

Eagle Valley Public School 2759

Reading Well By Third Grade Plan

Eagle Valley Public School, District 2759, has developed the Reading Well by Third Grade Plan to ensure that our students will be reading proficiently by the end of third grade, in accordance with Minnesota Statute 120B.12

Eagle Valley Public School Board District 2759 approved the Reading Well by Third Grade Plan on June 13, 2016.

Introduction:

Eagle Valley is a K-12 rural school in central Minnesota formed by the consolidation of the schools in Clarissa and Eagle Bend. The population of each community is 681 and 535 respectively. Many residents work in surrounding communities due to the lack of employment opportunities within the district. The communities are comprised of primarily white families, but in recent years there has been a slow, steady rise in the Latin American population.

The school has a total population of 222 students and is housed in one site. The K-6 elementary has 144 students with 47.2% of the students receiving Free and Reduced lunch and 16.7% in Special Education. The high school has 78 students with 47.4% of the students receiving Free and Reduced lunches and 6.4% in Special Education.

Aligned Curriculum, Instruction, and Assessment

Eagle Valley Public School Plan 2015-2016

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

Eagle Valley Public School District 2759 will ensure reading proficiency for all students in Kindergarten through Third Grade. The literacy block ranges from 110 to 150 minutes per day using the McGraw-Hill Reading Wonders Series.

Methods used to improve instruction, student levels and current practices in reading:

- Whole Group and Small Group
- Independent Work Time
- Guided Reading Instruction
- Reading Interventions
- Individualized Instruction
- Schoolwide Title 1 Services

Statement(s) 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.

Eagle Valley Screening Assessments, Diagnostic Assessments, and Progress Monitoring Tools used to ensure grade level proficiency, student progress, and effective instruction include:

Assessment	Grade	Intervals
McGraw-Hill Reading Wonders Placement Assessments	K-6	Fall/Winter/Spring
McGraw-Hill Reading Wonders Unit Assessments	K-6	End of each unit/ throughout school year
STAR Reading Assessment	2-6	Quarterly
Accelerated Reader (AR)	K-8	Every time a student finished reading an AR book.
Dolch/Sight Word Assessment	K-3	Quarterly
Phonetic Inventories	K-3	Three times per year
FastBridge Screening and Placement Assessment	K-6	Three times per year and progress monitor weekly for interventions.

Proficiency is determined using a score of 80% for unit assessments. Scaled scores for STAR Reading Assessments and Accelerated Reader are provided with the materials and cut off scale scores are used based on the recommendations from the publisher. The McGraw-Hill placement assessments use range scores and a cut off score of 75-80% based upon individual components within the assessment. FastBridge placement assessment uses scale scores per grade level but an overall 80% cut off. Proficiency is determined using the publisher guidelines for these assessments.

Results of assessments are communicated throughout the school year with parents. Reports are sent home with students and discussed during parent/teacher conferences. Additionally, scores from unit assessments are sent home at the end of each unit. Placement assessment results are discussed with parents of students who are being considered for intervention or additional Tier 2 services after each assessment.

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

Eagle Valley uses a variety of assessment methods to determine individual student reading strengths and weaknesses. The assessment results are examined by teachers and teams of staff members to provide individualized reading plans to meet each student's needs. Each student receives instruction in the core reading program and in a variety of interventions when a need is determined.

Interventions used in Literacy	Grade
McGraw-Hill Reading Wonders Progress Monitoring	K-6

Direct Instruction	K-6
Differentiated Instruction	K-6
Literature Reading Circle	1-6
Daily 5 and/or CAFÉ	1-6 Optional
Partner Reading	K-6
Interactive Read Aloud	K-6
Guided Reading	K-6
Word Study	K-6
Community Writing	K-6
Writer's Workshop	K-6
Targeted Services (After School Program)	1-6
FastBridge Progress Monitoring	K-6

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 Eagle Valley conducts quarterly assessments through STAR Reading and FastBridge Reading Assessments. Classroom teachers monitor students weekly to show adequate student progress. MCA results are accessible by all staff to review test results and review grade level progress to drive instruction.

Eagle Valley conducts fall, winter, and spring assessments for screening, diagnosis, and progress monitoring using the McGraw-Hill Reading Wonders assessments and FastBridge Reading Assessments for grade levels Kindergarten through Sixth grade. Tests include letter naming fluency, oral reading fluency, and reading comprehension All grade level teachers also conduct end of the unit assessments to track student progress, needs for improvement and to assist in instructional planning and delivery.

Multi-Tiered Levels of Support

Explain for a public audience what interventions 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

Listed below are student supports and effective strategies used at Eagle Valley to ensure students read well by grade three. The items listed are used for twelve months and communicated to parents during conferences and at other times as needed. The list contains a variety of assessments and observations that provide data on individual student reading levels and skills which are used by staff during summer school and the school year.

Individual classroom teachers conduct small group guided reading lessons and interventions within the classroom setting for each weekly unit. Teachers track student progress and utilize the data for small group and instruction. Title 1 services are provided in both a push-in and pull out model based on individual student needs. Students are provided with intervention time blocks and work in a small group setting on specific skills according to individual needs based upon assessment data. Parents of students receiving Title 1 services are informed prior to the start of services, and student needs and growth are communicated throughout the school year and during parent teacher conferences.

Interventions	Grade	Time Invested
Title 1	K-6	Varies according to student needs
Special Education	K-6	Varies according to student needs
Targeted Services	K-6	90 minutes twice a week (optional)
Differentiated Instruction	K-6	On-going
Summer School Program	1-6	1 week in June, July, and August
At Home Required Daily Reading	1-6	Daily

The essential components of the literacy block are comprehension, accuracy, fluency, expanded vocabulary, and phonics. Teachers in grades Kindergarten through Sixth focus on a balanced literacy block to provide instruction in these essential reading components.

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

Eagle Valley School implements core and intervention literacy materials on a continual basis that are research-based and enhances reading instruction for all students. Teachers use the Minnesota State ELA standards and the objectives and essential questions within the McGraw-Hill Reading Wonders series to provide reading instruction. Data based upon student assessments are then utilized to plan and drive instruction for the next unit. Teachers utilize the resources and materials available from the series that are standards based and scientifically based for whole group and small group reading instruction.

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 language and linguistic needs of EL students

Eagle Valley does not currently have students designated as English Language Learners. However, we recognize that with the increase of a Spanish speaking population the need for an English Language program is very near in our future. Therefore, staff development opportunities are being researched that provide information and training on the skills necessary to recognize the needs of, and provide services for English Language Learner students to assist them in becoming fluent in the English language. As these staff development opportunities arise, and best practices are identified, teachers teaching in preschool, kindergarten, first, second and third grade will be required to receive training in the instruction of language arts for English Language Learners. Should Eagle Valley obtain students designated as English Language Learners, our teachers have been trained on the use of the ELL small group reading instruction materials and supplemental supports that come with our McGraw-Hill Reading Wonders reading series. Additionally, a staff

representative fluent in the Spanish Language is available to be utilized for interpretation as necessary.

Job-Embedded Professional Development

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

The following are scientifically proven methods of reading instruction shared with our staff by trained and highly qualified personal.

Eagle Valley Public School engages in:

Professional Development	Time
Professional Learning Communities	Monthly
Balanced Literacy	Monthly
Curriculum Development Sessions	Bimonthly
NJPA Partnership	On-going
Peer Observations	On-going

Scientifically Based Reading Instruction

Eagle Valley collects data from McGraw-Hill Reading Wonder Series, STAR Reading, FastBridge, and MCA scores to determine direction for focused professional learning and continual growth. Staff also work with NJPA on a monthly basis surrounding best practices for balanced literacy.

Serving diverse needs

Eagle Valley has the following in place to help effectively recognize and provide for diverse needs of individual students:

- **Staff Development**
- **Student Assistance Team**
- **Child Study**
- **Northern Pines –School Based Mental Health**
- **FACTS**
- **Freshwater Education Cooperative**
- **National Joint Power Alliance**

Opportunities for staff to enhance learning for all students and recognize and provide for diverse needs of learners are offered throughout the school year and during the summer months. Eagle Valley works with the Freshwater Education Cooperative to provide opportunities for our special education students as well as for our gifted and talented students. Additionally, the National Joint Powers Alliance works collaboratively with Eagle Valley provide learning and growth opportunities for our teachers in order to

prepare them for the diverse needs of students and provide ongoing support in meeting the needs of diverse learners.

Family & Community Partnership

Assessments

Eagle Valley communicates screening, diagnostic, and progress monitoring data and results with parents/guardians through the following methods:

- parent-teacher conferences
- quarterly report cards
- telephone conversations
- weekly communication
- MCA Report

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

Eagle Valley encourages parents/guardians to participate in their child's reading activities in and out of school. Reading progress is *encouraged, promoted, and* monitored in the following ways:

- Guest Readers
- Book It
- Reading calendars track at home reading minutes.
- Accelerated Reader
- I Love to Read (monthly reading challenges)

Interventions and instructional support

Eagle Valley's Parent Teacher Organization meets monthly, and provides feedback on a number of school issues including curriculum, school improvement issues, and community involvement. Teachers meet during PLC time to discuss student data and interventions. Teachers discuss specific student needs for students performing below and above grade level. Title 1 community involvement nights also focus on reading and providing engaging reading strategies to parents and students to use at home.