

ISD 497
LOCAL LITERACY PLAN
2017-2018



Developed by:
Bryan Boysen DAC, School District 497
Jami Donaldson, Title I Coordinator, School District 497

Local Literacy Plan Vision

Reading well by third grade is one of many development milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that to learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in our school from Pre-K through grade 12 promotes academic success.

The Lyle Area School District has developed a bold vision to ensure literacy success for all students. The success of this vision depends upon the collaboration between schools, families, and our community. This commitment is visible through the creation of literacy rich environments and experiences. It begins with parents reading to their infant child, followed by grandparents taking their grandchildren to the library, teachers fostering the love and excitement of reading high quality literature, and community volunteers sharing their passion of reading with today's youth.

To give direction to the implementation of this vision, a local literacy plan has been developed specifically for students in grades K-3. This literacy plan outlines key components that facilitate the gathering and analysis of information regarding current resources and literacy practices in our school district. Using the plan as an on-going self-assessment, the results will guide and refine our steps to achieve our goals.

Literacy Plan Vision Statement: To ensure the success of all Lyle students in achieving reading proficiency by Grade 3, District 497 will establish with families a shared vision and strong foundational partnership that is focused on the development of capable readers and writers at every level.

School:

- Quality literacy instruction
- Rich vocabulary environment
- "Read Every Day" expectation
- Standards-based instruction
- Instruction to meet needs of unique learners
- Data to drive instruction

Community

- Mentor a child
- Adopt a classroom
- Sponsor a book collection drive
- Be a guest reader

Home:

- Set high expectations for your child
- Read with your child everyday (I read to you...You read to me)
- Take your child to the library
- Children observe adults reading
- Check in with your child's teacher...often!
- Mentor a child
- Adopt a classroom
- Sponsor a book collection drive
- Display/publish student work
- Be a guest reader in the classroom

Literacy Plan Vision Statement: To ensure the success of all Lyle students in achieving reading proficiency by Grade 3, District 497 will establish with families a shared vision and strong foundational partnership that is focused on the development of capable readers and writers at every level.

Background: Lyle Public School is a rural community school located in south central Minnesota. The town population is 550. One school building houses our Pre-K through 12th grade configuration. There is about 35 licensed staff. Lyle Public School has about 35% of our students open enrolling from larger districts into the smaller environment.

With the changes in our community, the needs of our students have also changed. Socioeconomic factors have increased the number of students receiving free or reduced lunches (60%). Our current enrollment is approximately 270 students with approximately 45 students in our PreK programming.

Ensuring Reading Proficiency for Kindergarten through Grade 3 Students

Goals

- It is Lyle Public School's goal to have all students make continuous progress toward reading proficiency by grade 3.
- Administrator and teachers ensure reading proficiency for all students through the continued implementation of standards-based instruction, core literacy practices, and use of common formative and summative assessments.
- Instructional practices utilized to ensure reading proficiency are analyzed using student achievement results on aReading, Fastbridge assessments, Rigby Reading Benchmark Assessments, and Minnesota Comprehensive Assessment (MCA). Achievement data for proficient and non-proficient students are analyzed at district and building level data retreats to identify achievement trends and determine building focus.
- Additional building retreats and ongoing learning cohorts design specific intervention strategies with ongoing progress monitoring for all students not meeting proficiency.

Standard Practices:

- District and school improvement plans are written to promote collective ownership and accountability for student learning among all administrators and teaching staff for high levels of achievement, regardless of ability.
 - Students who are behind spend more time engaged in reading during the school day and after the school day to accelerate their rate of learning to achieve beyond grade level to college readiness.
 - Motivation and self-directed learning is facilitated through providing lessons and learning activities that engage students in cognitively challenging learning experiences, including opportunities to learn from high-quality digital and print texts and offering students a choice in terms of activities and materials.
 - Well-trained teachers provide interventions that are balanced, fast-paced, and engaging.
 - High quality literacy rich environments positive classroom and learning experiences at all age or grade levels.
- District and building leadership actively seeks, selects, and cultivates personnel by using resources and ingenuity to attract highly qualified personnel. Leaders select staff based on their belief that all students can achieve.
 - District and building leadership develop teacher assignments based on a match with teacher competency and student need.
 - District and building leadership develops strong, strategic partnerships supported by strong community interest for targeted groups of underperforming students.
- District and building leadership promote the use of innovative practices including the integration of technology for engaging all learners in meaningful and relevant learning activities.
 - Leadership has technical and practical knowledge of current best practices.
 - Integration of technologies is designed to meet the needs of and make instruction accessible for students across ability levels.
 - District and school wide leaders regularly analyze services provided and make informed decisions when practices and programs need to be changed or modified.

Assessing Students' Level of Reading Proficiency and Communicating Results with Families of Students in Kindergarten through Grade 3

Goal Statements

- Reading Proficiency levels for all students is screened, diagnosed, and monitored through the use of common grade level assessments; aReading, Rigby, and Fastbridge assessments, as well as the State level MCA assessment.
- Assessment and screening practices are completed a minimum of twice a year with ongoing progress monitoring for students performing below target levels of proficiency.
- Target levels on all assessments are correlated to proficiency on the state assessment (MCA).
- Student assessment results are communicated with families at multiple reporting times throughout the year via scheduled conferences (twice a year) and standards based reports card distribution (four times per year).
- For students not meeting proficiency, progress monitoring data will be shared with families on a frequent and ongoing basis.

Standard Practices

- Regular and continuous use of data is used to inform, align, and improve instruction, grouping, and assessment practices as a part of the district, school, and classroom way of doing business.
 - Teachers regularly utilize formative assessment as a tool to effectively differentiate instruction for all students within the classroom.
 - A current list of all assessments administered at all grade levels, at what times, and for what purpose is available and consulted when district/school level decisions are made.
 - Teachers, individually and by grade levels, regularly analyze student work/performance data in meeting learning goals.
 - Universal screening and other assessment data is reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed.
 - Staff communicates student-level data to students in ways that enable them to monitor their progress and promote development of personal achievement.

Assessments used at Lyle Public School

Fastbridge: aReading, Letter Names Fluency, Letter Sounds Fluency, Nonsense Words Fluency, CBM (Oral Reading Fluency), Comprehension Efficiency

Rigby Running Records

Whole to Part Assessment: Used to assess Literacy needs in Tier 3 students

Kindergarten

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 387-403 • Tier 2 373-386 • Tier 3 Below 373 • CP Above 406 	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Personalized Learning 	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes, 1 minute	Letter Name Fluency	<ul style="list-style-type: none"> • Tier 1 20 • Tier 2 7-19 • Tier 3 Below 7 	<ul style="list-style-type: none"> • Provides Baseline • Personalized Learning Plan • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Fall (Sept.)	Yes, 1 minute	Letter Sound Fluency	<ul style="list-style-type: none"> • Tier 1 5 • Tier 2 1-4 • Tier 3 Below 1 	<ul style="list-style-type: none"> • Provides Baseline • Personalized Learning Plan • General Outcome Measure • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Winter (Jan.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 417-433 • Tier 2 391-416 • Tier 3 Below 391 • CP Above 433 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning 	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes	Letter Name Fluency	<ul style="list-style-type: none"> • Tier 1 42 • Tier 2 30-41 • Tier 3 Below 30 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Winter (Jan.)	Yes	Letter Sound Fluency	<ul style="list-style-type: none"> • Tier 1 29 • Tier 2 18-28 • Tier 3 Below 18 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning • General Outcome Measure • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Winter (Jan.)	Yes	Nonsense Words Fluency	<ul style="list-style-type: none"> • Tier 1 8 • Tier 2 3-7 • Tier 3 7-11 	<ul style="list-style-type: none"> • Provides Baseline • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening 	Title I Teacher
Spring (May)	No	aReading	<ul style="list-style-type: none"> • Tier 1 435-444 • Tier 2 416-434 • Tier 3 Below 416 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning 	Classroom Teacher, FAST Proctor
Spring (May)	Yes	Letter Name Fluency	<ul style="list-style-type: none"> • Tier 1 50 • Tier 2 38-49 • Tier 3 Below 38 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Spring (May)	Yes	Letter Sound Fluency	<ul style="list-style-type: none"> • Tier 1 41 • Tier 2 30-40 • Tier 3 Below 30 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning Plan • General Outcome Measure • Differentiate Instruction • Dyslexia Screening 	Title I Teacher
Spring (May)	Yes	Nonsense Words Fluency	<ul style="list-style-type: none"> • Tier 1 12 • Tier 2 7-11 • Tier 3 Below 7 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening 	Title I Teacher

1st Grade

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 435-446 • Tier 2 416-434 • Tier 3 Below 416 • CP Above 446 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning 	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes	Letter Sound Fluency	<ul style="list-style-type: none"> • Tier 1 41 • Tier 2 21-40 • Tier 3 Below 21 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning Plan • General Outcome Measure (Used for District Data) • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Fall (Sept.)	Yes	Nonsense Words Fluency	<ul style="list-style-type: none"> • Tier 1 9 • Tier 2 5-8 • Tier 3 Below 5 	<ul style="list-style-type: none"> • Provides Baseline • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening 	Title I Teacher
Winter (Jan.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 454-472 • Tier 2 440-453 • Tier 3 Below 440 • CP Above 472 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning 	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes	Letter Sound Fluency	<ul style="list-style-type: none"> • Tier 1 43 • Tier 2 31-42 • Tier 3 Below 31 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Winter (Jan.)	Yes	Nonsense Words Fluency	<ul style="list-style-type: none"> • Tier 1 16 • Tier 2 11-15 • Tier 3 Below 11 	<ul style="list-style-type: none"> • Title I Eligibility • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening 	Title I Teacher
Spring (May)	No	aReading	<ul style="list-style-type: none"> • Tier 1 489-501 • Tier 2 477-488 • Tier 3 Below 477 • CP Above 501 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning 	Classroom Teacher, FAST Proctor
Spring (May)	Yes, 1 minute	Oral Reading Fluency	<ul style="list-style-type: none"> • Tier 1 106-130 • Tier 2 79-105 • Tier 3 Below 79 • CP Above 130 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening 	Title I Teacher
Spring (May)	Yes	Letter Sound Fluency	<ul style="list-style-type: none"> • Tier 1 52 • Tier 2 45-51 • Tier 3 Below 45 	<ul style="list-style-type: none"> • Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Title I Eligibility • Dyslexia Screening 	Title I Teacher
Spring (May)	Yes	Nonsense Words Fluency	<ul style="list-style-type: none"> • Tier 1 21 • Tier 2 15-20 • Tier 3 Below 15 	<ul style="list-style-type: none"> • Title I Eligibility • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening 	Title I Teacher
Spring (May)	No	Rigby Benchmark Assessments	<ul style="list-style-type: none"> • Tier 1 Level J 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Personalized Learning Plan 	Classroom Teacher, Title I Teacher

2nd Grade

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 469-482 • Tier 2 450-468 • Tier 3 Below 450 • CP Above 482 	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning Plan 	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes, 1 minute	Oral Reading Fluency	<ul style="list-style-type: none"> • Tier 1 58-84 • Tier 2 30-57 • Tier 3 Below 30 • CP Above 84 	<ul style="list-style-type: none"> • Provides baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan • Dyslexia Screening 	Title I Teacher
Fall (Sept.)	No	Rigby Benchmark Assessments	<ul style="list-style-type: none"> • Level J/K 	<ul style="list-style-type: none"> • Differentiate Instruction • Personalized Learning Plan • Baseline 	Classroom Teacher, Title I Teacher
Winter (Jan.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 481-494 • Tier 2 470-480 • Tier 3 Below 470 • CP Above 494 	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan 	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes, 1 minute	Oral Reading Fluency	<ul style="list-style-type: none"> • Tier 1 87-114 • Tier 2 61-86 • Tier 3 Below 61 • CP Above 114 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening 	Title I Teacher
Winter (Jan.)	No	Rigby Benchmark Assessments	<ul style="list-style-type: none"> • Tier 1 Level L 	<ul style="list-style-type: none"> • Differentiate Instruction • Personalized Learning Plan 	Classroom Teacher, Title I Teacher
				<ul style="list-style-type: none"> • Evaluate Progress 	
Spring (May)	No	aReading	<ul style="list-style-type: none"> • Tier 1 489-501 • Tier 2 477-488 • Tier 3 Below 477 • CP Above 501 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning 	Classroom Teacher, FAST Proctor
Spring (May)	Yes, 1 minute	Oral Reading Fluency	<ul style="list-style-type: none"> • Tier 1 106-130 • Tier 2 79-105 • Tier 3 Below 79 • CP Above 130 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening 	Title I Teacher
Spring (May)	No	Rigby Running Records	<ul style="list-style-type: none"> • Tier 1 Level M 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Personalized Learning Plan 	Classroom Teacher, Title I Teacher

3rd Grade

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 487-500 • Tier 2 475-486 • Tier 3 Below 475 • CP Above 500 	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning 	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes, 1 minute	Oral Reading Fluency	<ul style="list-style-type: none"> • Tier 1 90-117 • Tier 2 62-89 • Tier 3 Below 62 • CP Above 117 	<ul style="list-style-type: none"> • Provides baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening 	Title I Teacher
Fall (Sept.)	No	Rigby Benchmark Assessments	<ul style="list-style-type: none"> • Tier 1 Level N 	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan 	Classroom Teacher, Title I Teacher
Winter (Jan.)	No	aReading	<ul style="list-style-type: none"> • Tier 1 497-508 • Tier 2 482-496 • Tier 3 Below 482 • CP Above 508 	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Personalized Learning 	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes, 1 minute	Oral Reading Fluency	<ul style="list-style-type: none"> • Tier 1 116-139 • Tier 2 89-115 • Tier 3 Below 89 • CP Above 139 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening 	Title I Teacher
Winter (Jan.)	No	Rigby Benchmark Assessments	<ul style="list-style-type: none"> • Tier I Level O 	<ul style="list-style-type: none"> • Differentiate Instruction • Personalized Learning Plan 	Classroom Teacher, Title I Teacher
Spring (May)	No	aReading	<ul style="list-style-type: none"> • Tier 1 503-515 • Tier 2 589-502 • Tier 3 Below 489 • CP Above 515 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning 	Classroom Teacher, FAST Proctor
Spring (May)	Yes, 1 minute	Oral Reading Fluency	<ul style="list-style-type: none"> • Tier 1 131-153 • Tier 2 103-130 • Tier 3 Below 103 • CP Above 153 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening 	Title I Teacher
Spring (May)	No	Rigby Benchmark Assessments	<ul style="list-style-type: none"> • Tier 1 Level P 	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Personalized Learning Plan 	Classroom Teacher, Title I Teacher

Involving and Communicating with Families

Goal Statements:

- District 497 notifies and involves parents/families in the acceleration of their child's development in multiple ways.
 - Using standards based report cards (four times per year), parents/families are informed of their child's progress toward proficiency of the ELA standards.
 - Through family-teacher conferences and ongoing communication, parents are informed of the assessments and instructional practices used to accelerate their child's reading achievement.
 - For students who are not meeting proficiency, progress monitoring data will be shared with families on a frequent and on-going basis.
 - A variety of resources and tools are available for families, caregivers, and/or community members to support literacy practices at home, for example:
 - Minnesota Reading Corps RAH Program
 - Family Literacy Night
 - On-line resources on District 497 classroom websites
 - Community Library/School Library open year round

Standard Practices

- Information is provided to parents on how to effectively interact with their child when using technology to advance literacy outside of school
 - Parents/caregivers are informed of ways they can support their child's literacy development in and out of school.
 - Student data is regularly communicated with parents/families to inform them of their child's progress toward grade level reading goals.
 - Access to the school library is available year round due to the partnership with the Community Library.

High Quality Literacy Instruction and Intervention Supports

Goal Statements:

- High quality literacy instruction is a complex process that occurs within a Multi-Tiered System of Support (MTSS). Teaching reading and writing is multi-faceted and requires teachers to implement multiple scientifically based practices. Essential components of reading (phonemic awareness, phonics, comprehension, fluency, and vocabulary) are proven to maximize student learning and are embedded in our Core Literacy Instructional Practices and aligned to the 2010 ELA standards. These components include:
 - Shared Reading/Shared Writing
 - Scaffolded independent leveled reading and writing to build stamina
 - Confering/conferencing with individual students in reading and writing
 - Writer's Workshop and extended writing
 - Small group differentiated guided strategy instruction in reading and writing
 - Vocabulary development, Word Study, and Interactive Read Aloud
 - Active student engagement in purposeful reading and writing
 - Sustained daily writing across the curriculum of mostly self-chosen topics
- Through our MTSS, students not meeting grade level proficiency are provided high yield instructional interventions based on their target areas of need.
 - Our MTSS includes a continuum of intervention strategies aligned to core instructional practices and delivered by classroom teachers and reading interventionists.
 - The level of intervention for students not meeting proficiency is determined by common classroom formative assessments and district level summative assessment

Standard Practices:

- Leadership has a strong, cohesive vision for all students to make growth and be educated in grade level content standards.
 - Curriculum continually is worked on to be aligned and articulated horizontally and vertically within the school and district to provide a fluid transition from PreK-K, class-to-class, and grade-to-grade.
 - Grade level learning targets are aligned to the 2010 English Language Arts standards for all students.
 - Leadership has a shared understanding and provides support for effective differentiated instructional strategies.
 - A range of research-based instructional interventions for students at risk of academic or behavioral failure is in place through our MTSS framework.

Multi-Tiered Instructional Plan

K-3	Regular Classroom (Tier 1)	Targeted Intervention (Tier 2)	Intensive Intervention (Tier 3)
Learners	All students	Students scoring below target on a screening measure (Some Risk)	Students scoring significantly low on a screening measure (High Risk) and are not showing growth in target areas.
Instructional leaders	Classroom teachers	Intervention teachers, special education teachers and trained support staff.	Intervention teachers and special education teachers.
Time Allocation	120 minutes daily of core standards based instruction and guided reading and writing.	Small group intervention that may vary in time and setting depending on student's need (10-25 minutes 3-5 days per week)	Additional daily, explicit interventions that will help the student make accelerated growth towards target.
Instructional components	<p>Essential Components</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Fluency • Vocabulary • Comprehension <p>A balance of fiction and non-fiction text using the 2010 Minnesota ELA standards as the guide</p>	<p>Based on the identified need determined by student data and the student's response to the intervention.</p> <p>May include intervention for the following components:</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Fluency • Vocabulary • Comprehension 	Intensive, explicit instruction in the component/s determined to be a priority for the student based on data.
Grouping structure	Flexible (whole group, small group).	Small group (3-6 students optimal) based on common intervention need. One on One if needed	One-on-one instruction Small group or one on one (optimal) based on need.

Instructional program	2010 Minnesota Academic Standards for English Language Arts Benchmark Literacy (K-2) Daily 5 Framework (3-6)	Explicit instruction using research based materials and strategies to target areas needed to be on track to read well by 3rd grade as determined by student data.	Explicit instruction using research based materials and strategies to accelerate growth in targeted areas as identified by student data.
Instructional Materials	Core Curriculum materials Guided reading materials	Research based programs and strategies that may include, but are not limited to the following: <ul style="list-style-type: none"> • MN Reading Corps • Letter Sound Correspondence • Repeated Oral Assisted Reading • Guided Reading • Great Leaps • Systematic Sequential Phonics They Use Based on student need and response to intervention.	Research based programs and strategies that may include but are not limited to the following: <ul style="list-style-type: none"> • Great Leaps • Susan Barton Reading and Spelling • Systematic Sequential Phonics They Use • SRA • Read Naturally • Language! Based on student need and response to intervention.
Assessment and Progress Monitoring	<ul style="list-style-type: none"> • Fastbridge Benchmark Assessments for all students-3 times a year • Rigby Running Records-3 times a year • MCA (grade 3) 	<ul style="list-style-type: none"> • Benchmark assessments -3 times a year. • Progress monitoring every other week. • Diagnostic Assessments 	<ul style="list-style-type: none"> • Benchmark assessment-3 times a year. • Progress monitoring weekly or biweekly to assess intervention efficacy. • Diagnostic assessment

Professional Development in Reading Instruction

Goal Statements:

- Teachers are provided multiple opportunities to participate in and benefit from professional development related to content area standards, oral language development, and scientifically-based reading strategies.
- Professional development activities are focused on building teachers' capacity to better identify, plan for, and meet the unique needs of the diverse learners identified in building School Improvement Plans.
- Job embedded professional development occurs within learning cohorts, building staff development days, and consortium-wide grade level meetings to learn and further strengthen current knowledge of best practices in literacy instruction.
- Trained peer coaches provide support within the instructional setting to assure the consistency in the delivery of scientifically based reading strategies.
- Professional development plans will be determined based on district and building trends in student achievement and instructional practice, as indicated through assessment data, principal learning walks, and principal formal evaluation.

Standard Practices:

- PLC's—Professional Learning Communities are centered on student learning and development.
 - PLCs are focused on instruction and assessment as guided by the School Improvement Plan.
 - PLC Members participate in collective inquiry and collaborative teams, with an orientation toward action and research, a commitment to continuous improvement, and a clear focus on results.
 - Peer Coaches and administrative observations provided support within the instructional setting to assure the consistency in the delivery of scientifically based reading strategies.
 - School Improvement Plans identifies activities designed to increase family and community involvement.
- Teachers participate in annual data retreats where school teams: 1) analyze all of their school data, 2) determine if the goals from the previous year were met, and 3) determine the school goals for the next year and what professional development is necessary to reach those goals.
- Practices are in place that ensure that all necessary and support services are funded and implemented to guide planning and related instruction through use of objective and relevant student assessment information
 - There is use of administrative and peer monitoring techniques, co-teaching, and coaching to support continuous improvement of instructional practices and maintain common understanding of and fidelity to curricula.
 - There are appropriate supports for teachers to meet the needs of all students, including coaching of literacy practices and interventions.
 - There are collaborative processes across age levels grades, subjects, building and district administration in place to promote development of competent use of data, literacy practices, and instructional strategies.
 - Collaborative teaming includes specialists provides for regular scheduled to address students' needs as they arise.

- Building level master schedule works to provide common planning time for grade levels and interventionists to design instructional interventions that address specific student need areas.
- There is training for administrators and teachers in formative assessment and flexible grouping strategies to support accelerated growth for all students.
- There is training for administrators and teachers in the effective collection, management, and use of data in planning, implementing, and monitoring instruction.
 - Professional development opportunities are built into the regular school schedule, with consistent opportunities to learn about new research and practices.
 - Opportunities are supported to implement and reflect upon new ideas.
 - Professional development needs are based on data that identifies necessary professional development and reflects the effectiveness of implementation of literacy practices.

Consistent Implementation of Reading Curriculum and Instruction

Goal Statements:

- Reading curricula at all grades is closely aligned to the 2010 English Language Arts standards as referenced in district standards documents and standards based report cards.
 - There is a minimum required 120-minute Language Arts block (90 minute reading block and 30-minute writing block) for all students.
 - K-2 uses Benchmark Literacy as the core curriculum in the classroom.
 - Grade 3 continues to follow the Daily 5 instructional framework in the classroom.
 - Teachers will implement, at a minimum, the following components of effective instruction of Lyle's core instructional practices using a framework for differentiating instruction such as the Daily 5. These components include
 - Focused mini-lessons on literacy instruction with an emphasis on comprehension
 - Small group differentiated guided instruction in reading and writing
 - Scaffolded independent reading and writing with individual conferencing
 - Writer's workshop aligned with process writing and the 6 Traits + 1 of Writing
- Materials are available in school's professional library for teachers to review and use in planning differentiated instruction to accelerate learning for all students
 - Teachers use professional library resources, available integrated technology, and state standards in planning their instruction and assessments to support meeting the diverse needs of our students.

Standard Practices

- There is explicit communication of district expectations for high levels of achievement among all students and regular and systematic follow-up with focused conversations on what it will take to achieve these high levels of achievement.
 - Teachers and administrator express consistent views about achievement related to school goals.
 - Structures and schedules are focused on literacy practices, providing meaningful instructional time.
 - Appropriate time and resources are allocated for intervention and enrichment
 - Practitioners and instructional leaders use data-driven decision-making and problem-solving processes at the school, classroom, and individual student level to make educational decisions.
 - Student-level classroom intervention procedures are based upon on-going collections of student-level data matched to the intervention the student needs using a problem solving level of analysis.
 - Assessments regularly evaluate and review systemic implementation of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills.
 - There are training and coaching opportunities that provide on-going access to relevant evidence-based practices. Appropriate supports are provided to ensure full implementation of the chosen evidence-based practices.

- Training and coaching in differentiated instruction is provided to staff.
- Coaching is focused on increasing teacher and administrator capacities to positively impact student literacy development and proficiency for all students, using and collecting data, and building home-school-community connections.

Efforts to Identify Students with Dyslexia

The following assessments are used as screeners for identification of those who may have Dyslexia.

Poor Decoding: Letter Sound Fluency, Nonsense Words Fluency, and Oral Reading Fluency

Poor Orthographic Memory and Recall: Letter Name Fluency, Letter Sound Fluency

Poor Spelling: Words Their Way Spelling Inventory

Poor Phonemic Awareness: The district will work to identify an assessment in this category for the 2018-2019 school year.

Additionally, staff is given a checklist screener with typical indicators of Dyslexia if they believe a student may have Dyslexia.

Efforts to Identify Students with Convergence Disorder

Lyle Public School does not include screening for convergence insufficiency disorder as part of its vision screening program. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.