



Local Literacy Plan

Minnesota legislation for Reading Well by Third Grade requires all public school districts and charter schools to post its Local Literacy Plan on their district webpage. The Local Literacy Plan serves as a guide as each district works toward meeting the requirement of all students reading well by the end of third grade. This is a required component of each district's World's Best Workforce Plans. The information included here outlines the Local Literacy Plan for Big Lake Public Schools.

Statement of Goals

Big Lake Public Schools is committed to raising student achievement in all areas, by ensuring that all students can read well and at grade level by the end of grade 3. This plan outlines the steps we will take to ensure reading success for all students, specifically by:

- Providing standards-aligned and evidence-based core instruction
- Assessing student reading proficiency levels
- Involving parents/guardians
- Identifying and supporting students who need additional instruction
- Providing job-embedded professional learning and instructional coaching

Belief Statements

- We believe that all children can learn.
- We believe that literacy is a basic human right.
- We believe that all teachers are literacy teachers.
- We believe that literacy skill instruction should begin at the foundational level.
- We believe that learning to read is not a natural process, but deciphering a code, and that it must be taught in an explicit, multisensory, sequential, connected, systematic process.
- We believe that literacy instruction should include a gradual release of responsibility.
- We believe that all children deserve an engaging and appropriately challenging learning environment.

- We believe that reading and writing are interdependent.
- We believe that learning is a social process.
- We believe that children who see themselves as readers and writers will become lifelong readers and writers.
- We believe that ongoing professional learning and development is fundamental to achieving student success.

Core Literacy Framework

At the core of literacy instruction in Big Lake Public Schools is a balanced approach to both reading and writing. The Minnesota English Language Arts Standards, The Pillars of Reading, and evidence-based practices are central to our literacy framework. The National Reading Panel identifies phonemic awareness, phonics, fluency, vocabulary, and comprehension as the building blocks of reading.

Pillars of Reading	Description
Phonemic Awareness	The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
Phonics	The understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds).
Fluency	The ability to recognize words easily, read with greater speed, accuracy, and expression, and better understand what is read. Children gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping children become fluent readers.
Vocabulary	Techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read to gain a better understanding of the material.
Comprehension	Techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read to gain a better understanding of the material.

Our beliefs about literacy instruction are also supported by our use of the Minnesota English Language Arts Standards and evidence-based practices for teaching writing, speaking, and listening skills.

Writing	Reading and Writing are reciprocal processes that build upon each other and foster literacy development. Reading affects writing, and writing affects reading. The study of a writer's craft in quality examples of reading and writing provides models for students to imitate in their own writing. We write in response to reading; we read in response to writing. Using the same text for mini-lessons, teachers are able to foster the
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	integration of reading and writing. When students read extensively, they become better writers. Reading a variety of genres, students can learn text structures and language that they can then transfer to their own writing. We read to learn; then, we are able to share that knowledge through writing.
Speaking & Listening	The opportunity for students in literacy classrooms to listen, share, and be heard. We believe that an essential component of literacy instruction is spoken communication and that the most successful classrooms foster that communication between students and their teachers. Speaking and listening are used as vehicles for shared understanding of text.

Assessment Plan

At the start of the school year, teachers, students, and parents/guardians partner for Assessment Days. The two days are designed to learn about the strengths and learning needs for each of our students. A systematic screening process and progress monitoring occurs for all of our Kindergarten through Grade 5 students in the fall, winter, and spring. Throughout the year, teachers use assessment data from student work and local and state testing to inform instruction and identify students who may need additional services for either enrichment and/or intervention. Assessment data are used to support instruction and promote student learning. The following reflect expected proficiency levels for students in Kindergarten through Grade 3.

FastBridge Early Reading: Kindergarten (reflects testing window and cut scores)		
Fall	Winter	Spring
Concepts of Print <7.0/<5.0	Onset Sounds <16.0/<13.0	Letter Sounds <41.0/<27.0
Onset Sounds <11.0/<5.0	Letter Sounds <26.0/<13.0	Word Segmentation <30.0/<24.0
Letter Names <14.0/<3.0	Word Segmentation <25.0/<10.0	Nonsense Words <12.0/<6.0
Letter Sounds <3.0/<0.0	Nonsense Words <6.0/<2.0	Sight Words <13.0/<4.0

FastBridge Early Reading: Grade 1 (reflects testing window and cut scores)		
Fall	Winter	Spring
Word Segmenting: <28/<22	Word Segmenting: <31/<27	Word Segmenting: <32/<28
Nonsense Words: <10/<4	Nonsense Words: <17/<10	Nonsense Words: <22/<13
Sight Words: <16/<5	Sight Words: <49/<19	Sight Words: <65/<40
Sentence Reading: <12/<4	CBMR- English: <37/<16	CBMR- English: <66/<30

FastBridge aReading and CBMR: Grade 2 (reflects testing window and cut scores)		
Fall	Winter	Spring
aReading: <469.0/<445.0	aReading: <481.0/<462.0	aReading: <490.0/<469.0
CBMR-English: <56/<22	CBMR-English: <84/<46	CBMR-English: <101/<66

FastBridge and Amplify: Grade 3 (reflects testing window and cut scores)		
Fall	Winter	Spring
aReading: <490	aReading: <498	aReading: <503

Correct Letter Sounds: 76	Correct Letter Sounds: 94	Correct Letter Sounds: 106
Word Read Correct: 40	Word Read Correct: 50	Word Read Correct: 55
Maze: 8	Maze: 12	Maze: 15.5
Spelling: 76	Spelling: 80	Spelling: 102
Vocab: 27	Vocab: 28	Vocab: 28
Rapid Automatic Naming: 41	Rapid Automatic Naming: 41	Rapid Automatic Naming: 41

DIBELS 8th Edition ORF			
	End of 1st Tri	End of 2nd Tri	End of 3rd Tri
K	-	-	-
1	34	50	75
2	84	104	127
3	103	131	135

Words Their Way Range by Grade Level								
	Initial Consonant	Final Consonant	Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings

K		
1		
2		
3		

Instructional and Intervention Resources

Liberty and Independence Elementary Schools work to ensure that all students are successful in Tier 1 instruction. Tier 1 instruction is designed for all students. Students participate in whole-group instruction on grade-level standards, flexible small group instruction based on their reading level, individual conferencing with their teacher. For students who need additional instructional support Liberty and Independence provide support through scheduled intervention and enrichment time and our Title I and ADSIS programs. Literacy specialists at each grade level support students and teachers.

Research-Based Intervention Programs	Grade(s) Used In:	Interventions/Skills Covered:
Sonday - Let's Play Learn (LPL)	Kindergarten	<u>Phonemic Awareness</u> -Phoneme Blending -Phoneme Segmenting <u>Phonics</u> -Letter/Sound Correspondence with Incremental Rehearsal -Letter Tracing -Nonsense Words -Blending Words
Sonday - System 1	Grades 1-5	<u>Phonics</u> -Letter/Sound Correspondence -Nonsense Words -Blending Words <u>Fluency</u>

Reading Intervention for Students to Excel (RISE)	Grade 2	Phonemic Awareness -Phoneme Blending Phonics -Rime Magic -Vowel/Consonant Patterns -Sound Boxes Fluency -Making Words -Incremental Rehearsal Comprehension -Story Retell Ropes -Problem/Solution -Character Traits Cards Writing -Compare & Contrast -Cause & Effect
Reading Corps.	Kindergarten, Grades 1 and 2	Phonemic Awareness -Phoneme Blending -Phoneme Segmenting Phonics -Letter/Sound Correspondence -Word Construction -Nonsense Words -Blending Words Fluency -Duet Reading -Newscaster Reading -Pencil Tap -Stop / Go Comprehension -Repeated Reading
PRESS	Grades 1-5	Phonemic Awareness -Phoneme Blending -Phoneme Segmenting Phonics -Letter/Sound Correspondence -Vowel Teams -Word Patterns Fluency -Repeated Reading -Partner Reading Vocabulary -Incremental Rehearsal Comprehension -Reciprocal Teaching
Florida Center for Reading Research (FCRR)	Kindergarten, Grades 1 and 2	Phonemic Awareness -Phoneme Blending -Phoneme Segmenting Phonics -Letter/Sound Correspondence -Word Construction -Nonsense Words -Blending Words Fluency -Duet Reading -Newscaster Reading -Pencil Tap -Stop / Go Comprehension -Repeated Reading
Read Naturally	Grades 1-5	Fluency Vocabulary Comprehension
Words Their Way	Kindergarten, Grades 1 and 2	

Support for English Language Learners

Big Lake Schools provides English Language (EL) instruction for students who qualify for EL support services. Students who have a language other than English listed on their home language survey are assessed. English Language support services are offered for students who qualify. All EL students are assessed annually to determine progress and eligibility for continued participation in our EL program. EL teachers provide small group and individual instruction, as well as engage in co-teaching in select classrooms at Liberty and Independence.

Family Engagement and Communication

Our district provides a variety of resources and opportunities for parents to help their children become better readers. Family literacy nights, breakfast literacy events, ice cream socials, and parent education opportunities are scheduled throughout the year. Teachers use a variety of formats to communicate with parents. They include, but are not limited to, classroom newsletters, school newsletters, SeeSaw, classroom websites, emails, telephone conferences, and parent teacher conferences.

Professional Development

Teachers at Liberty Elementary School and Independence Elementary School engage in ongoing professional learning throughout the school year. Each teacher develops a professional growth plan as part of our Q-Comp program. The professional growth plan allows teachers to work with an instructional coach throughout the year and participate in just-in-time professional learning to support their teaching. Teachers also participate in professional learning communities (PLCs). PLCs serve as an opportunity for teachers to engage in data analysis and collaborative planning, as well as professional learning to support their effectiveness and increase student learning. Teachers also participate in building-wide and district-wide professional learning throughout the school year, as well as summer professional learning opportunities where they develop instructional frameworks and common assessments.