

# Underwood School Literacy Plan

“Inspiring All to Achieve Their Highest Potential”

## Introduction

The goal of the Underwood School Literacy Plan is to ensure that all students are reading at their highest potential by third grade. It is our hope that all students will be reading at proficiency by third grade, however, we realize that the reality of the situation is that this may not be universal. Because not all students will be at grade level, this plan has been put in place in order to help boost those students who struggle. This plan is designed to articulate what we are currently doing, what we do when students do not meet the mark, and where we plan to go from here. This plan also addresses the key points required in Minnesota State Statute 120B.12.

## Current Practices

Underwood School currently uses formally researched based strategies and evaluations. Title I programming is also currently taking place with a focus on reading and math. Brain research strategies are being used throughout K-4. The curriculum is aligned with state standards. The scope and sequence is aligned in reading in grades K-4. Curriculum is reviewed during monthly meetings and during staff development opportunities.

## Goals and Objectives of the Literacy Plan

- 1) All students will be given the tools to read proficiently at grade level by the 3rd grade.
- 2) All students will Increase vocabulary, comprehension, phonics, phonemic awareness, and fluency outcomes of students. Improve the focus on literacy of the school in order to promote reading proficiently by the 3<sup>rd</sup> grade.
- 3) Teachers will inform parents of students who are at risk of not reading proficiently at grade level. Parents will be informed by parent teacher conferences, email, phone calls, letters, and/or parent/school logs.
- 4) Involve parents in the reading improvement process and provide strategies and resources to parents to promote improved reading.
- 5) Articulate interventions used to promote student literacy when students are non-proficient at grade level.

### Overview of the Plan

<b>Procedures</b>	<b>ACTION</b>	<b>INVOLVED</b>
<b>Procedure 1</b>	<b>FORMATIVE ASSESSMENTS TO DETERMINE LITERACY PROFICIENCY FOR GRADE LEVEL</b>	<b>ALL STUDENTS TEACHERS</b>
<b>Procedure 2</b>	<b>IDENTIFY STUDENTS WHO ARE NOT PROFICIENT IN LITERACY</b>	<b>NON PROFICIENT STUDENTS TEACHERS</b>
<b>Procedure 3</b>	<b>CONTACT PARENTS OF NON PROFICIENT STUDENTS EXPLAIN: -STUDENT EXTRANCE REQUIREMENTS FOR INTEVENTIONS -POSSIBLE INTERVENTIONS TO GET STUDENT TO PROFICIENCY -EXIT REQUIREMENTS -TOOLS THAT PARENTS CAN ACCESS TO HELP SUPPORT LITERACY PROFICIENCY</b>	<b>PARENTS NON PROFICIENT STUDENTS TEACHERS</b>
<b>Procedure 4</b>	<b>INTERVENTIONS</b>	<b>TEACHERS STAFF NON PROFICIENT STUDENTS</b>
	<b>PROGRESS MONITORING</b>	<b>TEACHERS STAFF NON PROFICIENT STUDENTS</b>
<b>Procedure 5</b>	<b>ADDITIONAL INTERVENTIONS OR EXIT OF THE PROGRAM</b>	<b>TEACHERS STAFF</b>
<b>Professional Development</b>	<b>PROFESSIONAL DEVELOPMENT TO IMPROVE LITERACY INSTRUCTION</b>	<b>TEACHERS AND STAFF</b>

#### Procedure 1: Process of Assessment

To determine a student's level of reading the following process will be followed:

- 1) Teacher Informal Observation-one on one meetings
- 2) Formative Assessment will then be used as follows dependent on grade level: Sound/Letter Recognition testing, formal fluency testing, and comprehension assessment. Unit Tests will be administered about every six weeks that includes comprehension, fluency skills, writing, reading skills, vocabulary skills, and grammar.

- 3) AR (Accelerated Reading) and independent reading ability test, unit tests, mid-year and end of the year assessments.
- 4) Proficiency will be determined based on informal and formal assessments.
- 5) DIBLES assessment will be on going throughout the intervention period for non-proficient students to determine areas of need and growth.

### **Procedure 2: Identify Non Proficient Students**

The results of this assessment are communicated to the parents through letters sent home, informal phone calls, home/school logs, email, and/or parent teacher conferences.

### **Procedure 3: Parental Communication**

- Parents will be contacted when students are not making academic progress in reading.
- Teachers will utilize formative assessments to determine the extent of progress being made.
- When it is determined that a student is not making progress parents will be notified.
- Communication can occur at parent teacher conferences and a meeting may take place when needed.
- Parents will be notified of the entrance benchmarks and possible interventions that may be utilized to bring their student to grade level.
- Parents will be made aware of the interventions that will be utilized to get the student to reading proficiency and will be made aware of the exit process for when it is determined that a student no longer is in need of these interventions.
- Parents will be provided with tools by classroom teachers to help support literacy practices at home: take home reading, best practices for encouraging students to read, reading resources, etc.

### **Procedure 4: Interventions and Progress Monitoring**

The following interventions listed may be used in whole or in part to meet the needs of students who are not proficient readers at grade level. Each student is unique and has unique learning styles and each teacher may use the strategies that best meet the individual needs of the student.

- Individual skill development. Individual skills development may include computer reading enhancement programs, one on one time focused on student’s area of needs
- Small Group instruction
- Sending home supplemental materials, which may include: games, resources, reading materials, educational websites to promote reading growth, a list of community resources for summer reading, and other material provided by the teacher
- DIBELS assessment will be used to monitor ongoing student progress. The DIBELS assessment will be administered as needed throughout the year for students not at grade level
- Formal and informal classroom evaluations and assessments

### **Exit of the Program/Additional Interventions**

- Exit of the Program/Additional Interventions
  - Student becomes proficient at grade level as determined through the ongoing assessments and evaluations
  - Possible retention consideration.
  - Recommendation for Title Services in area of need
  - Students who are not proficient may be assessed for special education services  
This process is subject to state and federal regulations

### **Staff Development**

- School visitations to promote best practices
- Teacher Collaboration, monthly collaboration for grade level/curriculum planning with analysis of current practices including effectiveness of core literature instruction
- Teacher may take advantage of opportunities to promote literacy instruction
- Workshops conducted locally to promote literacy instruction
- Purchase of teacher reference materials
- Should the need arise for EL instruction, the district will make all practical efforts to meet the student need as per state statute

### **Intervention Flow Chart**

Is student proficient at grade	Yes	Continue with current Instruction
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level?	No	<ol style="list-style-type: none"> <li>1. Parents Notified</li> <li>2. Parent Conference</li> <li>3. Interventions</li> <li>4. Teacher refers student to STAR Team</li> <li>5. Additional Interventions</li> <li>6. Reassess Student: Reading Unit Tests, STAR Testing, DIBELS, and Fluency tests.</li> </ol>
Student found to be proficient	Yes	Current General Education Instruction
	No	Possible Referral to Special Education or further interventions.

### Public Comment

Any questions or concerns about this document can be addressed to:

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This document will be presented at the April School Board Meeting, April 19<sup>th</sup> 2012

This document will also be available on our school website:

<http://www.underwood.k12.mn.us/>