

Sebeka Public School Literacy Plan

- I. School District #820 has developed the Local K-3 Literacy Plan to ensure that the district students will be reading well by the end of the third grade. In 2014, Sebeka School District #820 revised the Local K-3 Literacy Plan to include fourth and fifth grades as our schoolwide elementary literacy plan.
- II. The Local Literacy Plan was approved by the local school board on July 15th, 2019.
- III. Executive Summary

The population of the Sebeka School lives in a 4 county area that is considered a low income/poverty area. For the 2019-2020 school year, the school will have 250 students enrolled in the elementary: K-39, 1-19, 2-38, 3-33, 4-36, 5-38, 6-47 and 242 students in grades 7-12. In 2018-2019, there were 124 students in the elementary on free and reduced lunch (48.6%) and 100 students in the secondary who qualified for free or reduced lunch (42.4%). Our anticipated numbers show that we will match or exceed these numbers for free and reduced qualifications. Sebeka elementary and secondary enrollment consists primarily of Caucasian students with several African American, Asian American and Hispanic students. Sebeka has no students who are migrant, homeless or in institutions for neglected or delinquent. We have no students who have Limited English Proficiency. There are 41 certified staff members working at Sebeka School District. They consist of thirteen classroom teachers (K-6), one computer and media specialist, one guidance counselor, one speech-language pathologist, three Special Education teachers (one LD and two working under a variance), one Physical Education teacher, one Adaptive Physical/Ed. teacher, two full-time Title I Teachers and three teachers shared with the high school: Art, Band, Vocal/ Music and along with fifteen teachers in the secondary. Twelve of the forty-one full-time teachers have Master's Degrees and one is currently working on their advanced degrees as well. There are eleven paraprofessionals in the elementary and two full-time paraprofessionals in the secondary.

Aligned Curriculum, Instruction, and Assessment

Sebeka Elementary School Plan 2019-2020

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade Five

Sebeka School District #820 will ensure reading proficiency for all students in grades kindergarten through five by:

Analyzing ongoing student data through formal and informal assessments to determine reading levels for instructional placement and appropriate reading materials from:

- Fastbridge Early Reading and aReading Benchmarks/Progress Monitoring
- Fastbridge CBMR-English Assessment
- Dolch/Sight Word Assessment
- Diagnostic Inventories
- Oral Language Assessments

Using ongoing student data to determine the adequate growth of individual students and to adjust Core Literacy instruction for

- Whole Group
- Small Group Guided Reading Instruction
- Title I/EIR Interventions

This will be used specifically for those students not meeting grade level objectives and goals.

Implementing the following to improve results for students not proficient at grade level:

- Guided Reading Instruction
- EIR Interventions
- Title I Services
- Individualized, or Small Group Instruction
- Read 180 reading intervention program for students in grade 4 and 5

Statement(s) of the 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 Five

Sebeka Elementary will use the following **screening assessments** to ensure students are making grade-level proficiency:

- Fastbridge Assessments: Fall, Winter, Spring Benchmarks
- Fastbridge CBMR Assessment beginning in first grade
- Dolch/Sight word assessment (through grade 3)

Sebeka Elementary will use the following **diagnostic assessments** to support staff in matching student needs with instructional practices in the classroom.

- Qualitative Reading Inventory – 4 Edition (QRA-4)
- *Let's Talk about It* Oral Language Assessment for receptive language (K-3)
- Phonetic Inventory

Sebeka Elementary will use the following **progress monitoring** tools to judge the effectiveness of the instruction in the classroom.

- Fastbridge Progress Monitoring
- Dolch/Sight Word Assessment
- Fastbridge CBMR Assessment (grades 1-5)

Specifically, describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Elementary will use the following system of support for reading instruction.

- Core
 - K-5 Literacy By Design (Rigby)
 - Balanced Literacy Program which includes phonemic awareness, phonics, vocabulary, fluency, comprehension
 - Guided reading groups at their level
 - Writing woven in with reading
 - Science and Social Studies themes
 - Common comprehension strategies for reading and writing
 - Leveled Books for independent reading time (Rigby PM series)
- Interventions
 - PRESS (Path to Reading Excellence in School Sites) Interventions
 - Early Interventions in Reading (EIR) – fluency, comprehension
 - Read Naturally (grades 2-3) – fluency, comprehension
 - Flexible grouping
 - Words Their Way
 - News-2-You
 - Handwriting without Tears
 - SnapWords (Sight words)
 - Targeted Services After School and Summer Program (180 hours/year)
 - Literature Circles
 - LiPS/Susan Barton – phonemic awareness, spelling
 - Edmark Reading – phonics, comprehension, vocabulary
 - Academy of Reading
 - Read 180 (grade 5 and up)
 - Focus Forward
 - High Noon
 - Great Leaps (Sight words)

Data Driven Decision Making

local Post assessment methods and data that is submitted to Commissioner annually including objectives of the assessment program, names of tests, grade levels of administration as part of literacy plan on the district web page for all students in Kindergarten through Grade Five

Sebeka Elementary will use benchmarks from the Fastbridge assessments during the fall, winter and spring. The benchmark scores will increase during the school year to act as a guide for the teacher to determine proficiency. Data retreats will be held in October, February, and May with the teachers and administrator(s) to review the Fastbridge benchmarks and resulting data from students' assessments.

Diagnostic assessments will be given for those individual students who do not meet the benchmarks on the Fastbridge assessments. Teacher discretion will be used when student scores are very close to the score needed for proficiency, either above or below. These students will be monitored closely. Additionally, students who continue to struggle will be brought to our Teachers Assisting Teachers (TAT) team in order to plan best practices for the individual learner and put an intervention plan in place before moving toward any kind of formal assessment plan for special services.

Multi-Tiered Levels of Support

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 5 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.

Continuum of Core Instruction

Kindergarten <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics ● Vocabulary ● Dolch Words 	Grade 1 <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics ● Vocabulary ● Dolch Words ● Fluency ● Comprehension
Grade 2 <ul style="list-style-type: none"> ● Phonics ● Vocabulary ● Dolch Words - Mastery ● Fluency ● Comprehension ● Independent Reading 	Grade 3 <ul style="list-style-type: none"> ● Vocabulary ● Fluency ● Comprehension ● Mastery of Reading Strategies ● Independent Reading
Grade 4 <ul style="list-style-type: none"> ● Vocabulary ● Fluency ● Comprehension ● Mastery of Reading Strategies ● Independent Reading 	Grade 5 <ul style="list-style-type: none"> ● Vocabulary ● Fluency ● Comprehension ● Mastery of Reading Strategies ● Independent Reading

Comprehension

Identify how:

Core literacy instruction and intervention supports are aligned with grade-level content standards.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Literacy By Design (core)	X	X	X	X	X	X
Leveled Books (core)	X	X	X	X	X	X
EIR Interventions	X	X	X	X	X	
PRESS	X	X	X	X	X	
Read Naturally			X	X	X	X
Words Their Way	X	X	X			
News 2 You	X	X	X	X		
Handwriting without Tears	X	X	X	X		
SnapWords (Sight)	X	X	X	X		
SMART	X	X				
Flexible grouping	X	X	X	X	X	X
Targeted Services	X	X	X	X	X	X
Oral Language	X	X	X			
Read 180					X	X
Focus Forward					X	X
High Noon					X	X
Great Leaps					X	X

Diagnostic assessments facilitate the matching of student needs to instruction

	Comprehension	Fluency	Phonics	Phonemic Awareness
QRI 4 (used for assessment)	X	X		
Phonics Inventory (PRESS)			X	X
Oral Language Assessment				X

Corresponding effectiveness in accelerating achievement of students in need of additional instruction. Students qualify for intervention programs based on the above assessments. They will exit out of the program when they exceed benchmarks.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Public School implements core and intervention literacy materials that are research-based and enhance reading instruction for all students.

Sebeka Elementary School does not currently have any students that fall into the ELL category. If the need does arise, the district does employ a teacher that has received training in this area. Services can be provided if the situation comes about.

Job-Embedded Professional Development

Describe how elementary teachers will participate in and benefit from professional development on scientifically-based reading instruction.

Teachers, specialists and administrators will collaborate through the following:

- Data Retreats to analyze student data
- Professional Learning Communities across grade levels and subject areas
- Curriculum professional development sessions
- Decision-making and planning for Teacher In-Service Days

Time is provided in the following ways:

- Through Q Comp plan, all certified staff collaborates for 50 minutes every other week for professional development in Professional Learning Communities.
- Through this same plan, all certified staff are a part of professional development (PD) sessions for 50 minutes on the opposite week. PD sessions are of choice topics.
- In-service days are provided to promote literacy practices

Staff are trained through the following:

- External literacy consultant
- Fastbridge trainer and support system
- Online PD 360 program
- Fastbridge online training
- Professional Learning Communities
- Professional Development Activities
- Various staff development opportunities

Training and Coaching supports are used in the following ways:

- Peer Observations (3X/year)/Coaches (Q Comp)
- Teacher reflections done 4 times a year and shared with Peer Coaches
- Videotape self-teaching, teacher reflection shared with peers

The following data will be used to help prioritize professional development:

- Data-driven goal for student achievement
- Job-embedded professional development determined by school-wide goal

Scientifically Based Reading Instruction

Sebeka Elementary will use data from Core Instruction assessments, Fastbridge Benchmarks and MCA tests to determine direction and focus of professional development.

Sebeka Elementary will have all certified staff collaborate for 50 minutes every other week on professional development with a focus on literacy. Data retreats will be held in October, February, and May to review student data/progress. Adjustments to instruction will be made depending on the data.

Serving diverse needs

The Staff Development Committee will be scheduling in-service training to address Positive Behavioral Interventions, Key Warnings of Early Onset Mental Illness, Suicide Prevention, Reading Preparations and Interventions, English Language Learner practices, and Cultural Competency.

Family & Community Partnership

Assessments

The following communication timeline will be used at the Sebeka Elementary School to share assessment and progress monitoring results with parents and/or caregivers to advise them of their child's progress at meeting grade-level achievement expectations:

September

- Open House
- Fall Benchmark Report

November

- Fall Conferences
- 1st Quarter Report Cards

January

- 2nd Quarter Report Cards
- Winter Benchmark Report

February

- Winter Conferences

March

- 3rd Quarter Report Cards

May

- Spring Benchmark Report
- 4th Quarter Report Cards

Literacy benchmarks and information about assessments are also shared on our school's website for the parent, teacher, and student information.

Give 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 Five.

Sebeka Elementary School will have contact with parents as listed above. There will be communication both through mail and face to face contact at Parent/Teacher conferences and at our Title I Parent Night. This will provide parents the opportunity to ask questions and gain an understanding of what steps need to be taken to accelerate literacy development.

Sebeka Elementary students who do not attain the following scores for each benchmark will be considered for an intervention program:

Kindergarten

	Fall	Winter	Spring
Concepts of Print (# correct/12)	8	X	X
Onset Sounds (# correct/16)	12	16	X
Letter Names (Rate)	20	X	X
Letter Sounds (Rate)	5	29	41
Word Segmenting (# correct/34)	X	26	30
Nonsense Words (Rate)	X	8	12
Dolch Sight Word Inventory	X	X	80%

First Grade

	Fall	Winter	Spring
Word Segmenting (# correct/34)	27	31	32
CBMR - English*	X	43	71
Fastbridge aReading Assessment	435	454	471
Dolch Sight Word Inventory	X	X	80%
Nonsense Words (Rate)	9	16	21

Second Grade

	Fall	Winter	Spring
CBMR - English*	58	87	106
Fastbridge aReading Assessment	469	481	489
Dolch Sight Word Inventory	80%	85%	90%
Nonsense Words	50	50	50

Third Grade

	Fall	Winter	Spring
CBMR - English*	90	116	131
Fastbridge aReading Assessment	487	497	503
Dolch Sight Word Inventory	90%	95%	95%

Fourth Grade

	Fall	Winter	Spring
CBMR - English*	116	136	150
Fastbridge aReading Assessment	500	507	513

Fifth Grade

	Fall	Winter	Spring
CBMR - English*	133	151	163
Fastbridge aReading Assessment	509	517	522

*CBMR - Curriculum-Based Measurement for Reading

Sebeka School District will provide the following resources and tools:

- Reading Logs/Calendars
- Quality reading materials from the school library at individual reading levels
- Reading activity bags or “bookpacks” with leveled books appropriate to the students’ reading abilities

Interventions and Instructional Support

For further information on the Sebeka Literacy Plan, please contact David Fjeldheim, District Superintendent or Amie Westberg, Principal at 218-837-5101.