



Independent School District 831 Forest Lake Area Schools

Local Literacy Plan 2022-2023

Statement of Goals or Objectives

The literacy goal of Forest Lake Area Schools is to ensure that all students receive high quality literacy instruction while having access to multi-tiered systems of support to meet individual student needs. The purpose of reading instruction is to develop critical literacy skills. This includes using text for communicating, thinking, following directions, and problem solving. To foster critical literacy skills, it is necessary to provide all students systematic and explicit instruction in phonological awareness, phonics, fluency, vocabulary development, and comprehension. An effective literacy program melds skills and strategies-based instruction through a variety of reading and writing experiences.



Elementary Literacy Framework



Non-negotiables in Tier I Literacy Instruction

At FLAS we strive to develop critical literacy skills and ensure that all students receive high-quality literacy instruction and multi-tiered systems of support to achieve grade level standards while differentiating for individual student needs.

Framework for Achieving Proficiency in MN K-6 English Language Arts Academic Standards

Core Reading Instruction

90 Minutes Daily

Whole Group and Small Group Instruction focusing on Phonics and Phonemic Awareness, Reading Comprehension, Writing in Response to Reading and Fluency.

Target Time

30 Minutes Daily

*Differentiated Instruction:
• Enrichment and Intervention
• Collaboration with SPED, EL, Title I, Academic Support, etc.*

Core Writing Instruction

30 Minutes Daily

*Whole Group and Small Group Instruction focusing on Narrative, Opinion and Informational Writing, Grammar and Handwriting. *in addition to 90 minute block*

Phonics & Phonemic Awareness

Literacy Block: 15-30 min.

What is it?

Daily instruction in structural analysis of words, sounds, syllables, vocabulary development and spelling strategies.

What it looks like:

Tier I:

- Benchmark Advance Phonics & Word Study Mini Lessons

Additional Resources:

- Heggerty (K/1)
- EAK (K)
- KPALS and PALS (K-2)
- Phoneme Grapheme Mapping
- Making Words

Building accuracy with phonics skills is followed by building phonics fluency.

Small Group Instruction

Literacy Block: 40 min.

What is it?

Guided practice and application of reading and writing strategies taught in daily lessons using leveled and/or decodable text.

What it looks like:

w/teacher

- Benchmark Advance Small Group Instruction with leveled and decodable text (K-6)
- Jan Richardson Guided Reading
- Literacy Footprints (K-4)
- Scholastic Short Reads (2-6)
- Lit Circles/Book Club/JR (5-6)

independent time

- independent reading
- independent writing
- follow up word work
- read to partner (fluency)
- listen to reading (fluency)

How often:

- 2 groups a day, 5 days a week
- Each student 2x a week with gen ed teacher.

Reading Comprehension

Literacy Block: 15-30 min.

What is it?

A daily opportunity for students to practice and apply reading strategies taught in daily lessons using grade level text.

What it looks like:

Tier I:

- Benchmark Advance Comprehension Mini Lessons

Additional Resources:

- Jan Richardson Comprehension Strategies
- Reciprocal Teaching
 - K-2 Whole Group
 - 3-6 Whole Group AND Student Groups

How often:

- Daily
- Reciprocal Teaching 3x a week with teacher modeling strategies

Writing in Response to Reading

Literacy Block: 10-20 min.

What is it?

A daily opportunity for students to write in response to text in order to deepen understanding and apply mapping sounds to letters.

What it looks like:

Tier I:

- Benchmark Advance Comprehension Mini Lessons & Writing Lessons

Additional Instructional Supports:

- During reading use KWL charts or other graphic organizers.
- Journal in response to story.
- Informational response to nonfiction text.
- Readers Notebook

Daily Core Writing

Literacy Block: 30 min

What is it?

Daily opportunity for students to write informally and formally using the writing process. Writing traits are modeled and taught through authentic writing opportunities which meet standards while thinking about the different purposes and audiences for writing.

Tier I:

- Benchmark Advance Comprehension Mini Writing Lessons & Guided Writing support

Additional Instructional Supports:

- Writing in Content Areas
- Guided Writing
- Journals
- Handwriting Practice
- Shared Writing Experiences

Daily Formative Assessment

Formative assessment enables educators to monitor student progress toward learning target and highlights areas for differentiation.

Core Instruction

Components of effective reading instruction include phonological awareness, phonics, fluency, vocabulary development, and comprehension. Students need systematic and explicit instruction in phonemic awareness and phonics instruction. In Forest Lake we provide direct guided instruction through our Core Curriculum Benchmark Advance. Teachers model oral reading experiences in grade level text along with direct and indirect vocabulary instruction. In order for students to make meaning from text, teachers model skills that support internalization of predicting, self questioning, summarizing, annotating and evaluating text strategies. Students apply skills to grade level text, instructional level text and independent text.

Based on scientific research findings, classrooms are organized for differentiated instruction. Students are expected to read at independent and instructional reading levels. Through Benchmark Advance, reading and writing are integrated as students respond to text in writing. Students write daily in a variety of ways and instruction is embedded into guided reading and literacy instruction. Students use text from reading lessons as mentor text for writing to meet standards. Students write informational passages, narrative pieces and opinion pieces.

Highly effective classrooms have a positive climate, setting high expectations for student achievement. Students spend time in small group and whole group instruction, which is reflected in scheduled uninterrupted daily literacy blocks of 120 minutes. Teachers scaffold learning experiences and incorporate a focus on high-level questioning. Systematic assessment is used to evaluate student progress.

Effective reading instruction includes additional research-based approaches. Reading aloud to students from both nonfiction and fiction books builds vocabulary and familiarizes students with language patterns. Shared reading is an interactive reading experience allowing students to read more text until they can read independently. Reciprocal Teaching is a research-based strategy in which students work collaboratively predicting, clarifying, summarizing, and questioning to increase reading comprehension skills. Guided reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Paired reading allows students to increase their reading fluency and gain deeper understanding through modeling and discussion. Independent reading builds confidence while improving vocabulary. The end goal of providing varied reading experiences is to assist students in being independent readers who comprehend and think beyond the text.

Multi-Tiered Systems of Support (MTSS)

Forest Lake Area Schools' literacy program is organized into three tiers of instruction in order to meet the needs of all students. Tier I is designed for all students and addresses MN ELA Academic Standards. This instruction includes a core reading program based on scientifically research-based instruction, benchmark assessments of students to determine instructional needs, and ongoing professional development for teachers so that the students are guaranteed quality instruction aligned to state standards.

Fall universal screening is conducted with students in Kindergarten through 6th grade. Students are screened using the Fastbridge aReading computer adaptive test. K-1 students are further assessed with the earlyReading assessment from Fastbridge to pinpoint specific gaps and areas of need in determining Tier II instruction.

Additional universal screening is administered in Winter and Spring. Results are used to determine success for those students exiting Tier II service and to identify additional students who may be eligible to begin Tier II intervention services to accelerate progress and close the achievement gap.

Tier II services concentrate on students who need more targeted reading instruction. This provides students with additional 20-30 minutes of instruction that reinforces skills/strategies taught by the classroom teacher. Bi-weekly progress monitoring with FAST assessment tools is incorporated to track student growth.

Tier III focuses on students who are identified through the Problem Solving Team (PST) as having uneven or declined growth. Tier III addresses specific reading needs of a student and are delivered in a one-on-one setting.

Assessment outcomes are communicated to families through conferences and frequent communications from classroom and intervention teachers. Families are also provided information on how to additionally support student progress at home.

Cross-cultural Instructional Training and Support to Meet the Needs of Diverse Learners

Action for cross-cultural instructional training is addressed in the current district strategic plan. Details include elements of universal design for learning, culturally-responsive teaching and global education. These components will increase access and equity for all students.

Professional Development for Evidence-Based/Research-Based Reading Instruction

Professional development is embedded in the work of Professional Learning Communities (PLC) at each school. Staff use the PLC format to clarify instruction aligned to state standards, create formative assessment tools to assess student progress, examine student data and plan intervention instruction for struggling learners. Time is set aside on school calendars to allow for this professional collaboration systematically during the teacher workday. Individual school schedules reflect the importance of this work. PLCs consult across grade levels to examine standards alignment and plan for student instruction. Instructional coaching is embedded in these collaborative efforts to ensure fidelity of a balanced literacy program.

The district-wide professional development focus is generated through multiple forums such as the district curriculum review process, disability meetings, administrative council, etc. Planned professional development days occur approximately monthly throughout the school year. Staff K-12 participate in discussion and planning related to fidelity to balanced literacy, scientifically research-based reading interventions, and data driven decision-making. Building PLCs incorporate these district priorities into their instructional work at grade levels.

Assessment Methods

Student achievement is measured by results from FASTBridge tools, including aReading. These universal screening assessments are available to students three times each year. Classroom-based assessments are ongoing throughout the school year. Results are communicated to parents through parent/teacher conferences and through conversations with individual classroom and intervention teachers.

Professional staff in each elementary school analyze student assessment results to monitor student achievement and plan instruction for continued progress. The Professional Learning Communities (PLC's) meet regularly to examine student progress toward expected goals. The benchmark data is used to determine flexible grouping for tiered instruction.

Vision checks are provided annually to students in grades 1, 3 and 5 and as-requested for any student anytime there is a concern. Additionally, students at risk for not meeting grade level proficiency are reviewed by our problem solving teams and/or our student study teams as a part of our multi-tiered system of support. Students identified with potential vision concerns based on either the vision screening and/or through MTSS are referred for a medical diagnosis.

FLAS Universal Screening Schedule

<u>FALL Assessment Window:</u>	<u>WINTER Assessment Window:</u>	<u>SPRING Assessment Window:</u>
<p>Kindergarten aReading & aMath earlyReading - administered to all students by district assessment team</p> <p>1st Grade aReading & aMath earlyReading - administered by district assessment team</p> <p>2nd-4th Grade FASTtrack Reading (AUTOreading & aReading) CBMreading FASTtrack Math (CBMmath Automaticity & aMath) mySAEBRS</p> <p>5th-8th Grade FASTtrack Reading (AUTOreading & aReading) FASTtrack Math (CBMmath Automaticity & aMath) mySAEBRS</p> <p><i>*Vision/Hearing screening administered in grades 1, 3 & 5 and as identified by classroom teacher K-6</i></p>	<p>Kindergarten aReading, aMath & SAEBRS Teacher Checklist earlyReading - administered to all students by district assessment team</p> <p>1st Grade aReading, aMath & SAEBRS Teacher Checklist CBMreading earlyReading - administered by district assessment team</p> <p>2nd-4th Grade FASTtrack Reading (AUTOreading & aReading) CBMreading FASTtrack Math (CBMmath Automaticity & aMath) mySAEBRS & SAEBRS Teacher Checklist</p> <p>5th-6th Grade FASTtrack Reading (AUTOreading & aReading) FASTtrack Math (CBMmath Automaticity & aMath) mySAEBRS & SAEBRS Teacher Checklist</p>	<p>Kindergarten aReading, aMath & SAEBRS Teacher Checklist earlyReading - administered to all students by district assessment team</p> <p>1st Grade aReading, aMath & SAEBRS Teacher Checklist CBMreading earlyReading - administered by district assessment team</p> <p>2nd-4th Grade FASTtrack Reading (AUTOreading & aReading) CBMreading FASTtrack Math (CBMmath Automaticity & aMath) mySAEBRS & SAEBRS Teacher Checklist</p> <p>5th-6th Grade FASTtrack Reading (AUTOreading & aReading) FASTtrack Math (CBMmath Automaticity & aMath) mySAEBRS & SAEBRS Teacher Checklist</p>
Additional assessments that can be administered as needed for students who do not meet grade level benchmarks		
<p>Kindergarten-1st Grade earlyMath</p> <p>2nd-8th Grade COMPefficiency CBMreading, CBMmath, AUTOreading</p>	<p>Kindergarten-1st Grade earlyMath</p> <p>2nd-8th Grade COMPefficiency CBMreading, CBMmath, AUTOreading</p>	<p>Kindergarten-1st Grade earlyMath</p> <p>2nd-8th Grade COMPefficiency CBMreading, CBMmath, AUTOreading</p>

Statements of Assessment Proficiency and Communication with Parents

The district communicates individual student MCA III scores through handouts provided by the Minnesota Department of Education. Individual schools and teachers engage parents in progress reporting through conferences, report cards and IEP progress reports. Families of students receiving intervention services receive monthly communications from classroom/intervention teachers. As instructional leaders in their buildings, principals are available to clarify parent questions and concerns.

Parent Involvement

Title I federal funding has provided resources to offer school-based events at which parents receive resources and strategies to reinforce and support literacy learning at home. These Parent Connections events occur two times a year and are targeted to all parents of students who receive intervention services in literacy.

At the building level, families are invited to participate in literacy events that promote reading and writing. District and building websites are also available for families to access online literacy resources.

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