

District 4090
Prairie Creek Community School



PRAIRIE CREEK
COMMUNITY SCHOOL

Local Literacy Plan

I. STATEMENT OF GOALS OR OBJECTIVES DEFINING HOW READING PROFICIENCY WILL BE ENSURED FOR ALL STUDENTS AT EACH GRADE LEVEL KINDERGARTEN THROUGH GRADE 3.

Mission Statement:

PCCS is a community school. Parents, teachers, staff, and students cooperate with one another; and with others outside the school, to create a joyful and challenging climate for learning.

PCCS is a child-centered school. We help children discover the power and excitement of their minds, their feelings and bodies, their relationships, their art. We assure children of their value, encourage their accomplishments, and respect their individual learning styles. We value diversity.

PCCS is a progressive school. We emphasize cooperation, promote self-reflection, support innovation, and value change. We share our philosophy and practice with others and learn from them.

PCCS aims to make the world a better place. We value justice, gender-fairness, and conflict resolution. We educate children to live as responsive, responsible members of their own communities, now and in the future.

Literacy Goals:

1. Reading instruction will be provided utilizing a comprehensive literacy approach with consideration to the developmental needs of students.
2. Students will demonstrate enjoyment of reading as well as the capacity to gain new knowledge via a variety of reading materials including electronic texts.

School-wide Practices Impacting Literacy:

- Two areas are identified as “academic goal areas” each school year. The district/school aligns professional development activities to meet the professional needs of the district/school prioritizing curriculum and practice review in those areas. In addition to the academic goals, the school identifies at least one non-academic goal to support the district in creating/maintaining a positive culture as an effective learning organization.
- The Educational Resource Committee (ERC), a Board appointed committee aligns and supports the work of the school within a current or future academic goal area. The ERC membership includes stakeholders within the school community (e.g., Board, parent, faculty) to lead in the development or enhancement of an academic area.
- Weekly 2-hour professional development meetings are scheduled within the school calendar. The school supports a “professional development coordinator” to develop a topical schedule attending to the academic and non-academic goals of the current school year, prioritizing professional development needs based on teacher input.
- “Child-Check Ins” is an agenda item at weekly faculty meetings. Teachers share any relevant student-specific updates (challenges or accolade) that could be important information for the entire faculty to know. PCCS is a small school of 180 students and attends to multi-age instructional opportunities therefore teachers need to be informed of any relevant information to support any student within the school community.

- The school instructional schedule allows for teaming to occur within grade level teams in order to develop, monitor, and assess instruction across subject areas including literacy.
- School leadership is provided via the School Director for integrating current research based practice and technologies within the classrooms.
- The school library houses a collection of 15, 000 books as well as a subscription to an electronic library.
- Classroom teachers implement a comprehensive approach to literacy instruction including: Self Selected Reading/Independent Reading, Guided Reading, Literacy Groups/Book Clubs, Read Aloud, Word Work, and Writer’s Workshop. Teachers K-5 conference with their readers as they support their progress using materials from grade level libraries. Grades K-3 use a Leveled Book System. Grades 4-5 use a library of grade level reading materials.
- Literacy skills (reading and writing) are integrated throughout other subjects (e.g., writing in math) including larger integrated units.
- Each student (Grades K – 3) completes a “Personal Project” in the spring. Students utilize a personal inquiry- based approach to research integrating reading of non-fiction and research writing.
- Special education teachers collaborate with grade level teams to support teachers with current practices in intervention and instructional differentiation.

Post Assessment Methods:

The Work Sampling System: A performance assessment consisting of 3 complimentary elements 1) Developmental Guidelines and Checklists, 2)Portfolio’s of children’s work, 3)Summary Reports. This assessment system is a progress-monitoring tool utilizing a broad developmental perspective. Required and recommended assessments outlined in Element II of this report are used as sources of evidence to guide teachers in the rating of student progress within the area of *Language and Literacy*. *Language and Literacy* includes *Listening, Speaking, Literature and Reading, and Writing* within this assessment system. The school periodically completes a cross-referencing process with the MN Standards to ensure inclusiveness of current state standards with this assessment tool. The Work Sampling System assists teachers in instructional decision-making and is a resource for reporting progress to families.

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.

REQUIRED ASSESSMENTS			
Grades K/1			
Tool	Description & Purpose	Timing/Frequency	Progress Monitoring
Letter Identification	A 1:1 assessment to determine alphabet knowledge. Assesses letter identification (upper and lower case), sound, and production (writing).	<ul style="list-style-type: none"> Fall: Initial Screening Tool (K) Winter (K) Spring (K) 	Use and frequency differentiated by needs of individual students
Fountas & Pinnell Benchmark System	A 1:1 assessment using a “running record” observation system - recording format. Assesses accuracy, fluency, and comprehension.	<ul style="list-style-type: none"> Fall: Initial Screening Tool (K/1) Winter (K/1) Spring (K/1) 	Use and frequency differentiated by needs of individual students
Kindergarten Spelling Inventory, Words Their Way	From the Phonological Awareness Literacy Screening (PALS)2002 A 1:1 or small group assessment for beginning/medial/ending sounds. Assess phonics skills and transfer to spelling.	<ul style="list-style-type: none"> Fall (1) Spring (K/1) 	Use differentiated by needs of individual students
Primary Spelling Inventory, Words Their Way	A 1:1 or small group assessment to assess phonics skills and transfer to spelling.	<ul style="list-style-type: none"> Spring (1) 	Use differentiated by needs of individual students
The Work Sampling System	A performance assessment consisting of 3 complimentary elements 1) Developmental Guidelines and Checklists, 2)Portfolios of children’s work, 3)Summary Reports. This assessment system is a progress monitoring tool that within a broad developmental perspective.	<ul style="list-style-type: none"> Fall (K/1) Spring (K/1) 	Used as a framework to collect evidence throughout the school year attending to continuous progress monitoring.
Grades 2/3			
Tool	Description & Purpose	Timing/Frequency	Progress Monitoring
Primary Spelling Inventory,	A 1:1 or small group assessment to assess phonics skills and	<ul style="list-style-type: none"> Fall: Initial Screening Tool 	

Words Their Way	transfer to spelling.	(2/3) • Spring (2/3)	
Elementary Spelling Inventory 1, Words Their Way	A 1:1 or small group assessment to assess phonics skills and transfer to spelling.	• Fall (2/3) • Spring (2/3)	
Fountas & Pinnell Benchmark System	A 1:1 assessment using a “running record” observation system -recording format. Assesses accuracy, fluency, and comprehension.	• Fall: Initial Screening Tool (2/3) • Winter (2/3) • Spring (2/3)	Use and frequency differentiated by needs of individual students
Minnesota Comprehensive Assessment		Spring/Grade 3 only	
The Work Sampling System	A performance assessment consisting of 3 complimentary elements 1) Developmental Guidelines and Checklists, 2) Portfolio’s of children’s work, 3) Summary Reports. This assessment system is a progress monitoring tool that within a broad developmental perspective.	• Fall (2/3) • Spring (2/3)	Used as a framework to collect evidence throughout the school year attending to continuous progress monitoring.

RECOMMENDED ASSESSMENTS

Tool/Grade Level	Description & Purpose	Timing and Frequency
Reading Reflection Grades K-3	Informal student rating tool to reflect on interests and enjoyment of reading	1 x per year
Writing Samples from Daily, Ongoing Writing Workshop Grades K -3	Work sample assessment to identify student progress and instructional needs with planning/organization, writing conventions (e.g., spelling, grammar), and production (e.g., handwriting, spacing)	Use and frequency differentiated by needs of individual students
Anecdotal Records Grades K-3	Observational notes as student engage in reading and writing	Daily
Dolch Word Lists Grades K-3	Used to determine students grade level sight word vocabulary	Use and frequency differentiated by needs of individual students

Communication with Parents:

Parents attend three conferences as a “student team” each school year. The team includes the student, parent(s)/guardians, classroom teacher, and special education teacher if the student is identified with special education needs. The fall conference is considered a “goal setting” conference. At that time the student team identifies goals for the student including goals in literacy. At winter and spring conferences the student team shares progress via a student portfolio and teacher written “Narrative Report”. Parents may request additional conferences as needed throughout the school year.

Classroom teachers also communicate instructional goals, activities, and support for instruction via a variety of formats:

- Annual Curriculum Night: Parents are invited to a classroom community to learn about the classroom/grade level instructional goals (including literacy).
- Classroom Newsletters and Blogs: Parents receive these classroom communication pieces electronically (or hard copy) highlighting instruction practice and classroom activities/events.
- Classroom “Learning Fairs or Events”: Learning Fairs are instructional demonstrations or events showcasing student learning in a particular course of study or unit. Parents are invited to attend. Learning Fairs include a variety of integrated units as well a yearly research project called “Personal Projects” (Grades K – 3) where students utilize a personal inquiry- based approach to research, integrating reading of non-fiction and research writing.

III. 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.

Parent Engagement

Parent-Teacher-Student Conferences: Parents attend three conferences as a “student team” each school year. The team includes the student, parent(s)/guardians, classroom teacher, and special education teacher if the student is identified with special education needs. A written report summarizing goal development is provided to parents after the Fall Goal Setting Conference. A written report/Narrative Report is discussed and provided to parents at the Winter Conference and Spring Conference.

Additional conferences may be scheduled by any member of the “student team” throughout the school year, if additional communication is needed.

“Book in a Bag”: The K/1 Reading Program includes a “Book in a Bag” system. Students take home a book to read at home with a parent. Using this system, parents are aware of the current “just right” reading level of their student and share in the enjoyment of reading with their student.

Book Clubs and Other Parent Volunteer Opportunities: Parents are invited to participate in the academic life of the school in many ways. This is one way to describe our practice as a “community school”. Parent volunteers provide support within the classroom by listening to students read and by facilitating more structured small group activities like Book Clubs. At the 2/3 level, students participate in literature circles or “Book Clubs”. Although this instructional grouping is most typically monitored by students themselves, some groups require an adult to help with engaging all students in this literacy structure.

MCA Scores: MCA scores (Grades 3, 4 & 5 only) are mailed to parents in a detailed report from the MN Department of Education when they are received by the school district.

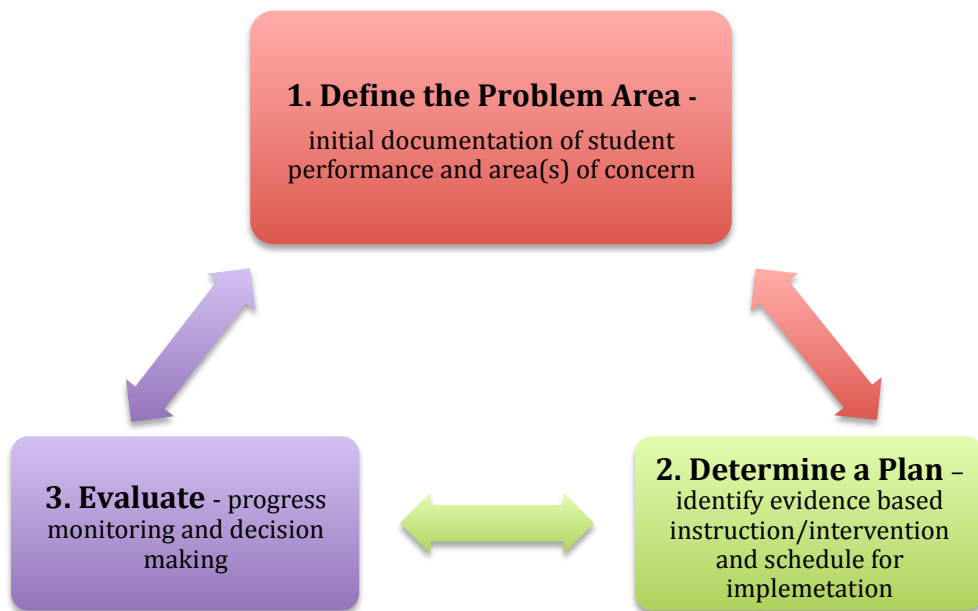
Resources for Parents:

- Information and resources for parents about Literacy is provided on the school website.
- Information on curriculum and activities is provided to parents via an annual “Curriculum Night.” Informational handouts are also provided that evening.
- K/1 teachers provide informational handouts on how to read with emergent and early readers.
- The school houses a lending library for parents.

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.

Child Study Process

PCCS utilizes a thorough “Child Study” process to support a student who may be demonstrating academic, social, or behavioral concerns. Concerns reported by parents or teachers are communicated within grade level teams and a Child Study Team meeting is scheduled. A Child Study Team (CST) will collect preliminary information/data and execute a problem solving process in order to support the students’ academic program. The CST is often composed of a special education teacher, classroom teacher(s), and building administrator. Parents are notified and are informed of the Child Study process and are invited to participate in the team planning process. Child Study Teams meet one to four times per week at the K – 3 grade levels. The CST utilizes the following framework for problem solving



Diagnostic Assessments and Alignment to Grade Level Standards

There are a variety of diagnostic tools used to gather information for Child Study Teams. Preliminary information is gathered incorporating grade level assessments (see Element II). The CST uses that preliminary information to identify discrepancies between student performance and grade level standards in order to identify effective interventions. Additional information may be gathered using the following menu of assessments to better determine the student’s greatest area of need and to plan accordingly.

DIAGNOSTIC AND OTHER ASSESSMENTS		
Tool/Grade Level	Description & Purpose	Timing and Frequency
Qualitative Reading Inventory-V Grades 1-3	Informal Reading Inventory used to assess current reading grade level. Includes assessment information for word	Use and frequency differentiated by needs of individual students

	identification, fluency and comprehension	
Whole to Part Assessment (Cunningham & Cunningham) Grades 1 -3	This reading assessments uses the QRI-V in a modified fashion to assess word identification, oral language comprehension, and silent reading comprehension to identify a student’s greatest area of need, in effect identifying intervention focus for a struggling reader.	Use and frequency differentiated by needs of individual students
Early Reading Screening Instrument Grades 1 -2	This instrument is used to screen or assess low reading first graders. Includes assessment areas of alphabet knowledge, concept of word, phoneme awareness, and word recognition.	Use and frequency differentiated by needs of individual students
The BRIDGE: A Portfolio Rating Scale of Preschoolers’ Oral and Written Language Grade K	This tool is used for kindergarten age students demonstrating immature oral or written language skills. Utilizing an observation and portfolio format, areas of need are identified for instructional intervention.	Use and frequency differentiated by needs of individual students
Review of student writing samples	Outline process for reviewing and decision making re: student writing	Use and frequency differentiated by needs of individual students

Menu of Literacy Interventions

Intervention planning includes identifying a schedule for instruction/intervention, an effective size of group and instructional format, and pacing. The following menu provides a sample of intervention strategies and resources:

Foundational Skills

Alphabet Knowledge and Phonemic Awareness	Phonics and Decoding	Word Identification
<ul style="list-style-type: none"> • Specific alphabet knowledge/letter sound sequencing • Connection of phonemes and rhyming to connected text • Transfer of phonemes to writing activities (e.g., invented spelling) 	<ul style="list-style-type: none"> • Word sort extension/rhymes and phoneme segmentation • Modified lessons with multisensory materials (e.g., Elkonin boxes) 	<ul style="list-style-type: none"> • Copy, cover, compare • Room 108 Dolch Activities
Resources:		
<ul style="list-style-type: none"> • <i>Small Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers</i>, Tyner, B. • <i>Sonday System</i>, Sonday, A. 		

- *Making Words*, Cunningham & Hall
- Dolch word list
- Florida Reading Research Activities

Range of Reading and Level of Text Complexity

Language and Vocabulary	Comprehension	Fluency
<ul style="list-style-type: none"> • Introducing key words before reading • Vocabulary mapping 	Explicit Instruction utilizing an identified comprehension strategy: <ul style="list-style-type: none"> • Activating background knowledge • Reading for purpose: before/during/after reading • Questioning and reader’s response utilizing “think alouds” or “reader’s response journals” 	Re-reading of text utilizing developmentally appropriate leveled passages or text
Resources:		
<ul style="list-style-type: none"> • <i>Read Naturally</i> • <i>Power Reading</i> • Leveled Book Cart, Scholastic and other publishers • Reading Passage Generator, Intervention Central 		

Writing

Handwriting/Production	Organization/Planning	Translation (spelling, grammar, mechanics)
<ul style="list-style-type: none"> • Use of manipulatives (e.g., lines and curves) • Alternate pencils or supports (e.g., grips) • Alternative curriculum 	<ul style="list-style-type: none"> • Graphic organizers • Use of model text • Word banks 	<ul style="list-style-type: none"> • Read, Cover, Compare • “Have a Go” strategy
Resources:		
<i>Handwriting Without Tears</i>		

Evaluating Progress and Decision Making

Child Study Teams schedule follow-up meetings to attend to data monitoring and evaluation for students in the child study process. This data monitoring process allows for flexibility in the decision making process at times balancing many variables of the developing young learner (e.g., age of child, transitions within the family/homelife). The CST refers to a framework of decision-making attending to key variables (e.g., attendance, fidelity of intervention implementation) within the progress-monitoring phase of intervention. PCCS attends to the apparent academic needs of the student using a comprehensive lens.

If a CST suspects a disability (as a result of reviewing instructional data and information) within the progress-monitoring phase of intervention, a referral to special education is completed. The school follows due process guidelines in order to extend a more comprehensive information gathering process via a special education evaluation.

V. DESCRIBE HOW ELEMENTARY TEACHERS WILL PARTICIPATE IN, AND BENEFIT FROM PROFESSIONAL DEVELOPMENT ON SCIENTIFICALLY-BASED READING INSTRUCTION.

Collaboration

PCCS is a multi-age school with the following classroom configurations:

- 3 classrooms, grades K/1,
- 3 classrooms, grades 2/3
- 3 classrooms, grades 4/5

Classroom teachers work collaboratively with their grade level teams formally via shared planning time and professional development activities. Common teamwork includes:

- development and review of curriculum, assessment, and instruction;
- review of student progress and progress monitoring;
- development and implementation of shared instructional units of study.

Classroom teachers work collaboratively with a special education teacher to identify and implement differentiation within classroom activities and specific instruction/intervention plans via the child study process (see Element IV).

Regularly Scheduled Professional Development/Training and Support

Weekly 2-hour professional development meetings are scheduled within the school calendar. The school supports a “professional development coordinator” to develop a topical schedule attending to the academic and non-academic goals of the current school year, prioritizing professional development needs based on teacher input.

Multi-Tiered Systems/Differentiation

Via the child study process (see Element IV), Child Study Teams attend to Level 2 and Level 3 instructional plans. Types or intensity of intervention are identified via the progress monitoring or evaluation team problem-solving process. Training for implementation of interventions is attended to during grade level meeting time or integrated into the professional development meeting schedule.

Cross-Cultural/Oral Language and Linguistic needs of ELL Students

PCCS aims to make the world a better place. This statement comes directly from the district’s/school’s mission and continues to be an area of dialogue and professional development. In the 2012-13 school year the school plans to attend to cross-cultural instruction and effective instruction of students with English as a second language. The school plans to identify professional development needs by conducting an initial “needs assessment” across these two areas of instruction and then develop staff development priorities.