

ISD 2907, Round Lake/Brewster  
Public Schools  
Local Literacy Plan

2018-2019

Superintendent/Principal: Ray Hassing

# DISTRICT 2907, ROUND LAKE/BREWSTER PUBLIC SCHOOLS LOCAL LITERACY PLAN

Approved July 18, 2018 by Round Lake Brewster's Board of Education

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

## LITERACY PLAN SUMMARY:

Our district is currently using the Fontas and Pinnel Benchmark Reading System through use of Leveled Books for students based upon their reading levels. Reading time is based upon small groups, guided reading, and interventions. Teachers also have access to the former curriculum, Treasures, a basal program to teach reading in kindergarten through grade 6. Included in this program are components for whole and small group reading and writing. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 120 minutes each day. Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from their reading level, read independently or with a buddy and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

All students in grades K-6 are given the FAST screening/benchmarking assessment two times throughout the course of the year in fall, and spring. Using this data, along with data from the Fontas and Pinnell Progress Monitoring System struggling and at-risk students are identified and referred for interventions. Specific interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly, using. Other indicators of progress include the basal weekly assessments. The Title Intervention Teachers have also been given a new curriculum Leveled Literacy Intervention System to assist students who are below grade level in reading. If the data indicate the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Round Lake Brewster School District is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Brewster's literacy program, please contact: Ray Hassing at Brewster School 507-842-5951 (phone) or r.hassing@rlb.mntm.org (email).

## **LITERACY PLAN GOALS AND OBJECTIVES:**

**Overarching Goal:** All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

### **Objectives:**

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth, and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

The Leadership Team reviews, annually, student data and the effectiveness of current pedagogical practices in core instruction, differentiation, remediation, and intervention.

Curriculum resources will be aligned to the most current standards. Teachers have developed student and parent friendly "I Can" Statements correlating to state grade level standards. Teachers are writing daily Learning Targets for both content and language objectives.

Formative assessments will be used to differentiate instruction and to identify students who are not on pace to meet proficiency. Students not on track will meet with their teacher for additional small group instruction or will follow the local intervention plan.

Professional Learning Communities have been implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to examining student data and closing achievement gaps. Peer Coaching has been implemented within our building for teachers to observe and learn from each other. Teachers have been trained in Daily Five, Guided Reading, and Literature Circles. Teachers continue to develop a deeper understanding of the 2012 ELA Standards.

Extended year programs will be utilized to provide targeted assistance to help K-3 students who are struggling and at-risk to achieve grade-level proficiency.

Our basic reading day incorporates 120 minutes of Reading. Forty Five minutes of this time is whole group instruction, followed by Seventy Five minutes of differentiated instruction in small groups. We also have incorporated the Response to Intervention Framework, and have hired a RTI Specialist through the Southwest, West Central Service Cooperative. Within our school day, we have added a basic skills teacher to provide pull-out services with the below level students. We also offer Title I services for additional support for these students. We purchased a new reading program for the beginning of the 2011-2012 school year, which is Treasures. K-2 students may also participate in SMART Boost-up, another approach proven to enhance student learning through movement.

## PROCESS OF ASSESSMENT:

K-6 Classroom Teachers will administer the assessments listed below:

FAST is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

<b>Kindergarten FAST Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Concepts of Print [9]	Onset Sounds [16]	Letter Sounds [42]
Onset Sounds [13]	Letter Sounds [30]	Word Segmenting [30]
Letter Names [22]	Word Segmenting [25]	Nonsense Words [12]
Letter Sounds [10]	Nonsense Words [7]	Sight Words [19]
aReading [391]	aReading [415]	aReading [435]

<b>First Grade FAST Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Word Segmenting [28]	Word Segmenting [30]	Word Segmenting [32]
Nonsense Words [10]	Nonsense Words [15]	Nonsense Words [21]
Sight Words [21]	Sight Words [49]	Sight Words [65]
Sentence Reading [19]	CBM Reading [40]	CBM Reading [71]
aReading [432]	aReading [452]	aReading [469]

<b>Second Grade FAST Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
CBM Reading [65] (Oral Reading Fluency)	CBM Reading [88] (Oral Reading Fluency)	CBM Reading [106] (Oral Reading Fluency)
aReading [465]	aReading [480]	aReading [485]

<b>Third Grad FAST Assessments</b>		
<b>Fall Assessment Name [Target Score]</b>	<b>Winter Assessment Name [Target Score]</b>	<b>Spring Assessment Name [Target Score]</b>
CBM Reading [96] (Oral Reading Fluency)	CBM Reading [116] (Oral Reading Fluency)	CBM Reading [130] (Oral Reading Fluency)
aReading [481]	aReading [497]	aReading [502]

Following the administration of the assessments, parents will be notified of the results. Supports, interventions, and further diagnostic assessments may be used to help students meet the reading goals for their grade level. Parents will be invited in to visit about their child’s educational needs and asked if they have any questions. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

**PARENT COMMUNICATION AND INVOLVEMENT:**

The district has developed a parent communication letter that will share the state-identified grade-level standards. Parents will receive information on how their child is progressing toward meeting these standards quarterly. The letter will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication plan

1. Beginning of the year (fall packet) there will be an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used with all students.
2. Assessment results will be provided to parents in a timely manner.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for a conference with the student’s teacher.
4. An additional explanation of the literacy program and supports will occur in November during fall parent/teacher conferences.
5. Parents of students receiving interventions may choose to receive progress reports.
6. All parents will receive a parent letter at least three times a year with suggestions on how to help strengthen their child’s literacy skills, based on the results of their diagnostic assessments.

## MULTI-TIERED SYSTEMS OF SUPPORT:

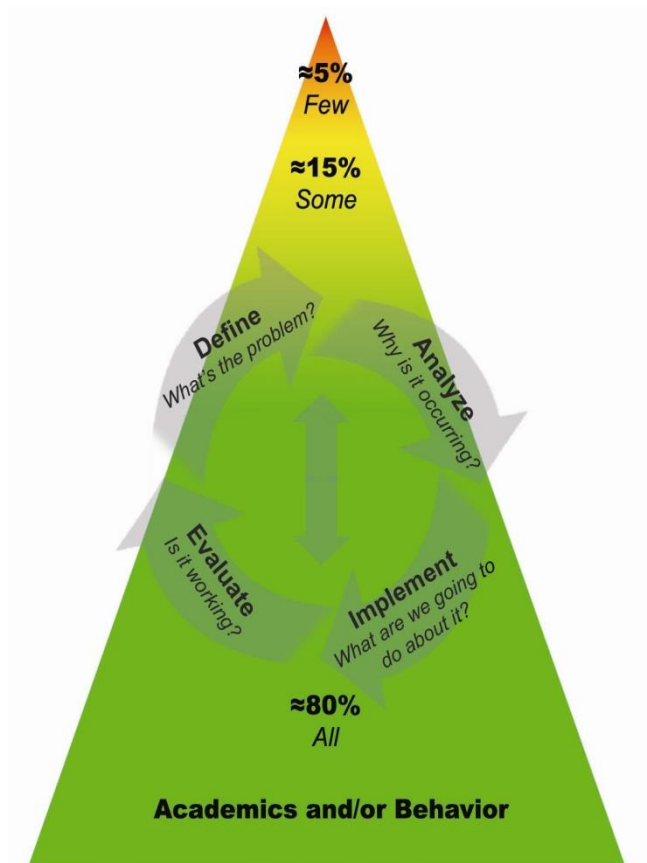
### A Model of School Supports and the Problem Solving Process

#### ACADEMIC SYSTEMS

**Tier 3: Intensive, Individual Interventions** *Students who need individualized interventions.*

**Tier 2: Targeted Group Interventions** *Students who need more support in addition to the core curriculum.*

**Tier 1: Core Curriculum** *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with 120 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the Basic Skills Teacher and Title I Teacher on a daily basis for 15-30 minutes based upon the students need.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with two data points at or above the next benchmark target, the student will be exited from the supplemental intervention services.

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
- C. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- D. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
- E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.
- F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 120 minutes of core instruction. Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

## **PROFESSIONAL DEVELOPMENT:**

The Brewster School District has 4 Days available for Professional Development. Based on student performance data, the district has determined small group instruction will continue to be the Reading/Literacy Professional Development focus, as well as, ELA Standards implementation, and Learning Targets for the 2014-15 school year.

Professional Development is provided through:

- Professional Learning Communities (PLCs)

- Peer Coaching
- Outside Resources/Consultants
- Teacher Induction Mentoring

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

## **ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS:**

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

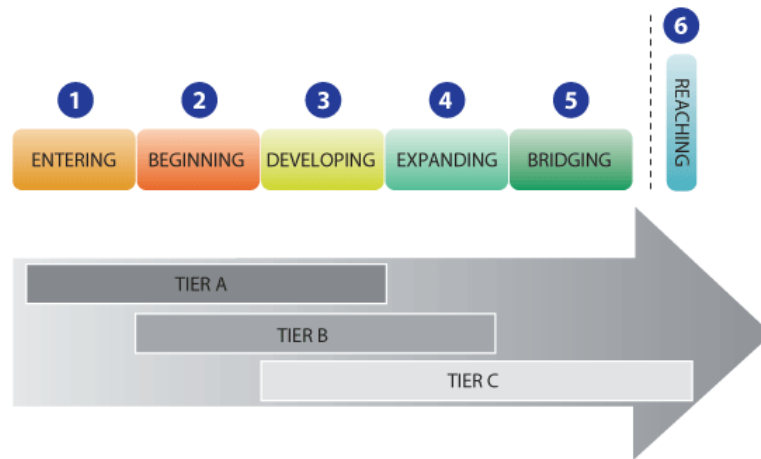
Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.



Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.



Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district has 69 English Learners and 110 students that are non-white. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- SIOP (Sheltered Instruction Observation Protocol) training for teachers that are interested.
- Integration Activities through Nobles County Integration Collaborative
- Sending lead teachers to appropriate trainings
- Use of Triumphs Basal Intervention Curriculum

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: AIMSweb, Treasures Diagnostic Weekly Assessments, STAR Literacy, MAP, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

## **COMMUNICATION SYSTEM FOR ANNUAL REPORTING:**

Annually, the district reports grade level assessment proficiencies to the MN Department of Ed.

## **STAKEHOLDER FEEDBACK:**

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3<sup>rd</sup> grade?

