

	Glenville-Emmons Elementary 240 2 nd Ave. SW Glenville, MN 56036	MINNESOTA DISTRICT LOCAL LITERACY PLAN	2021-2022
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DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION	
District Name and Number: Glenville-Emmons Schools #2886	Phone: 507-448-3334
Superintendent/Director: Brian Shanks	Fax: 507-448-2836
Site Address: 230 5 th St. SE	Email: shanksb@geschools.com
School Name and Number: Glenville-Emmons Schools #2886	Phone: 507-448-3334
Principal/Director: Jeff Tietje	Fax: 507-448-2836
Site Address: 240 2 nd Ave. SW	Email: tietjej@geschools.com
<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>
Jeff Tietje	Elementary Principal
Candace Tellers	Elementary Special Education
Sondra Olawsky	Kindergarten
Lindsey Olson	First Grade
Abbey Tukua	Second Grade
Tiffany Wilkie	Third Grade
Mike Hockert	Fourth Grade
Lisa Durby	Fifth Grade
Patrice Studier	Sixth Grade

Five requirements to be included in the local literacy plan include:

- How you will ensure reading proficiency for all students by the end of Grade 3.
- The process to assess students' level of reading proficiency.
- How you will notify and involve parents.
- How and when you will intervene with students who are not reading at or above grade level.
- How you will identify and meet staff development needs.

Comprehensive scientifically based reading instruction includes:

Comprehension
Vocabulary
Fluency

Phonics
Phonemic Awareness

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

Goals for 2021 -2022

- ✓ It is the objective of the Local Literacy Plan to provide the teachers a blueprint that will help all children in grade kindergarten through third grade learn to read on grade level.
- ✓ The teachers will study the data retrieved from past years and the current year to determine where reading instruction can be improved.
- ✓ The teachers will continue to implement reading interventions and differentiated instruction into their classroom moving away from teaching exclusively from the basal. Research has proven the basal only teaches to the middle of the class.
- ✓ The teachers will work to include leveled readers/novels into their reading curriculum and use fewer worksheets. Research has proven that children learn to read by constant reading.

During the 2020-2021 school year the district used NWEA to assess reading in all grades at the elementary. The first tests were administered in October, 2020 and spring assessments in March, 2021. We use the results to adjust our curriculum as necessary to meet target objectives.

At the present time, the core literacy curriculum in grades 1-3 is the basal. It is supplemented in the classrooms by using Accelerated Reader by Renaissance Learning. Additional differentiated instruction has been implemented. Grades 4-6 have moved away from the basal and are using novels with Literature Groups. Differentiated Instruction has also been implemented in grades 4-6.

One aspect of the current program that is successful is the use of Accelerated Reader. The teachers in grades 1-3 have required the students to read as many books as possible at their level each month.

II. 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.

Various assessments are used to assess students' reading proficiency.

Kindergarten:

Early Childhood Screening
Preschool Assessments
NWEA – Fall, Spring
Informal observations – Daily

Weekly formative assessments in comprehension and vocabulary

First Grade:

NWEA – Fall, Spring

Title I Testing for Title students – Quarterly

Unit Tests – Basal

Informal observations – Daily

Weekly formative assessments in comprehension and vocabulary

Second Grade:

NWEA – Fall, Spring

Title I Testing for Title students – Quarterly

IXL - Weekly

Unit Tests – Basal

Informal observations – Daily

Weekly formative assessments in comprehension and vocabulary

Third Grade:

NWEA – Fall, Spring

Title I Testing for Title students – Quarterly

IXL - Weekly

Unit Tests – Basal

MCA Tests

Informal observations – Daily

Weekly formative assessments in comprehension and vocabulary

The teachers are able to receive immediate feedback with the use of NWEA, IXL and unit tests. When there is a student that is struggling or below grade level, the student is enrolled in Title I for remediation of concepts. Title I does informal testing. The teachers also contact parents weekly with some students. Special education students also receive NWEA and IXL testing as part of the IEP evaluations.

III. Specific information on how elementary school within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.

The teachers in Kindergarten through third grade have aligned the core standards with the grade-level content standards. The assessments that are given inform the teachers where interventions are needed.

Parents are notified by their child's teacher when problems are noticed. There are email messages, daily notebooks, and phone calls that take place between parents and teachers.

The district has chosen to use Five Types of Epstein's Six Types of Parent Involvement.

1. PARENTING:

- Family Reading Night-This usually occurs in the Spring but was cancelled as a result of Distance Learning.

2. COMMUNICATING:

- Conferences with parents are scheduled three times a year. There is a parent interview at the beginning of each school year to involve the parents. Policies and procedures are reviewed with the parents at this time. Mid-quarter and report cards are sent home each quarter. Teachers are urged to communicate with a parent as soon as a problem arises regarding academics.
- Elementary classroom weekly newsletters.
- District website – Memos, letters, notices.
- Elementary Friday folders.
- Parent Place – There will be an area designated at each building that will be a “Parent Place.” Parents will find newsletters, handouts, memos, surveys, and other communications.

3. VOLUNTEERING:

- Room Helpers – parents, grandparents.
- Community volunteers for school projects/activities.
- “Volunteer Corner” on the district website with various opportunities to volunteer in the classroom and district.

4. LEARNING AT HOME:

- Monthly Activity calendars with math and reading activities on it for Title I Students.
- Monthly Activity calendars for the Title I Students will also be shared with the special education students at the elementary level. The calendars are completed by the students with help of the parents.
- Parents are urged to read with their child each day for 15-20 minutes. The parent may read, the student may read, or it may be a combination of the two.
- Parents are urged to have their child keep reading over the summer and over vacations. The struggling students many times regress over the summer and vacations.

5. DECISION MAKING:

- Active Parent-Teacher Connection – The PTC has been a group that has input in program and activities that happen at school. They are urged to volunteer during the school day.
- Special Education Parents Advisory Council – The special education staff is in attendance at the Parent Advisory Council meetings. The parents that attend are given a handbook regarding special education. The parents were given information on the use of IXL and the Perspectives website, and how they could help their child. At future meetings, the parents will be given strategies and tips on how they can help their child with reading. Parents will be able to give input on special education program planning for the district.
- Survey questions at Parent/Teacher Conferences – Parents will be given one question to respond to when they attend conferences. Parents will also be encouraged to email input to the district offices. The question for parents for the fall conferences in November will be “Do you read to your child at home? Do you help your child read each night at home? If not, how could you help your child?”

In addition to Epstein's Parent Involvement, the district will schedule a book fair twice a year to promote literacy. At the book fair, the students will have the opportunity to purchase new books at their level to read with their parents or independently.

Typically, every year in the spring, the summer program at the local public library is presented to the students by a library employee. There are special reading activities and programs that take place during the summer that children may participate in to keep learning through the summer. The library reading program gives the parents another tool to keep their children reading. As a result of the Covid-19 pandemic, we were unable to have this program.

Students are also urged to participate in the Scholastic Summer Reading Challenge that takes place online.

IV. Explain for a public audience what interventions 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, how services will be provided, and how parents will be informed of student progress.

Any student that is not at grade level will receive Title I help with reading. To meet Title I requirements, the student's NWEA scores, unit tests, teacher's observance, and parent's requests are considered.

When a child receives Title I services, a paraprofessional is in some of the classrooms where it is feasible during the reading instruction under the teacher's direction. The para will assist the student. During the afternoon, the Title I students go to the Title I classroom for small group pullout. During pullout, the students are grouped in groups of 2-4, and they receive additional reading assistance.

Parents are informed of their student's progress by way of weekly communication if needed. The parents also receive reports from teachers at midterm, the end of the quarter, and at conferences. Teachers are urged to contact a parent at any time a student starts to struggle.

Instruction will also be benefited by the use of iPads in the classrooms. Title I classes will also use iPads in the Title I pullout groups for interventions.

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

Professional Learning Communities (PLC)

The focus of teachers within the Professional Learning Committees will be the research-based PLC process which focuses on answering four critical questions: 1. What do we expect the students to learn? 2. How will we know if they have learned it? 3. What will we do when students don't learn it? 4. What will we do when students do learn it?

To address what we expect the students to learn, we plan to align our current reading curriculum to the standards and then if needed, purchase new curriculum, or combine and/or supplement current curriculums as necessary. Formative assessments such as IXL and NWEA will be used to determine how much students are learning. When students are not

learning, teaching and/or curriculum will be adjusted or modified. When students are learning, teachers will continue to use the same teaching methods and/or curriculum. At the elementary level the students have time in the morning after the buses arrive to meet with their teacher for support/questions. There are paras available for homework support during the afternoons.

Differentiated Instruction will also be implemented in grades kindergarten through third grade. Through the consortium that Glenville-Emmons Schools belongs to, a teacher who has been trained in differentiated instruction will work with the teachers to implement it in their classrooms.

Resource Review:

Within this review, if it is determined that new curriculum is needed, new curriculum will be reviewed to ensure that it is research-based before it is purchased and implemented. Other options that will be considered are combining multiple curriculums that the district already owns to ensure all standards are covered or supplementing them with additional materials.

The school will implement the reading program, Lexia in the struggling readers. The program will support teachers' interventions and help determine which students need added instruction. Researched based programs will be used with each student. The following programs will be utilized in reading instruction.

Lexia Reading

IXL

Accelerated Reading

Formative/Summative Assessments

We understand that formative assessments are important for teachers to consistently use to better identify at-risk students to ensure growth in learning for all students. Therefore, staff will meet within Professional Learning Committees and/or receive training to ensure that they fully understand how to implement, collect data, and then modify teaching as related to formative/summative assessments.

The third grade MCA Reading test scores will also be used to indicate to the staff where improvements of curriculum by analyzing the various strands of reading.