional Development on Scientifically-Based reading instruction for Our Elementary teachers.**

- PLCs provided teachers additional opportunities for consultation and peer coaching & support.
  - Title I teacher serves as MN Reading Corps and MN Math Corps Member Internal Coach and participates in two trainings/year on intervention strategies and reliability training.
  - Teachers are able to attend additional regional trainings on scientifically based reading strategies as requested.

**VI. Specifically describe how comprehensive scientifically based reading instruction is consistently implemented throughout elementary grades**

Classroom curriculum and activities are based on the core curriculum StoryTown published by Harcourt Brace. This curriculum provides tiered instructional materials. (Read to self, read to others, listen to reading, word work, writing).

**VII. Training and support that is provided so that all district elementary teachers can effectively recognize students’ diverse needs in cross-cultural settings and serve the oral language and linguistic needs of ELL students**

We currently have ELL students. We have a teacher working as our ELL teacher to support these students in our classrooms and support our teachers.

**VIII. Post Wrenshall Elementary teacher methods and data that is submitted to Commissioner annually including objectives of Wrenshall Elementary teacher 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**

Each spring, K-3 NWEA/MAP Reading & Language Arts results will be submitted to the MDE Commissioner. Wrenshall Local Literacy Plan will be posted to [www.isd100.org](http://www.isd100.org)