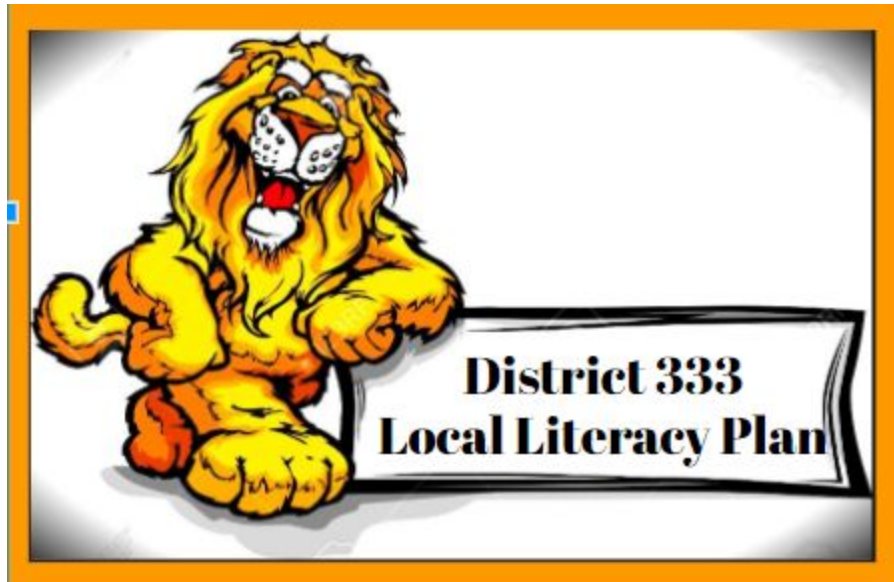


2019

Ogilvie Schools

Ogilvie Elementary
333 School Drive
Ogilvie, MN 56358
320-272-5050



2020

Superintendent

Kathy Belshem
320-272-5075

Principal

Alicia Nelson
320-272-5055



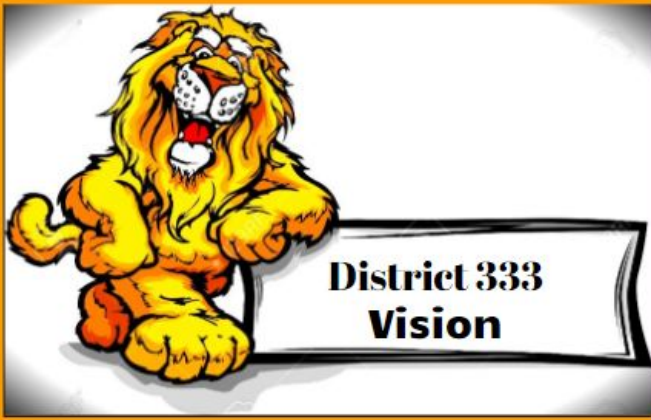
www.ogilvie.k12.mn.us



It is the mission of Ogilvie School District, working in partnership with its community, to produce life-long learners in a personalized and nurturing setting by maximizing every available resource.

We will know we are accomplishing this mission when our learners:

- Fulfill personal potential
- Engage in global opportunities
- Think Purposefully
- Communicate Effectively



Vision

Ogilvie Public Schools...a place where academic achievement, co-curricular inclusion & excellence, a desire to learn, respect, and preparation for the future are supported, enhanced, and incorporated into daily experiences through community involvement and fiscal responsibility.

Belief Statements:

- The family is the primary source of values and nurturing.
- All people are unique and have equal human worth.
- All individuals are accountable for their own actions and are responsible for the consequences.
- Love for one another is a thread that holds us together; we are all interdependent, personally and globally.
- Change is inevitable and presents opportunities for growth.
- All individuals are responsible for the well-being of the environment.
- Learning is a lifelong process.
- A vision or goal is basic to growth.
- A positive attitude promotes good communication and stimulates healthy relationships.
- A safe environment is vital to one's well-being.

District Information

The educational goal of Ogilvie District #333 is to provide opportunities for each child to reach his/her highest potential through the use of research-based, best practices in teaching and learning. In addition, a safe and nurturing environment focuses on each child's social, emotional, and physical development. The PreK-12 district serves approximately 500 students, from the town of Ogilvie and its surrounding farming and rural community. The elementary school is comprised of grades PreK-5 with an average of 45 students in two sections of each grade.

Literacy Plan Approved by School Board: June 24, 2019

Literacy Team

| | |
|----------------------|---------------------------|
| Kathy J. Belsheim | Superintendent |
| Alicia M. Nelson | Elementary Principal |
| RuthAnn Christianson | Minnesota Reading Corps |
| Pam Nickles | School-wide Title Teacher |
| Angie Betterman | Special Education Teacher |
| Trisha Kotsmith | Preschool Teacher |
| Sandy Haeg | Kindergarten Teacher |
| Natalie Bridgeman | Grade 1 Teacher |
| Jennifer Drost | Grade 2 Teacher |
| Clark Hauger | Grade 3 Teacher |

Reading Well by



Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum, instruction, and assessments is the foundation for developing comprehensive systems of support for all learners. ~ Minnesota Department of Education

Statement of Goals and Objectives

The Ogilvie Elementary Literacy Plan is an essential tool that will guide key stakeholders as they strive to improve academic achievement for all students. The goal of reading proficiency for all Ogilvie students by the end of grade 3 will be realized by implementing the following:

- Core reading instruction featuring a balanced literacy approach which includes a focus on best practices, concepts of print, phonics, phonemic awareness, fluency, vocabulary, comprehension, writing, spelling and student self-motivation
- Scheduled periodic screening, diagnostic and progress monitoring assessments to determine student performance and growth
- Data-based instructional decisions
- Scientifically based reading interventions based on best practices that address areas of need and promote acceleration
- Collaboration and job-embedded professional development
- Strong parent partnerships to promote increased levels of family literacy involvement

Definition of Proficiency

Proficient readers possess certain qualities that lead to purposeful, effective and inspired reading. Proficient readers understand that a variety of purposes exist for reading; educational, recreational and informational. Proficient readers are able to apply prior knowledge to print. Proficient readers can successfully navigate text by using letters and sounds (phonemic awareness), the order of words in a sentence (syntax) and the meaning of words (semantics) to construct meaning from text as with growing levels of complexity as they progress developmentally. Proficient readers are able to self-monitor as they read, relying on metacognition (thinking about thinking). Proficient readers apply a variety of strategies as they read for meaning and develop a higher level of comprehension. Finally, proficient readers read with purpose and for pleasure, choosing from a wide variety of texts and genres. Students, who are competent readers, as measured by their performance on grade level reading tests, are more likely to perform well in other subjects, such as math and science.

Measures used to determine Reading Proficiency

Reading proficiency will be determined by utilizing data from multiple measures, including:

- FAST (Formative Assessment System for Teachers)
- MCA (Minnesota Comprehensive Assessments)
- NWEA MAPS testing
- Benchmark Curriculum Assessments and classroom-based formative assessments (running records, high frequency words, individual reading conferences, interest surveys, and word/spelling)

Preschool Assessments

DRDP

The DRDP (2015) is a formative assessment instrument developed for young children and their families to be used to inform instruction and program development. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education's Early Learning and Development Foundations. The DRDP (2015) represents a full continuum of development from early infancy up to kindergarten entry. It has two views: the Infant/Toddler view for use with children in infant/toddler programs, and the Preschool View, for children in preschool programs. The DRDP is both Parent Aware approved and approved by the Department of Education, MN.

Intended Audience and Administration


Administered three times each year (fall, winter, and spring), to all students in Preschool 3 and Preschool 4 classes.


PELI

The Preschool Early Literacy Indicator (PELI) is a storybook-embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. The assessment is designed to identify children who are experiencing difficulties acquiring these skills with intent to provide the instructional support needed to improve future reading outcomes. The assessment is designed for preschool and pre-kindergarten students (ages 3-5). PELI measures alphabet knowledge, vocabulary and oral language, phonological awareness, and listening comprehension.

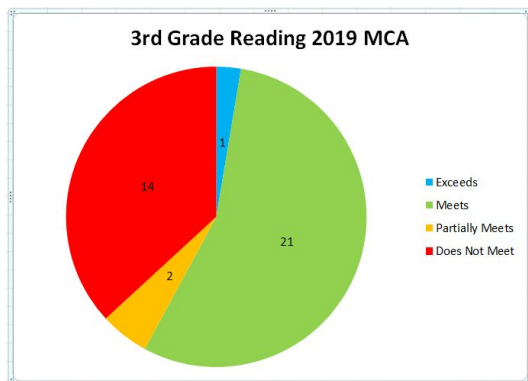
The assessment is given in a storybook format that is familiar to most preschool students. Each alternate PELI form is designed around a central theme. Form titles include *On the Farm*, *What's for Dinner*, *A Day at the Beach*, *Grandma's Birthday*, *A Trip to Outer Space*, *The New Pet*, *Time for Bed*, and others. The measure is untimed and takes about 10-15 minutes to administer.

Assessments currently used to determine Reading Proficiency at Ogilvie Elementary

| Assessment | Descriptive Information | Purpose | Intended Audience and Administration |
|--|---|--|---|
| FAST http://www.fastbridge.org/  | <p>The Formative Assessment System for Teachers (FAST) is a suite of highly efficient assessment tools designed for screening, progress monitoring, and program evaluation as part of a Response to Intervention (RtI) model of service delivery.</p> <p>CBM-Reading: Curriculum Based Measurement for Reading is an evidence-based assessment that uses 1 minute grade-level reading passages for screening and progress monitoring.</p> <p>earlyReading consists of 11 assessments to screen and progress monitor students in the early primary</p> | <p>Formative</p> <p>Screening</p> <p>Progress Monitoring</p> | <p>-Administered three times each year (fall, winter, and spring), to all students in PK-3.</p> <p>-Progress monitoring takes place for students who are not at benchmark in Fall or Winter.</p> <p>-CBM-R is administered in fall in</p> |

| | | | |
|---|---|--------------------------------------|--|
| | grades (concepts of print, onset sounds, letter names, letter sounds, word rhyming, word blending, word segmenting, sight words, decodable words, sentence reading, and oral language). | | grades 4-6 and students who are not at benchmark are progress monitored and assessed in the fall, winter, and spring. |
| Minnesota Comprehensive Assessments http://education.state.mn.us/MDE/fam/tests/  | The Minnesota Comprehensive Assessments (MCAs) and alternate assessments (MCA-Modified and MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. | Summative | -Administered in the spring of each year to all students in grades 3-6. |
| NWEA MAPS www.nwea.org/  | MAP tests measure: academic growth over time: Tests may be used up to four times per year to measure progress in basic skill areas, and are independent of age and grade placement. MAPS tests are used to monitor growth in student achievement over time, for all students toward state standards, and place students into appropriate courses or instructional settings and to help educators make student-focused, data-driven decisions. | Formative Summative | -Administered in the fall, winter and spring to students in grade 2. -Administered in fall, winter, and spring in grades 3-6. |
| Running Records/ Formative, Interim, and Summative Assessments  | Running Records are ongoing reading assessments used to determine a student's instructional level in reading. The Running Record is administered individually to students by teachers and/or reading specialists. Students read a leveled passage as teachers indicate errors. Students may also retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection. Students' reading skills are also assessed through standards-focused assessments all throughout units of instruction for formation of instructional groups, differentiation, and benchmark assessments. | Diagnostic Formative Summative | -Administered to any students in grades K-5 at any time by the classroom teacher or as determined by literacy team. |

3rd Grade MCA Reading



Analysis of Current Data

MCA Reading – Grade 3

MCA Reading data for Ogilvie 3rd graders indicates that 23 out of 40 students were proficient readers according to statewide testing. An additional 2 students partially met proficiency and 15 students did not meet proficiency. Based on these MCA Reading test results, Ogilvie Elementary School’s literacy goals will focus on meeting or exceeding the state average for *all* students and closing the achievement gaps between subgroups within this data. A focus on maintaining high levels of literacy proficiency will begin with a stronger foundation in the Pre-K and Kindergarten programs and build throughout the grade levels. Use of individual and subgroup data will be used to guide literacy instruction.

NWEA/MAPS Reading – Grade 3

Winter, 2019(S)



Grade 3

Term: Winter 2018-2019
 District: Ogilvie Public Schools
 School: Ogilvie Public Schools

Norms Reference Data: 2015
 Weeks of Instruction: 18 (Winter 2019)
 Grouping: None
 Small Group Display: No

Reading

| Summary | |
|--|-------|
| Total Students With Valid Growth Test Scores | 40 |
| Mean RIT | 190.8 |
| Standard Deviation | 16.3 |
| District Grade Level Mean RIT | 190.8 |
| Students At or Above District Grade Level Mean RIT | 23 |
| Norm Grade Level Mean RIT | 194.9 |
| Students At or Above Norm Grade Level Mean RIT | 20 |

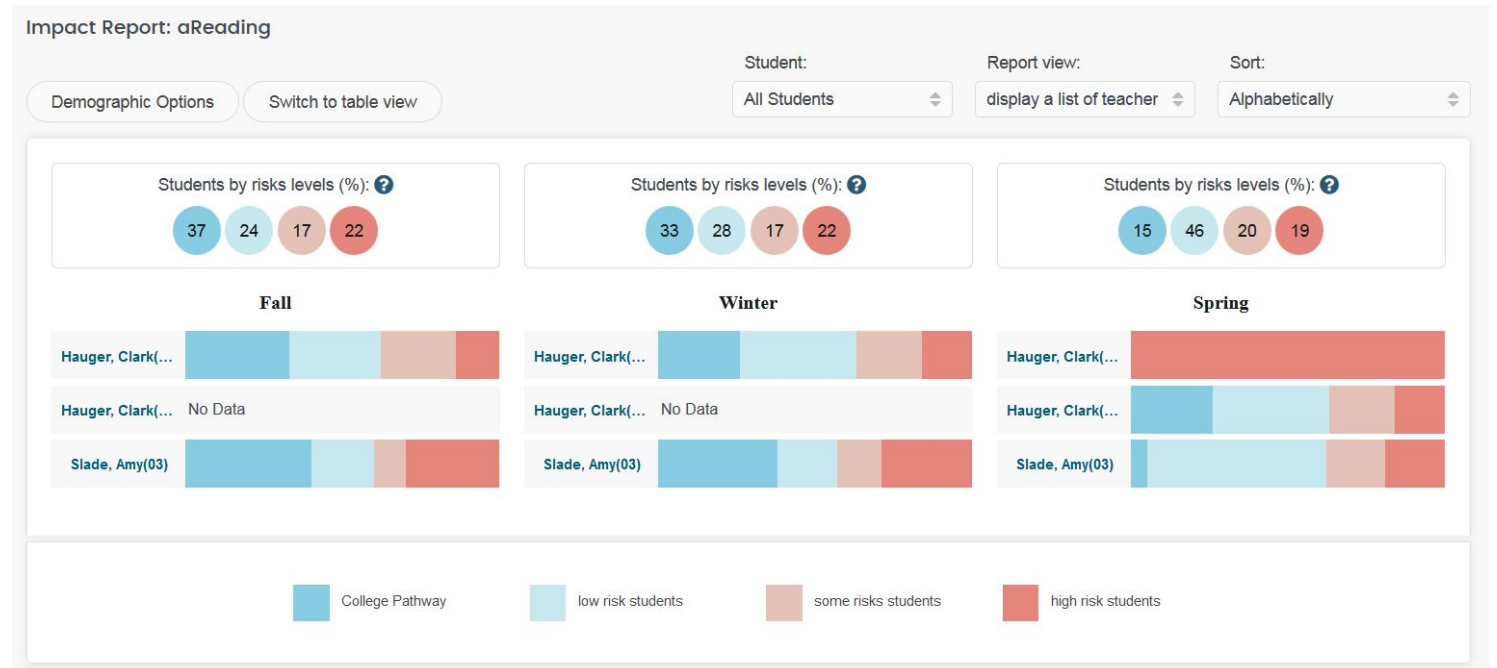
| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 11 | 28% | 7 | 18% | 4 | 10% | 14 | 35% | 4 | 10% | 188-191-193 | 16.3 |

(The spring, 2019 impact report is not in this report as it only includes a select group of tested students who did not meet the District Grade Level Mean RIT score in the winter assessment)

According to the NWEA/MAP Impact Report for Grade 3, out of 40 Ogilvie Elementary 3rd Grade students at met the District Grade Level Mean RIT score. 22 out of 40 students performed at the average to above average levels in reading at the winter testing period. By spring, 27 students performed above the District Grade Level Mean RIT score.

FAST (Formative Assessment System for Teachers) DATA-2019

aReading



Update

Data provided by FAST (Formative Assessment System for Teachers) aReading assessment includes scores for comprehensive reading skills and comprehension 3rd grade students. In the Spring of 2019, 15% of 3rd grade students were categorized as “college pathway”, 46% of students met the targeted benchmark in the “low risk” category, 20% performed in the “some risk” category, and 19% of students remained in “high risk”. Ogilvie Elementary will continue to use the A Reading assessment in the 2019-2020 school year and will utilize the progress monitoring tools within FAST to their fullest capacity along with research based interventions for those who are at “some or high risk” within the testing windows.

2nd Grade FAST DATA

A Reader (Fast Assessment)– Grade 2

Spring 2019





College Pathway



low risk students



some risks students



high risk students

Analysis of Current Data

A Reader (Fast Assessment)– Grade 2

Data provided by FAST (Formative Assessment System for Teachers) A Reading assessment includes scores for phonics reading skills and basic comprehension. 2nd grade students in the spring of 2019, 31% of 2nd grade students were categorized as “college pathway”, 41% of students met the targeted benchmark in the “low risk” category, 16% performed in the “some risk” category, and 13% of students remained in “high risk”. Ogilvie Elementary will continue to use the A Reading assessment in the 2019-2020 school year and will utilize the progress monitoring tools within FAST to their fullest capacity along with research based interventions for those who are at “some or high risk” within the testing windows.

NWEA/MAPS Reading – Grade 2

Spring 2019

Reading

| Summary | |
|--|-------|
| Total Students With Valid Growth Test Scores | 39 |
| Mean RIT | 183.4 |
| Standard Deviation | 15.6 |
| District Grade Level Mean RIT | 183.4 |
| Students At or Above District Grade Level Mean RIT | 25 |
| Norm Grade Level Mean RIT | 187.4 |
| Students At or Above Norm Grade Level Mean RIT | 20 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT (+/- Smp Err) | Std Dev |
|---------------------|-----------------|-----|---------------------|----|-------------------|-----|---------------------|-----|-----------------|----|---------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Reading | 12 | 31% | 2 | 5% | 10 | 26% | 13 | 33% | 2 | 5% | 181-183-186 | 15.6 |

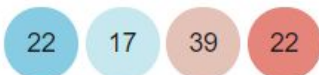
According to the NWEA/MAP Impact Report for Grade 2, 41% of Ogilvie Elementary students at this level met the District Grade Level Mean RIT score and 13 of the 32 students performed at the average or above average level in reading.

Analysis of Current Data

A Reader (Fast Assessment)– Grade 1

Spring 2018

Students by risks levels (%): ?



College Pathway



low risk students



some risks students



high risk students

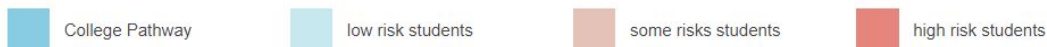
Update

Data provided by FAST (Formative Assessment System for Teachers) A Reading assessment includes scores for Phonics and basic Comprehension of 1st grade students. In the spring of 2018, 22% of 1st grade students were categorized as “college pathway”, 17% of students met the targeted benchmark in the “low risk” category, 39% performed in the “some risk” category, and 22% of students remained in “high risk”. Ogilvie Elementary will continue to use the A Reading assessment in the 2018-2019 school year and will utilize the progress monitoring tools within FAST to their fullest capacity along with research based interventions for those who are at “some or high risk” within the testing windows.

Analysis of Current Data

A Reader (Fast Assessment) – Kindergarten

Spring 2018



Update

Data provided by FAST (Formative Assessment System for Teachers) A Reading assessment includes scores for concepts of print, phonological awareness, and alphabetic awareness in Kindergarten. In the spring of 2018, 12% of Kindergarten students were categorized as “college pathway”, 34% of students met the targeted benchmark in the “low risk” category, 37% performed in the “some risk” category, and 17% of students remained in “high risk”. Ogilvie Elementary will continue to use the A Reading assessment in the 2018-2019 school year and will utilize the progress monitoring tools within FAST to their fullest capacity along with research based interventions for those who are at “some or high risk” within the testing windows.

Analysis of Current Practices

Preschool Alignment with Kindergarten Language Arts Standards

The Ogilvie School Readiness preschool program is located in the elementary building just across the hall from the kindergarten classrooms. The close proximity of the program to elementary classrooms has allowed for close collaboration among preschool and kindergarten teachers. Sharing student data, instructional approaches and resources has supported the effort to implement effective reading instruction with our youngest Ogilvie learners. Additionally, Ogilvie School Readiness follows the Early Childhood Indicators of Progress (ECIPs) which are Minnesota’s early learning standards. Revised and expanded in 2016, these standards are a framework for a common set of developmentally appropriate expectations for children ages birth through kindergarten, within a context of shared responsibility for helping children meet these expectations. The ECIPs are aligned to the Minnesota Kindergarten Academic Standards.

Balanced Literacy Approach

Balanced Literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. It provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students. A Balanced Literacy Program includes:

- Modeled Reading (Reading Aloud) and Modeled Writing
- Shared Reading and Shared Writing
- Guided Reading and Guided Writing
- Independent Reading and Independent Writing
- Interactive Modeling and Guidance for Small Groups

Core reading instruction at Ogilvie Elementary embraces the balanced literacy approach. Teachers utilize the extensive classroom libraries and leveled book room to provide an abundance of quality literature and resources to students. For more information about balanced literacy, click on the following link:

<http://olc.spsd.sk.ca/de/pd/instr/strats/balancedliteracy/index.html>

Time Allocated for Literacy Instruction

The Ogilvie District began implementing a four-day school week in the fall of 2009 and still continues today in an effort to utilize district funds more efficiently while continuing to offer quality educational opportunities. Each school day was lengthened from a typical 6-hour school day to an 8-hour school day. As a result, the amount of time spent on daily reading instruction also increased. Students in grades K-3 spend an average of 120-150 minutes each day in core literacy instruction. 20-30 minutes each day is designated for interventions for students who qualify and would benefit from additional reading instruction (Title I and MN Reading Corps support or other Tier II Intervention Support).

Interventions and Instructional Support System

Students who are performing below the target benchmark scores of screening assessments from FAST or NWEA MAPS, qualify for reading interventions. Phonics interventions, Title I, and instructional supports are available to students who are not reading at or above grade level in grades Kindergarten through Grade 3. The specific type of intervention, its duration, frequency and intensity are based on learner data. The goal is to offer individualized interventions and instructional support to students that are designed to accelerate, not remediate, literacy growth and achievement.

Ogilvie Elementary Priorities for Students and Parents:

- Students commit to and follow personalized goals and learning plans their potential of academic and social excellence.
- Students demonstrate responsibility and accountability.
- Parents are encouraged to set high expectations and provide structure and guidance to maximize student potential.
- Parents are accountable for involvement and communication in their child's educational and social growth.
 - **School-to-Home communication includes the following:**
 - Two parent/teacher conferences a year
 - Follow up conferences/parent meetings as needed
 - Report cards and screening information
 - Assessment letters explaining individual student results
 - Individual classroom teacher emails and newsletters
 - Family night reading events at least three times each year
 - Teachers maintain individual web sites to promote literacy
 - Notification of opportunities for Targeted Services programming offered to students who have not achieved (fall or winter) grade level benchmarks for reading proficiency.

- Notification of Summer Targeted Services programming offered to students who have not achieved end-of-year grade level benchmarks in reading.
- o **Strategies to provide reading support at home may include the following:**
 - Parents set up a time to listen to their child read or read aloud to their child.
 - When applicable, teachers send home reading materials ahead of time to encourage the use of simple strategies to use along with stories.
 - Use of alphabet cards and charts to support letter recognition.
 - Use of alphabet games and websites to use as resources to support skill development in letter names, letter sounds, beginning sounds, ending sounds and rhymes.
 - Use of leveled reading materials, sight word books and cards, and rhyming books.
 - Use of learning songs – alphabet, rhyming, and calendars.
 - Short stories for fluency practice.
 - List of primary learning websites with reading practice games that can be accessed at home.
 - List of suggested iPad or Smartphone apps to help children reinforce and engage in basic reading skills.
 - Weekend practice information.
 - Summer practice information to reinforce skills from the previous year and prepare students for the upcoming school year.

Focus on Systematic and Explicit Instruction in a Balanced Literacy Approach

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

These five areas will continue to be the foundation of literacy instruction at Ogilvie Elementary. A critical focus for a third consecutive year, 2019-2020, will be focusing on Differentiated Instruction for all ELA content areas, strengthening the *balanced literacy framework* in all elementary classrooms, and meeting the diverse needs of all students. Teachers already trained in Benchmark Literacy, Reading First, and Daily Five/CAFÉ strategies will utilize peer coaching, professional book study meetings and data retreat meetings to assist and support colleagues.

It is imperative to ensure that a balanced literacy framework, which includes a common language and strategies along with a systematic and explicit approach, are being implemented.

Systematic instruction reflects several important characteristics. Skills and concepts are taught in a planned, logically progressive sequence. For example, certain sounds (those that are easier to learn or those used more often in the words students will read) are taught before other sounds. Lessons focus on clearly defined objectives that are stated in terms of what students will do. Multiple practice activities are scheduled purposefully to help students master and retain new skills. Students work on carefully designed tasks that give them opportunities to apply what they have been taught. Assessments are designed and used in a timely fashion to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently.

Explicit instruction means the teacher states clearly what is being taught and models effectively how a skilled reader uses it. For example, in demonstrating how to blend sounds to pronounce an unfamiliar word, explicit instruction might sound like this: "I'll show you how to sound out this word. Listen carefully. I'll say the sound for

each letter without stopping between the sounds.” Explicit instruction ensures students’ attention is drawn to important features of an example or demonstration.

Knowing that considering HOW we teach is as important as considering WHAT we teach, our staff will work together to address these critical questions:

- Are we teaching with a teacher-directed stance or a student-support stance?
- To what extent are our students engaged in active versus passive responding?
- To what extent are our students engaged in challenging versus non-challenging activities?
- To what extent are students engaged in small group work?
- To what extent are classroom routines clearly established?
- To what extent are we working to foster independence in our students?
- What are barriers to the above that we need to work on together?
- To what extent do we have ongoing professional development at the building level??

Benchmark Literacy

The phonics component of Benchmark Literacy is a tier 1 reading program for all new and established readers from pre-kindergarten through 5th grade. Benchmark Literacy instruction provides a structured and systematic approach to decoding that helps students gain reading fluency and comprehension. For younger students, the program provides the kind of structure and systemic lessons that beginning readers need. Placement tests assure that students are placed in appropriate groups to meet individual needs through guided reading groups.

Minnesota Reading Corps (MRC)

Minnesota Reading Corps, a strategic initiative of ServeMinnesota, provides evidence-based literacy interventions and data-based assessments to children from age three to grade three. The MRC strategies are designed for both preschool aged children and PK-3rd grade students. Preschool literacy tutors are embedded into the classrooms and collaborate with classroom teaching staff to enhance daily literacy opportunities and conduct literacy assessment to ensure children are on track to read by the end of grade 3. The MRC Elementary Literacy Tutors serve as one-on-one tutors and provide research-based interventions to students who are just below proficiency in reading. The tutors meet with each student daily for 20 minutes to build phonics, phonemic awareness and fluency skills. A Response to Intervention (RtI) model is followed in both the PK and K-3 MRC Programs.

<http://www.minnesotareadingcorps.org/>

Professional Development

Ogilvie Elementary teachers participate in, and benefit from, professional development focused on scientifically based reading instruction. A key focus for the school year is the use of Differentiated Instruction to meet and challenge the learning needs of *all* students. Teachers will participate in 10 Staff Development days during the 2019-2020 school year, in which a section of time is dedicated to student performance data analysis at each section. Job-embedded professional development consisting of Professional Learning Communities (that meet 3 times per month), data teaming, on-going peer coaching, and monthly staff meetings will enable teachers to focus on the following goals:

- Focus on research based instructional strategies and best practices in literacy teaching
- Aligning core literacy instruction and interventions to grade level content standards
- Aligning curriculum, small group guided reading, and whole group reading instruction to Minnesota language arts standards
- Aligning instruction with any observational data and assessment results to meet students’ academic needs

Mentor/Mentee Program and Support for Teachers

Through monthly meetings, a highly structured and teacher-driven approach will define the Ogilvie Elementary

Mentor/Mentee program. The goal of these essential collaborative partnerships will be to focus on best instructional practices and evidence-based strategies in teaching.

Targeted Services

EPIC Program

Three weeks of exceptional summer learning opportunities are offered to Ogilvie Elementary students who have not achieved end-of-year benchmarks for reading or math. The program is designed to help students who would benefit from extra support over the summer to ensure they maintain and/or improve skills during the summer months. Students may also qualify for Targeted Services if they have an area of need related to social/emotional skills. Students will enjoy project-based learning with a focus on technology, hands-on and engaging activities, field trips and small class sizes that will meet the individual needs of students while igniting an interest in learning.

31 students are enrolled in the 2018 summer EPIC program which stands for “Expanding learning and opportunities, Providing resources and support, Inspiring passion and purpose and Collaborating with the community and families”. This summer’s three weeks of “Reach for the Stars” theme will encourage students to read and learn new nonfiction material while experiencing hands-on, student-centered activities to promote academic engagement.

Ogilvie Elementary offers Reading Club for students in grades K-3 in conjunction with our Targeted Services Program. Students will work on skill development, literacy activities, and reading for enjoyment.

P.I.E. (Parents In Education) NIGHTS

P.I.E. NIGHTS have been an integral part of parent involvement at Ogilvie Elementary for the past 7 years. The objectives and purpose of P.I.E. NIGHTS are to provide free books to students to promote greater levels of reading at home, provide modeling of important literacy strategies for students and parents, provide resources to parents to promote reading and learning at home and to promote and strengthen the relationships between teachers and parents. During the 2018-2019 school year, P.I.E. NIGHTS will be held 4 times. Each event is 90 minutes long and features a whole group read aloud story or activity presented by teachers, special guests, and/or students that is designed to model an essential literacy strategy and engagement. Students choose a new book and swap gently used books from home. A presentation is shared with parents featuring information, tips, ideas, and resources related to the literacy strategies. P.I.E. NIGHTS also provide time for students to share new books and practice the featured literacy strategy with their parents. The event includes a free meal for students and a discount meal for adults, a response activity related to the activity or read aloud story, and door prize drawings.

Parent Education, Resources and Support

- Ogilvie Community Education and Early Childhood Family Education (ECFE) offer weekly classes and several Parent Education Nights each year to assist families with parenting skills and provide researched based information on child development and best-practices in relation to young learners.
- *Ogilvie Community Education and Early Childhood Advisory Councils* welcome parents not only to be on the committee, but also value input regarding programming, fundraising, outreach and providing future direction for our school.
- Parents are offered an opportunity to work with students and teachers in the classroom, playground, office, service projects, and extracurricular activities.
- The Ogilvie District website strives to improve communication with parents and community members through increased access to student information, programs, and resources.
- *The Backpack Program* provides food for families in need of support.
- The *Ogilvie Parent Resource Lending Library* provides a wide-range of materials, books, and videos on

many educational, parenting and child development topics for at-home use.

- The Parent/Teacher Partnership maintains the ultimate goal of improving community involvement in school events and volunteer opportunities.

Study Island

Ogilvie students in all grades, parents and teachers have access to Study Island, which offers web-based instruction, practice, assessment and reporting based on state standards. The academic content is rigorous, fun, engaging and research-based. The program website maintains “The Study Island Minnesota Comprehensive Assessments - Series II (MCA-II) and Series III (MCA-III) Preparation Program is specifically designed to help students master the content specified in the Minnesota Academic Standards. Study Islands focus on the Minnesota Academic Standards enables students to improve their performance in all skill areas tested on the MCA-II and MCA-III in grades 2 through 8 and high school.

<http://www.studyisland.com/demoAsk.cfm?myState=MN>

Home-School Family Facilitator

Ogilvie students, families and staff benefit from the support and services provided by the Home-School Family Facilitator. This staff member is a licensed social worker who offers assistance to students who have issues related to attendance, behavior, social skills, or academics.

Goals and Future Plans to Achieve Reading Proficiency

Implementation of Reading Curriculum - Benchmark Literacy

Ogilvie Elementary will be focusing on refining practices in our new reading curriculum that is research-proven and is aligned to the Common Core Standards. It supports both experienced teachers and beginning teachers through:

- 30 weeks of explicit comprehension-focused lessons for the whole class, small groups, and intervention groups
- Assessment-driven instruction that is differentiated and includes responding to text
- Gradual release and built-in choice that support student progress and teacher creativity
- Precisely leveled texts for a full range of students
- Leveled Reader’s Theater and diverse genres that engage students and extend learning
- Research-based resources and professional development that have been proven effective
- Interactive technology that motivates student learning, involvement, and excellence

See more at: <http://www.benchmarkeducation.com/literacy/#sthash.TCPixKib.dpuf>

School Wide Title Programming

In the 2014-2015 school year, Ogilvie Elementary transitioned to a school wide Title I program rather than “targeted assistance”. This model will continue in the 2018-2019 school year. This offers greater flexibility in use of Title I funding and delivery of service and support to students who do not meet grade level expectations. The upcoming year’s focus will be on a “push-in” model of delivery designed to improve and enhance instruction and learning for all students in the classroom, with a goal of at least 80% proficiency on FAST and NWEA Maps assessments for all K-2 students.

Dyslexia and Convergence Insufficiency

Dyslexia

We will be using our current testing tools as the first attempt to screen for dyslexia. This includes the use of FAST (Formative Assessment System for Teachers) and the careful selection of reading and reading skill assessments at each grade level. Students with suspected dyslexia (difficulty with reading words in isolation, determining unfamiliar words, oral reading, and spelling) will undergo analysis with running records, miscue

analysis, and cumulative performance review.

Convergence Insufficiency

To reach a diagnosis of convergence insufficiency, an eye doctor must evaluate eye alignment at distance and at near and the ability of the patient to converge as an object is slowly moved towards the eyes. A minimum of three tests are required to reach this diagnosis, which can be given outside of school through a developmental ophthalmologist (parent responsibility). They include the:

1. Cover test
2. Near point of convergence
3. Convergence amplitude

To screen for this condition, which is associated with difficulty in reading, we will conduct screenings with our school nurse and/or other qualified assessors of vision. The school nurse can then provide teachers and families with *referral* information along with available community resources” to improve access to comprehensive eye exams”.

Ogilvie Elementary School will also conduct a parent survey as another “screening tool”, which will include the following screening items to include whether or not a student has:

- Wandering or crossed eyes
- A family history of childhood vision problems
- Disinterest in or [trouble with reading](#) or viewing distant objects
- Squinting or turning the head in an unusual manner while watching television
- Skipping words or lines when reading
- Covering an eye when doing near work
- Takes hours to do 20 minutes of homework
- Doesn't finish work in allotted class time
- Doesn't work up to potential
- Frequent after school headaches

(Based on the work of Marjorie A. Hunter. Marjorie is the administrator for [The Sensory Learning Program](#) and the [Vision Improvement Program](#) in Toledo OH).

Teachers will identify “at risk” students based on this survey and keep a checklist based on the items that are measurable within the school day. Students will be referred to SAT when identified as “at risk” in this area.

Participation in Q-Comp

The Ogilvie School District will continue participation for a 7th year in the Minnesota Department of Education sponsored Q-Comp program. Q Comp was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Q-Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule.

<http://education.state.mn.us/MDE/SchSup/QComp/index.html>

Selection of new, research-based interventions and strategies for professional development

Ogilvie Elementary School is currently considering the adoption of new interventions and strategies for use in our

general education classrooms and within our school-wide Title programming. Some of the programs we are exploring include:

- Read Naturally
- Susan Barton's System for Dyslexia Intervention
- Deeper Implementation of Guided Reading and Guided Writing
- Differentiated Instruction for all classrooms