



**Lakeview Public School
ISD 2167
Local Literacy Plan
2023-2024**

June 2023

INTRODUCTION

The purpose of this literacy plan is to describe the actions which the Lakeview School District is committed to taking in order to meet the requirements and timelines set forth under the Reading to Ensure Academic Development Act (READ Act) Minn. Statute 120B.1117 to 120B.124. The Minnesota Legislature and Lakeview School seek to have every child reading at or above grade level no later than the end of 3rd grade. In compliance with these statutes; the local literacy plan is submitted annually to the Commissioner of Education including names of the assessments and objectives of the assessments. The local literacy plan is approved by the Lakeview School Board and also posted on the district website.

STATEMENT OF GOALS

Minnesota K-12 ELA Academic Standards

The goal of the Lakeview District is to assure that all learners are grade level proficient in the Minnesota K-12 Academic Standards in English Language Arts (2010). The standards are aligned with the district's curriculum. Learning Targets and rubrics are used to determine student proficiency in standards. Student progress drives instruction so that standards are met. Student data is used to determine student needs and strengths. Daily reading instruction is determined by daily work, assessment results, and formative and summative assessments.

READ Act– Minn. Stat. 120B.1117 to 120B.124

The goal of the READ Act is to have every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. This Literacy Plan will outline the focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students will receive evidence-based instruction that is proven to effectively teach children to read.

World's Best Workforce- Minn. Stat. 120B.11

The World's Best Workforce (WBWF) was developed in 2013 to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts have developed comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

READING INSTRUCTION

Literacy Plan Summary:

The Lakeview School district is in a transitional time of implementing a structured literacy model in the K-3 classrooms. This model is based on the Science of Reading. The majority of our K-3 classroom teachers (83%) have been trained in this research of neuroscience, cognitive psychology, developmental psychology, education, and linguistics. This combination of research has given our teachers the knowledge of how reading and writing develop; why some have difficulty; and how we can most effectively assess and teach. The result is improved student outcomes through prevention of and intervention for reading difficulties. The ELA curriculum adopted at Lakeview aligns with MDE section 122A.06 subdivision 4: Definition of scientifically based reading instruction must include all 5 areas defined by the National Reading Panel; phonemic awareness, phonics, fluency, vocabulary, and comprehension. McGraw Hill Reading Wonders is used in Kindergarten and First Grade. Resources provided in this curriculum include a strong phonemic awareness and phonics instruction which are needed for a strong foundational base for early readers. Houghton Mifflin Journeys is used in Second through Sixth Grade. Both curriculums align with the Minnesota Academic ELA Standards.

The elements of structured literacy can be noted in the Reading Rope below. A skilled and proficient reader needs to develop all of the strands listed starting in kindergarten with the word recognition section. The remaining strands of the rope continue to be explicitly taught through the early elementary grades until a child is proficient in each strand of the rope. Only then can the outcome be a skilled reader.

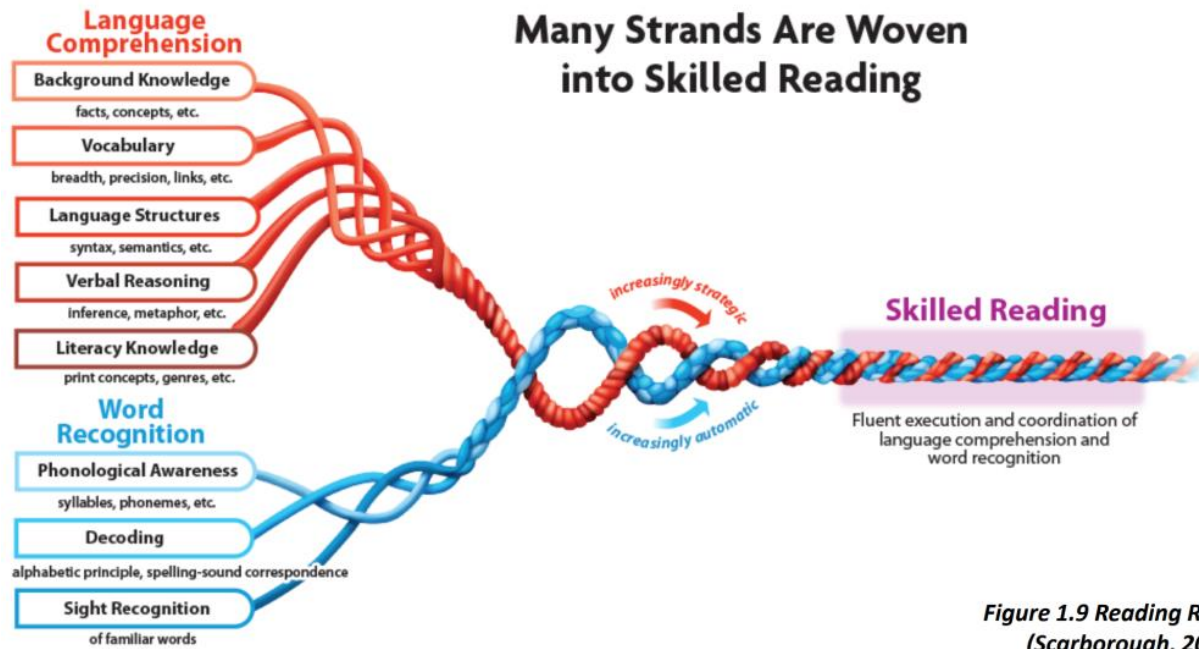


Figure 1.9 Reading Rope
(Scarborough, 2001)

Source: International Dyslexia Association

LITERACY INSTRUCTION TIME

Tier I K-3 Students' Literacy Block Outline (90 minutes):

Whole Group	Small Group Skills Instruction (matched to indicators and needs)	Independent Work	Extension Activities	Teacher to Student Instructional Time
20 minutes	20 minutes	30 minutes	20 minutes	Total= 40 minutes

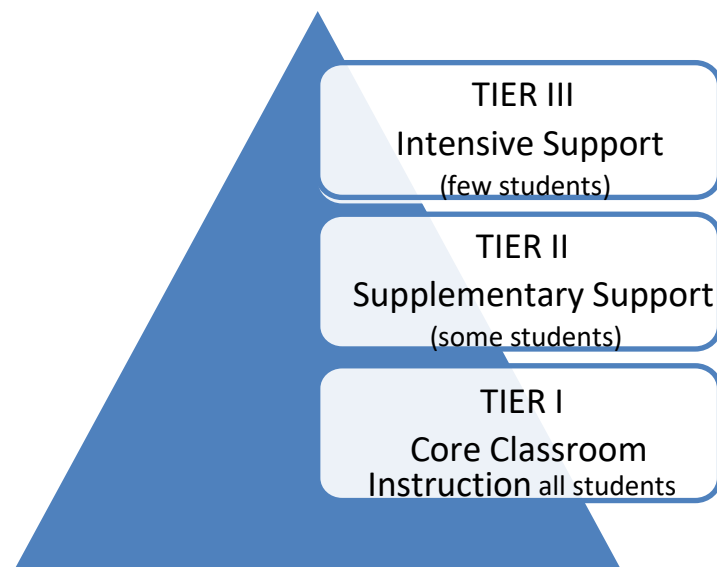
Tier II and III K-3 Students' Literacy Block Outline (90 minutes):

Whole Group	Small Group Skills Instruction (matched to indicators and needs)	Independent Work	Intervention (Sonday, LLI, MRC, PRESS, RN) (matched to indicators and needs)	Teacher to Student Instructional Time
20 minutes	20 minutes	25 minutes	25 minutes	Total= 65 minutes

READING INTERVENTION

Multi-Tiered System of Supports

Lakeview Multi-Tiered System of Supports (MTSS) provides systematic reading instruction and intervention. The framework is designed to provide a continuum of support for students at risk of performing at grade level. Learning opportunities are provided to accelerate growth for students performing lower than their peers and extend growth for students performing above grade level. The tiered framework uses increasingly explicit instruction and intervention based on individual student needs. Kindergarten-Grade 6 students receive supplemental support in reading instruction based on student data and risk factors.

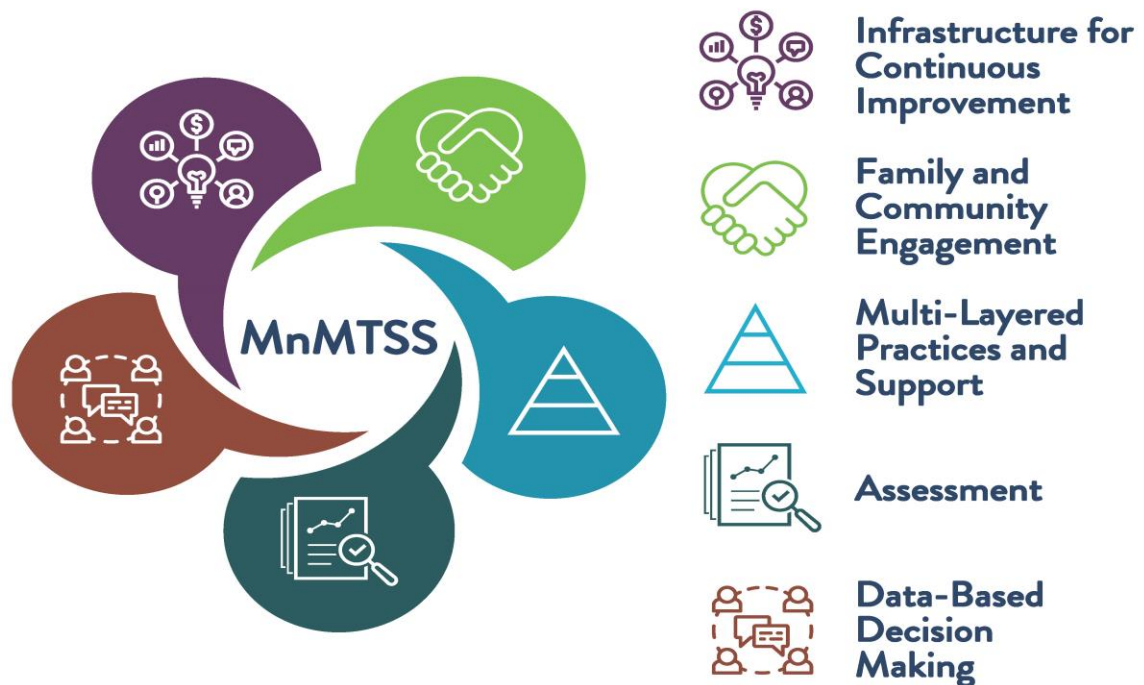


All students receive core classroom instruction (Tier 1) which includes grade level, standards-based curriculum. Students who need supplementary (Tier 2) or intensive (Tier 3) supports receive small group instruction or 1-1 instruction in addition to the core classroom instruction.

The movement between tiers is flexible. Student data is used to determine the most supportive intervention for each student. Students who receive additional support are monitored for progress. Decisions on student progress allow for adjustments to intervention instruction.

The following components combine to create a successful multi-tiered support system:

- On-going student assessments
- Differentiated instruction
- High quality, research-based instruction in the general education classroom
- Research-based intervention programs
- Parent/family involvement
- Instructional leadership
- Professional development
- Data tracking
- Flexible grouping
- Teacher Support Team
- Documentation
- Standards Based Grading, rubrics, essential outcomes, learning targets
- Progress Monitoring



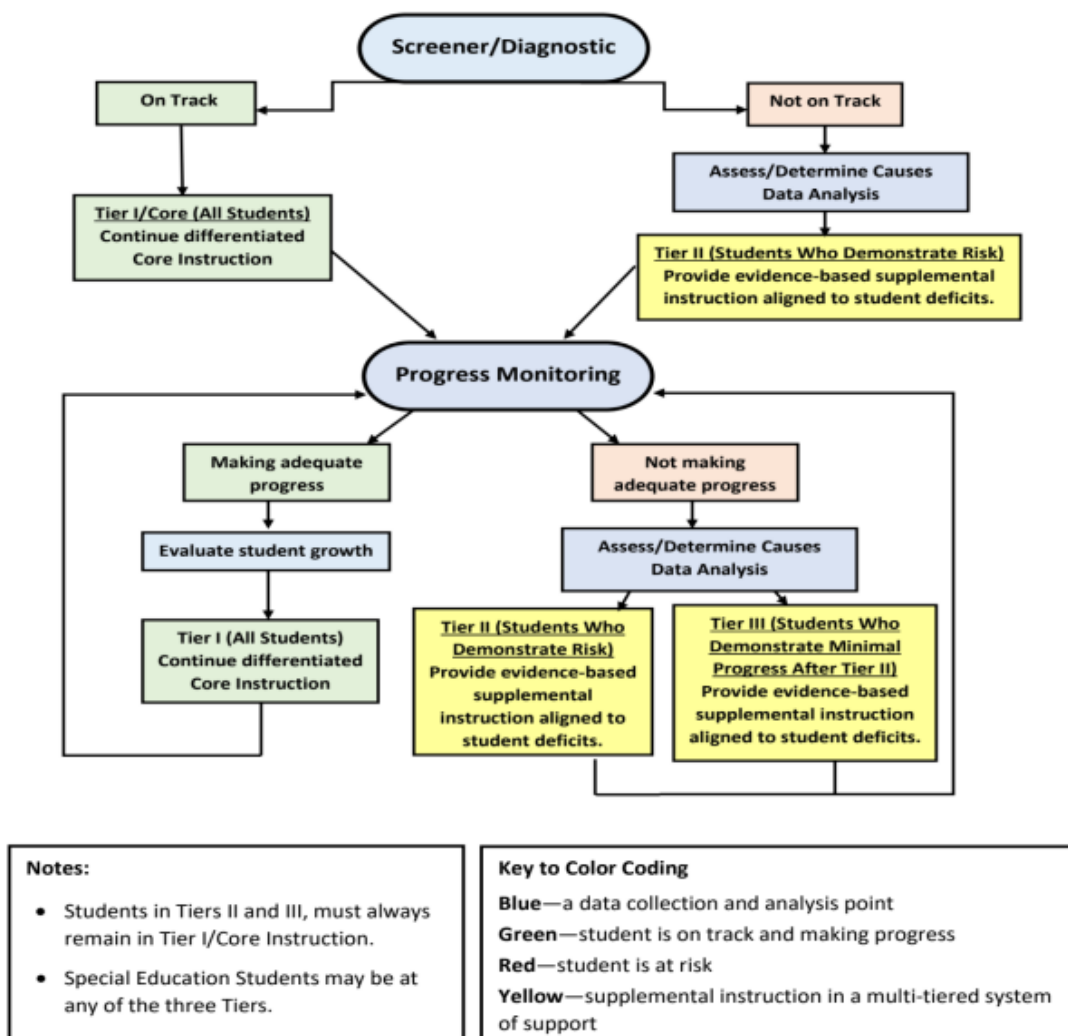
Source: MDE

Intervention Planning

Data from universal screenings are used to make informed decisions about evidence-based interventions and the progress monitoring that should follow. Interventions should address the needs of the student, as identified by the screening process. Progress Monitoring is conducted to determine if progress is adequate or if more (or different) intervention is required.

Source: International Dyslexia Association.

Guidance for use of screener results to determine next instructional steps for a student.



More about PROGRESS MONITORING:

Progress monitoring is the process of weekly assessing students receiving supplemental instruction. Progress monitoring will be used to provide differentiated, individualized instruction for at-risk readers. The data gathered during progress monitoring can be used in the instructional decision-making process. Review of the supplemental reading instruction and progress monitoring for each student will occur at intervals of less than 30 days.

LAKEVIEW ELEMENTARY INTERVENTIONS:

The following Tier II and III intervention supports are in place for at risk readers in grades K-6. Screening data in one or more of these areas; phonemic awareness, phonics, fluency, vocabulary, and comprehension, is used to determine students at risk.

Pathways to Reading Excellence in School Sites-PRESS: This intervention program is used for Kindergarten through Grade 5 students. Students meet in small groups or 1:1 with an intervention teacher 5 days a week for 20 minutes each lesson. Intervention teachers assess students regularly to determine instruction plans.

Sonday Reading System: This is a multi-sensory program taught by reading intervention teachers. Sonday is an intensive program designed for students who need additional support with phonemic awareness, phonics, decoding words, writing, and spelling. Students receive this intervention for 25 minutes a day 5 days a week. The Sonday System is used for students in grades K-6.

Leveled Literacy Intervention (LLI): This is a First Grade-Sixth Grade small group, intervention taught by reading intervention teachers. This program is designed to meet students at their current reading level and accelerate them. It provides a balanced literacy approach which includes comprehension and word work. The LLI groups meet 5 days a week for 25 minutes each day.

Minnesota Reading Corps (MRC): A trained tutor meets one to one for 20 minutes 5 days a week with students in grades K-3. Lessons provide an opportunity for additional reading practice or phonemic awareness and phonics skills work. NRC uses research-based reading interventions. The program instruction is supervised by the district Literacy/Intervention Coordinator.

Read Naturally (RN): This program focuses on improving reading fluency, accuracy, and comprehension. Students are guided by both the reading teacher and computer program. Repeated readings and data tracking are used to improve reading skills.

Support Systems beyond elementary grade levels:

- Grades 7-12 academic support with REACH
- Grades 7-12 academic and behavioral support with Check and Connect
- Data meeting for teachers who teach grades 7-12
- Secondary Student Support Team
- Grade 7-8 extended reading support class

ASSESSMENTS/SCREENING

UNIVERSAL SCREENING PROCESS:

Benchmark data is gathered for all students 3 times a year. This occurs in the first weeks of the school year, in the middle, and again at the end of the school year.

Tool and purpose	Measure and Screening times Fall-F Winter-W Spring-S	Screening (S) Progress Monitoring (PM) if needed	Grade level	Instructional observation of student (At-risk behaviors or at-risk screener results)
AIMSweb Phonological Awareness	Letter Naming F, W	S and PM	Kindergarten	<ul style="list-style-type: none"> • Mishears letters or sounds. • Difficulty with rhyming. • Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.
	Initial Sounds F, W	S and PM		
	Phoneme Segmentation W, S	S and PM		
		S and PM		

	Letter Word Sounds Fluency S			AIMSweb score falls at or below 30 th percentile (national ranking)
AIMSweb: Phonemic Awareness	Phoneme Segmentation F, W	S	Grade 1	<ul style="list-style-type: none"> • Mishears letters or sounds. • Difficulty with rhyming. • Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.
AIMSweb: Decoding	Letter Word Sounds Fluency F	S		
	Nonsense word fluency F, W, S	S and PM		
	Oral reading fluency W, S	S and PM		<ul style="list-style-type: none"> • Decodes a word on one page but not on next; one day it is there, next it is not. • Relies on contextual clues to read, guesses at words based on the first few letters. • Accuracy of decoding improves but rate remains persistently lower than benchmark. • Student complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress. • Deletes or mixes up or misses extremely common high-frequency and sight words (was/ saw, left/felt,) skips words like is, the, a, on, etc., inconsistently omits suffix endings (-s, -ed, or -ly). <p>AIMSweb score falls at or below 30th percentile (national ranking)</p>

AIMSweb: Decoding and Phonics	Oral Reading Fluency (ORF) F, W, S	S and PM	Grades 2-6	<ul style="list-style-type: none"> Deletes or mixes up or misses extremely common high-frequency and sight words (was/ saw, left/felt,) skips words like is, the, a, on, etc., inconsistently omits suffix endings (-s, -ed, or -ly). Decodes a word on one page but not on next; one day it is there, next it is not. Relies on contextual clues to read, guesses at words based on the first few letters. Accuracy of decoding improves but rate remains persistently lower than benchmark. Student complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress.
	Silent Reading Fluency (SRF) F, W, S	S and PM	Grades 4-6	
AIMSweb: Vocabulary	Vocabulary F, W, S	S	Grades 2-6	<p>AIMSweb score falls at or below 30th percentile (national ranking)</p>
AIMSweb: Comprehension	Reading Comprehension F, W, S	S and PM	Grades 2-6	

STAR Early Literacy	Composite reading skills score F, W, S	S	Grades K-1 and any student below a scale score of 852	Scale Score F, W, S Benchmarks (Listed below)
STAR Reading	Composite reading skills score F, W, S	S	Grades 2-6 and any student above a scale score of 852	
LETRS: Writing and encoding/spelling Spelling Inventory	<p>* See spelling screener guidelines below Grades K-2 use basic spelling screener F, W, S</p> <p>Grades 3-6 use advanced spelling screener F, W, S</p>	<p>S</p> <p>S</p>	<p>Grades K-2</p> <p>Grades 3-6</p>	<ul style="list-style-type: none"> • Difficulty reproducing letter forms (not a motor coordination problem). • Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex. • Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress. • Error analysis shows: <ul style="list-style-type: none"> o Not all sounds are represented within a word. o Misspellings of words are inconsistent within the same document. o Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly

Wonders/ Journeys/ Need to Know List: Memory and Recall	High frequency/sight word lists F (not K), W, S	S	Grades K-6	<ul style="list-style-type: none"> • Student has difficulty following 2-3 step directions. Needs directions repeated or written down. • Difficulty naming classmates weeks and months into the school year. • Difficulty calling up the right word despite describing its meaning. • Student's descriptions indicate "she/he knows it one moment but not the next." • Difficulty simultaneously decoding and retrieving word meanings. • Poor recall of sound symbol associations
LETRS: Further screening and instructional guidance	Phonological Awareness Skills Test (PAST) Use if screeners indicate a risk of dyslexia		Grades K-6	
Family History	Use checklist if screeners indicate a risk of dyslexia		Grades K-6	<ul style="list-style-type: none"> • Shows lack of interest in reading simple books or talking about books. • Reports or comments that close family or relatives struggled with learning to read or in school (evidence that dyslexia runs in families). • Records indicate the student repeated pre-school or earlier grade. Parents say that student was recommended to repeat a grade. • Parent has sent the student to summer school, interventions, or clinic for additional tutoring

*Guidelines for Basic and Advanced Spelling Screeners

Guidelines for Words to Dictate	
Kindergarten	First 5–8 words, Basic Spelling Screener
1st grade	15+ words, Basic Spelling Screener
2nd grade	Entire Basic Spelling Screener
3rd grade, or younger students who spell 20+ words on the Basic Spelling Screener	Advanced Spelling Screener (stop when students have five incorrectly spelled words in a row)

STAR Scale Score Benchmarks

	STAR Scale Score Fall	STAR Scale Score Winter	STAR Scale Score Spring
Kindergarten (Early Literacy)	690	730	769
Grade 1 (Early Literacy)	752	790	828
Grade 2 (Reading)	868	893	918
Grade 3 (Reading)	939	955	970

Benchmarks are grade-specific minimum performance levels that students are expected to reach by certain points of the year in order to meet end-of-the-year performance goals. A Percentile Rank (PR) of 40 or higher will likely meet end-of-the-year performance goals as defined by state or local standards. Cut scores below the 40 PR are used to help teachers determine appropriate instruction for different groups of students (Renaissance Learning, Inc. 2021).

The scores listed in the chart are Scale Scores (SS) based on the 40th percentile.

The following table denotes the grade-level correlation between **Lexile Levels** and Fountas and Pinnell BAS Levels:

Grade Level	Fountas-Pinnell Benchmark Assessment System	Lexile Levels
Kindergarten	A	
	B	
	C	
Grade 1	D	
	E	
	F	
	G	
	H	
	I	200-299
Grade 2	J & K	300-399
	L & M	400-499
Grade 3	N	500-599
	O & P	600-699
Grade 4	Q / R / S	700-799
Grade 5	T / U / V	800-899
Grade 6	W / X / Y	900-999
Grade 7	Z	1000-1100
Grade 8	Z	

District plan to screen and identify students with Dyslexia: Dyslexia is a specific learning disability characterized by an unexpected difficulty in reading which can include, but is not limited to, trouble with word recognition, poor spelling, and decoding. It is a common learning disability. As part of a Multi-Tiered System of Support the district screens all elementary students for potential reading risks. When screener results indicate a risk, further assessments are used to determine specific weaknesses and strengths to guide intervention instruction. Students who need additional support are provided with an evidence-based reading intervention. Data meeting teams and student support teams identify the needs of each student to ensure the appropriate intervention, and monitor student response to the intervention. Students who demonstrate inadequate progress have their intervention plan differentiated or changed. If the student remains unsuccessful, a referral for further testing to determine the existence of a Specific Learning Disability under Minnesota state criteria occurs. Parents can also choose to pay for an outside evaluation to determine if dyslexia characteristics are present. Parents seeking more information can read *Navigating the School System When a Child is Struggling with Reading or Dyslexia* on the [Minnesota Department of Education's website](#).

District plan to screen and identify students with Convergence Insufficiency Disorder:

Convergence Insufficiency is a vision disorder that is characterized by inability of the eyes to maintain focus or continue to focus as objects are moved closer to the eyes. This vision disorder is not a part of the district's annual vision screening. However, teachers are asked to observe for vision concerns for all students. Students with vision concerns will be directed to the school nurse for a convergence screening. If there is a potential concern, the school nurse will contact parents. Parents would then be responsible for any follow-up with an eye doctor.

COMMUNICATION

PARENT NOTIFICATION AND ENGAGEMENT REQUIREMENTS:

An all parent/guardian email is sent to elementary families which explains the intervention programming available and the flexibility of adding and exiting students throughout the year according to individual student data. Parents are notified by the classroom teacher and intervention teacher when an intervention is added to their child's reading plan. Resources are sent home for additional support of reading skills. As per parent request, phone calls or emails are made to the parent by the intervention teacher. Intervention teachers meet with the

classroom teacher and parents at the Parent-Teacher Conferences in which collaboration based around student progress is shared. Classroom and Intervention teachers share quarterly reports of student progress with parents. Parents are invited to an Intervention/Title 1 Family Engagement night. Parents are informed and encouraged to support literacy development for their children. Information and materials are sent home to provide this support. Programming feedback is gathered from parents during this event. Parents of all grades K-3 are encouraged to read with their children each night for 20 minutes.

ENGLISH LANGUAGE LEARNERS

The Lakeview School District participates in a Title IV Cohort through the Minnesota Valley Education District. The district EL instructor assesses students every spring using the ACCESS for EL Assessment. The results of the Accessing Comprehension and Communication in English State-to-State for English learners (ACCESS for ELs) are used to determine instructional support for the EL population. The ACCESS test includes the four domains of language arts; Listening, Speaking, Reading, and Writing. Those who qualify for EL support are provided with instruction from a licensed EL teacher in addition to the core classroom instruction. The EL teacher and classroom teachers collaborate to effectively respond to the needs of the EL population. EL assessments and district assessments are used to drive the instruction. The EL teacher meets regularly 1:1 or in small groups to provide additional language acquisition support for students.

PROFESSIONAL DEVELOPMENT

The Lakeview School calendar includes 10 days of professional development/in-service. The professional development is provided by the district on campus or off campus. Lakeview also embeds professional development as part of its Professional Learning Communities (PLCs). Core content instruction is also a focus in the Professional Learning Communities (PLC) professional development time. PLC groups meet in common grade level bands and common content areas bimonthly. Lesson plans are developed within these communities and student work, data, and progress are reviewed. Lakeview utilizes the resources of two local education cooperatives which provide professional development support for all teachers and staff throughout the year. Teachers are encouraged by the administration to attend professional development opportunities.

Professional development opportunities:

- Education Cooperatives
- Outside resources and specialists
- Professional Learning Communities (PLCs)

- Mentor training
- Administration
- Curriculum Director
- Academic Teams (Literacy Committee)
- Literacy Coordinator
- Study Groups
- Webinars
- Data meetings
- Q-Comp Council serves as an advisory between staff and administration
- LETRS online course (MDE)
- Podcasts
- Book Studies
- Curriculum development

Specific information in this plan outlines Lakeview Literacy Programs.

For those who are interested in learning more about Lakeview's literacy programs, please contact:

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