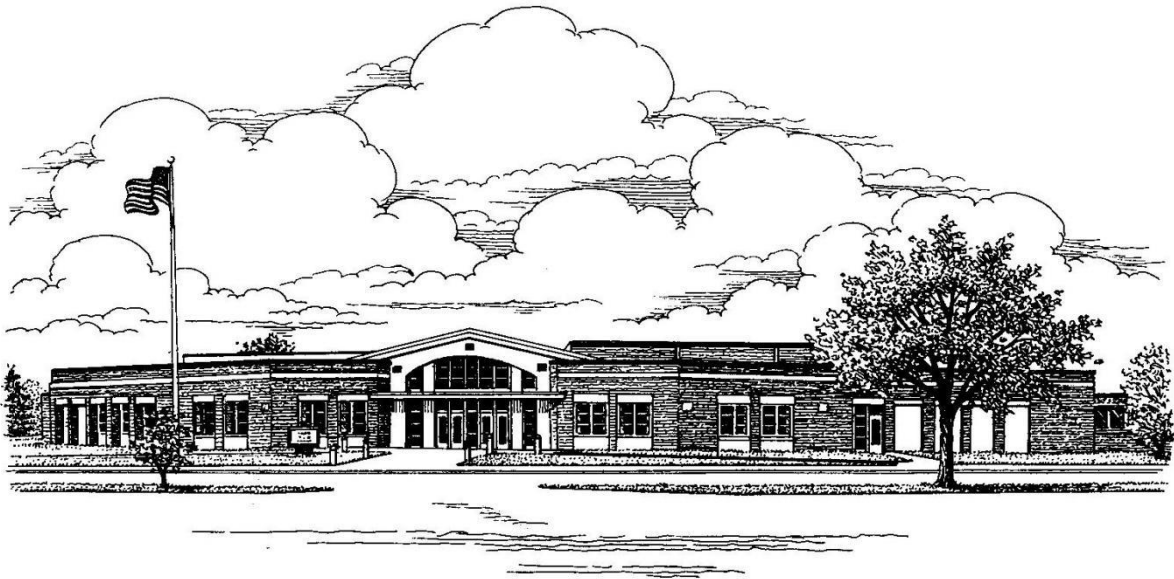


Fisher Independent School District 600

Local Literacy Plan

PreK – Gr. 4



“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

Kofi Annan

Reading Well by Third Grade

Approved by Fisher School Board 6-28-22

Updated 6-28-22

Fisher Independent School District 600 PreK-Grade 4 Literacy Plan

BELIEF STATEMENT FROM MINNESOTA DEPARTMENT OF EDUCATION

Reading well by third grade is one of many developmental 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 understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help 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 all of our schools and programs from birth through grade 12 promotes academic success. – MDE

Literacy is the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.

International Reading Association

GOALS & OBJECTIVES

It is the goal of Fisher Independent School District that all students are reading proficiently at grade level by 3rd grade.

- a. The Fisher Independent School District will incorporate evidence-based curriculum, instruction and assessments which are aligned with the MN Early Childhood Indicators of Progress and the 2010 MN K-12 English Language Arts standards to prepare all students for the rigorous coursework they will encounter.
- b. The Fisher Independent School District will provide a system of support for students in tiered instruction which extend from early learning through high school to support all learners in rigorous and relevant learning environments.
- c. The District will partner with families and the community to provide literacy opportunities for parents of youth during the school day and beyond to extend learning and create a culture of literacy.
- d. The District leadership will create and maintain an environment that supports powerful learning and high expectations for all learners.
- e. The District will provide professional development that is job-embedded, data-driven, and on-going and is inclusive of all educators within the school community which will be integral to a successful implementation of the PreK -Grade 4 literacy plan.
- f. The District will incorporate data driven decision making, culturally relevant pedagogy, technology and innovation, and evidenced-based literacy practices as the guiding principles to which all programmatic choices are based.

ASSESSMENT

Reading assessments are necessary to:

- Determine if children are reading at grade level
- Monitor reading progress
- Plan instruction and/or intervention strategies.

All children, PreK - Gr. 4, will be assessed at the beginning, middle and end of the year to monitor their reading proficiency. Fisher Ind. School District will utilize a variety of assessments to determine the reading proficiency of students PreK– Gr. 4

Teaching Strategies GOLD		Beginning of Year	Middle of Year	End of Year
Objective 15: Phonological Awareness, Phonics Skills, Word Recognition	PreK	a. 3-6 b. 2-6 c. 1-5	a. 4-6 b. 3-6 c. 2-5	a. 4-8 b. 3-8 c. 2-8
Objective 16: Knowledge of the Alphabet	PreK	a. 2-5 b. 1-6	a. 2-5 b. 2-6	a. 2-8 b. 2-8
Objective 17: Knowledge of Print and It's Uses	PreK	a. 3-7 b. 2-6	a. 4-7 b. 3-6	a. 4-8 b. 3-8
Objective 18: Comprehends and Responds to Books and Other Texts	PreK	a. 2-6 b. 2-6 c. 2-6	a. 3-6 b. 3-6 c. 2-6	a. 3-8 b. 3-8 c. 2-8
Objective 19: Writing Skills	PreK	a. 2-6 b. 2-5	a. 3-6 b. 2-5	a. 3-6 b. 3-6

Fountas & Pinnell Benchmarking System		Beginning of year November	Middle of Year February	End of Year May
	PreK <i>If Applicable</i>	NA	NA	NA
	Kindergarten	NA	Level C	Level D
	Gr. 1	Level F	Level H	Level J
	Gr. 2	Level K	Level L	Level M
	Gr. 3	Level N	Level O	Level P
	Gr. 4	Level Q	Level R	Level S

FastBridge aReading		Beginning of Year	Middle of Year	End of Year
FastBridge Learning Assessments	Kindergarten	386	417	437
	Gr. 1	435	455	468
	Gr. 2	469	481	490
	Gr. 3	490	498	505
	Gr. 4	502	509	513

MCA				End of Year
<i>MN Comprehensive Assessment</i>	Gr. 3			350
	Gr. 4			450

PARENT NOTIFICATION AND INVOLVEMENT

Results of assessments will be communicated to parents in written and/or verbal form. Written reports/graphs will be provided whenever available. Primary contact will be through Parent/Teacher conferences which are held a minimum of two times per school year. Additional contact will include scheduled meetings, phone calls, emails, or written notes included in student planners and/or Home-School Folders. In order to empower parents and families, multiple opportunities will be available for them to receive information and participate interactively to support student achievement in the home environment.

These opportunities include, but are not limited to:

Take home literacy kits (backpack reading, LLI readers, etc.)

Explanation and review of assessment data

Communication about literacy through newsletters, websites, etc.

Participation in Partners In Education Organization (P.I.E.)

Participation in Family Night activities

Interactive reading activities/strategies to support the Fisher School literacy focus.

Participation in various reading promotions (i.e. Book-It, Read Across America, etc.)

Fisher Independent School District values parents and families and is committed to involving them in impactful literacy discussions, resourceful professional development and purposeful volunteer opportunities in the school.

INTERVENTION AND INSTRUCTIONAL SUPPORTS

The Fisher Independent School District and its teachers require high quality instructional programs and materials to provide quality reading instruction to all children. Core instruction in the district will be aligned to the 2010 English Language Arts Academic Standards and will specifically address the development of the components of reading consistent with section 122A.06 subdivision 4. Research-based programs and materials will include a core reading program, supplemental programs for deeper instruction and additional practice as well as intervention programs for those learners well below grade level reading goals. Instruction will be differentiated based on the students' needs to reach reading goals. A multi-tiered system of support will be utilized to meet the needs of all learners.

Throughout the tiers of support, emphasis is placed on delivery of high quality, standard-based instruction that is differentiated to meet the needs of students.

Tier I supports all students and will include students at a low risk for reading difficulties with a consistent amount of daily instruction in the core program.

Tier II supports students who are not responding adequately to Tier I instruction and will include those students who are at a moderate risk for reading difficulties. Those students will receive additional core program components and extra instructional support each day to accelerate progress.

Tier III supports students who demonstrate ongoing lack of sufficient progress or growth and will include students who are at high risk for reading difficulties. These students may require replacement core reading programming.

Effective teacher delivery at all levels will include modeling, explicit instruction, meaningful interactions with language, opportunities for student practice, providing corrective feedback, encouraging effort, engaging students during instruction and independent work, and facilitating student success.

The research based strategies implemented throughout the reading instruction will include, but are not limited to:

Know - Want to Know - Learn (KWL)
(Ogle, 1986)

Choral Reading
(Rasinski, 2003)

Dictionaries and other reference aids such as Word Walls
(Putting Reading First, 2006; Wagstaff, 1999; Cunningham, 2005; Lynch, 2005)

Picture Walk/Text Walk
(Goldenberg, 1991; Clay, 1985; DeFord, Lyons & Pinnell, 1991; Hiebert & Taylor, 1994)

Graphic Organizers – Cause and Effect
(Wood, et al., 1995)

Independent Reading
(Allington, 2000 & Krashen, 2004)

Benchmark Literacy
(Benchmark Education Company, LLC, 2011)

Student Generated Questions
(Duke & Pearson, 2002; Harvey & Goudvis, 2007)

Partner/Buddy Reading
(Griffith & Rasinski, 2004)

Context Clues
(Putting Reading First, 2006)

Reader's Theater
(Griffith & Rasinski, 2004; Martinez, Roser & Strecker, 1998/1999; Black & Stave, 2007)

Repeated Readings
(Samuels, 1979; Dowhower, 1989)

Story Boards
(Tompkins, 2010)

Fountas & Pinnell Leveled Literacy Intervention

PROFESSIONAL DEVELOPMENT

Professional development that is data-driven, ongoing and is inclusive of all educators within our school community will be integral to the successful implementation of our Pre-K – Grade 4 literacy plan.

Our Professional Learning Communities (PLC's) will:

- Meet once monthly for 140 minutes each
- Use a team-oriented approach to improving the instruction to promote better literacy instruction
- Reflect on students progress
- Review student work and data
- Align instruction to academic standards and desired outcomes

CURRICULUM AND INSTRUCTION SYSTEM

Curriculum is evidence based and aligned vertically within the school. It is coherent and we will continue to work to align to the 2010 ELA standards. We will provide literacy rich environments which include classroom libraries, a leveled literacy library, as well as a Lexile leveled library that serves both the school and the community. Teachers encourage and motivate students to become self-directed learners. Effective instructional principles are embedded throughout the school day. Direct, explicit comprehension instruction will support students using strategies flexibly when reading independently for comprehension. Our goal would be to provide a schedule that allows teachers to offer a 90 minute block of uninterrupted literacy instruction including a balance between whole group and small group instruction. Instruction will be delivered by balancing foundational literacy skills and strategy instruction. Effective teachers have high expectations for all learners, engage in high-level thinking, and make connections between students' experiences at home and school.

STUDENT SUPPORT SYSTEM FOR EL LEARNERS

Historically, Fisher School District student population is predominantly white with limited ELL enrollment. Should there be an increase in the district's ELL population, training, coaching and resources will be made available for all school staff to effectively recognize students' diverse needs in cross-cultural settings.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING

The Fisher District will display the Fisher Independent School District 600 PreK-Grade 4 Literacy Plan on its official webpage. The literacy plan will include all required elements consistent with MN Statute 120B.12 in a manner accessible and relevant to ensuring that all students will be reading well by third grade.

It should be noted that this literacy plan is a living document which will continue to evolve and be enhanced over time.