

ISD 829, Waseca Public Schools  
Local Literacy Plan

2019-2020

Elementary Principal: Ben O'Brien

# DISTRICT 829, WASECA PUBLIC SCHOOLS LOCAL LITERACY PLAN

Approved May 17, 2012 by Waseca'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 Reading Wonders by McGraw Hill, a basal program to teach reading in kindergarten through grade 3. Included in this program are components for guided reading, read aloud, shared reading, independent reading and a wide range of interactive SMART board resources. 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. Secondly, we have implemented a strong Daily 5 model with flexible grouping and a strong system for intervention with a full time. 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 90 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. IXL Language Arts is also a tool to ensure all standards are being met and offered to all students.

All students in grades K-3 are given the FAST (new in 2016-17) screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from standards based assessments, supports are put in place. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored regularly on a weekly or monthly basis and if the intervention selected is not working after 6 weeks, 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 Waseca district is to ensure that all learners successfully achieve the Minnesota K-12 National Common Core Standards (2013) for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the essential 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 Waseca's literacy program, please contact: Ben O'Brien at (507)-835-2248 or [obrb@waseca.k12.mn.us](mailto:obrb@waseca.k12.mn.us).

## **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 Teacher Teams within each grade level review, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Hartley Elementary will meet in professional learning communities on 9 early dismissal days and on 4 in-service days for a total of 14 hours of grade level professional development in scientifically-based reading instruction. The teachers will also meet across all grade levels 2 times/year to align instructional goals and best practice teaching techniques for implementation in their classrooms. Grade levels also meet often to align curriculum and look at data. Staff is provided with professional development in the area of Reading instruction as required for current licensure in the state of MN.

Other professional development is provided as determined necessary based on data and current trends. All teachers will be trained in how to analyze and monitor their instruction based on FAST and STAR data. After full analysis of the data, positive and negative trends will support the local school improvement team in determining appropriate interventions for reading literacy strategies. Hartley's RTI coordinator coaches staff in order to implement with fidelity the scientific based strategies that will help to improve students' literacy skills. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

A multi-tiered system of support approach will be used. Tier 1- All students will be benchmarked three times per year (Fall, Winter, & Spring) using the FAST screening tool. All students will receive consistent, researched based core reading instruction delivered by highly qualified staff using the Reading Wonders by McGraw Hill reading series. Whole group instruction along with flexible small group instruction, Daily 5, will be used. Kindergarten and first grade students will also have SMART learning activities imbedded into their curriculum.

Students identified as "benchmark" on the FAST screening and or scoring will remain in the Tier 1 setting

In addition to the Tier 1 components listed above, Tier 2 students will be categorized as students who are identified as "strategic" by the FAST Next measure. These students will be referred for Title I (30 min./day) and or Targeted Service (4 hours per week during the school year & 24 hours per week during the summer) support. These students will also be monitored on a monthly basis using classroom assessments and the FAST Next progress monitoring tool.

Tier 3 students will comprise of students who are identified as "intensive" on the FAST Next measure. These students will receive Tier 1 and Tier 2 (Special Education students do not receive Title I services in their identified disability area.) components along with additional Title I service time using the Soar to Success reading program. As needed, one on one intervention help using Read Naturally, Word Warm Ups, and research based comprehension strategies will also be used. Some Tier 3 students may also receive services through special education as identified on their IEP. Tier 3 students will be monitored on a weekly basis using classroom assessments and the FAST Next progress monitoring tool.

In the 2019 school year we showed end of year Letter Sound Fluency for Kindergarteners at 79% proficient and 21% performing below grade level. For 2018 our data showed 63% proficient and 37% performing below grade level. Please note that in 2016 we used DIBELs assessments and for the past 3 years we have used FAST assessments.

In in the 2019 school year we showed end of year Non-sense word Fluency for 1<sup>st</sup> graders at 55% proficient and 45% performing below grade level. For 2018 our data showed 65% proficient and 35% performing below grade level. . In regards to Oral Reading Fluency we had 72% proficient in 2018 and 28% performing below grade level. For 2019 our data showed 64% proficient and 36% performing below grade level.

In 2<sup>nd</sup> grade for Oral reading fluency in the 2019 EOY benchmark we had a proficiency of 70% with 30% performing below grade level. For 2018 we showed 71% proficient and 29% performing below grade level benchmarks in relation to the FAST research based benchmark scores.

For our 3<sup>rd</sup> grade students we are adjusting our reporting measures and moving away from reporting MCA Reading scores for our Read Well by 3<sup>rd</sup> grade Literacy plan. We believe the FAST assessments with their reliability and benchmark times can give us a better picture of proficiency. We also believe as a site that GROWTH is more important. We are committed to evaluating end of year proficiency, but are as equally committed to validating and checking for years growth and or value added growth.

So for 2018-2019 our students in grade 3, in regards to FAST fluency assessments showed a proficiency % of 70%. We had 30% performing below grade level.

## PROCESS OF ASSESSMENT:

The Title 1 Teacher will administer the screening and diagnostic assessment(s) listed below.

FAST is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts and research documentation provided by the publisher. which can be found by following this link: [FASTBridge Benchmarks and Norms - Cloudfront.net](https://www.cloudfront.net).

Students who do not meet the target score as listed above will undergo a diagnostic assessment to determine specific skill deficit(s) using PRESS reading intervention manual. The hope is to identify the gap in one of the five strands of reading, using one or more of the following research-based assessments: Developmental Reading Assessment (DRA), Fountas and Pinnell, curriculum based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories, or the Gallistel-Ellis - Revised (GE-R) test of Coding Skills.

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels	
Kindergarten	A & B	A	A	Readiness		
	1		1			
	2	B	2	PrePrimer 1		
	3	C	3			
4	4					
Grade 1	5	D	6	PrePrimer 2		
	6		E	8		Preprimer 3
	7					
	8	F	10	Primer		
	9		12			
	10					
	11	G	14	Grade 1		
	12		16			
	13		H		20	
	14					
	15	I	28	Grade 2		
	16					
Grade 2	18	J & K	30	Grade 3	300-399	
	20	L & M	34		400-499	
Grade 3	22	N	30	Grade 3	500-599	
			34			

	24	O & P	38		600-699
Grade 4	26	Q / R / S	40	Grade 4	700-799
Grade 5	28	T / U / V	44	Grade 5	800-899
Grade 6	30	W / X / Y		Grade 6	900-999
Grade 7	32	Z		Grade 7	1000-1100
Grade 8	34	Z		Grade 8	

Based on the schools choice on diagnostic assessments, instruction and interventions will be matched to the student’s needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Following the assessments, parents will receive a letter informing them of the results, supports, interventions and further diagnostic assessments that will be used to help their child 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.

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

Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.

- A. Change the intervention or choose a new intervention if a student has 4 data points clearly and consistently below the aim line.
- B. Continue the intervention until the student meets the grade-level benchmark if the student has 4 data points on or above the aim line.
- C. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
- D. 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.
- E. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

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 one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

## **PARENT COMMUNICATION AND INVOLVEMENT:**

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. 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 in pre-school (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. (Handout)
2. Assessment results will be provided to parents within 10 days.
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 October or November during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive monthly progress reports.

## MULTI-TIERED SYSTEMS OF SUPPORT:

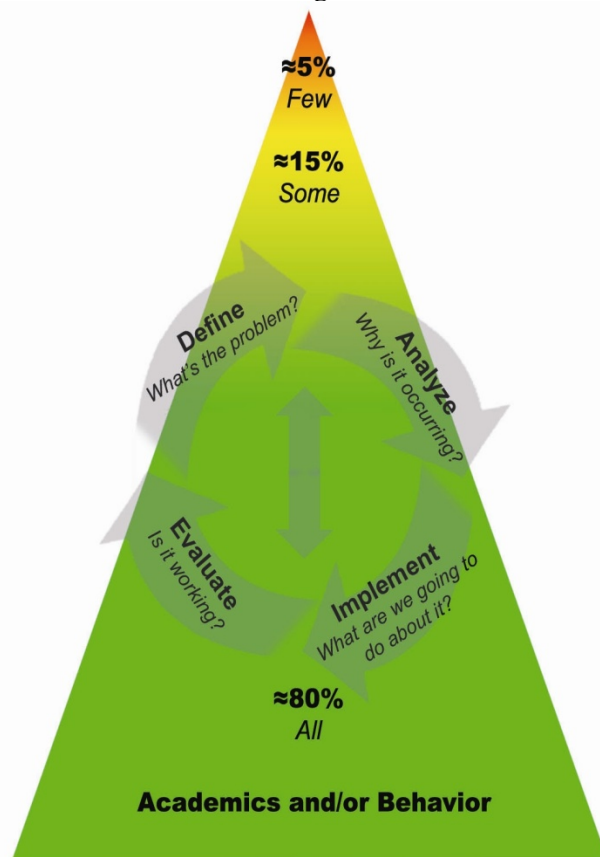
### A Model of School Supports and the Problem Solving Process

#### 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 90 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 our Title 1 coordinator, LD teacher, RTI coordinator, and support staff available during day.

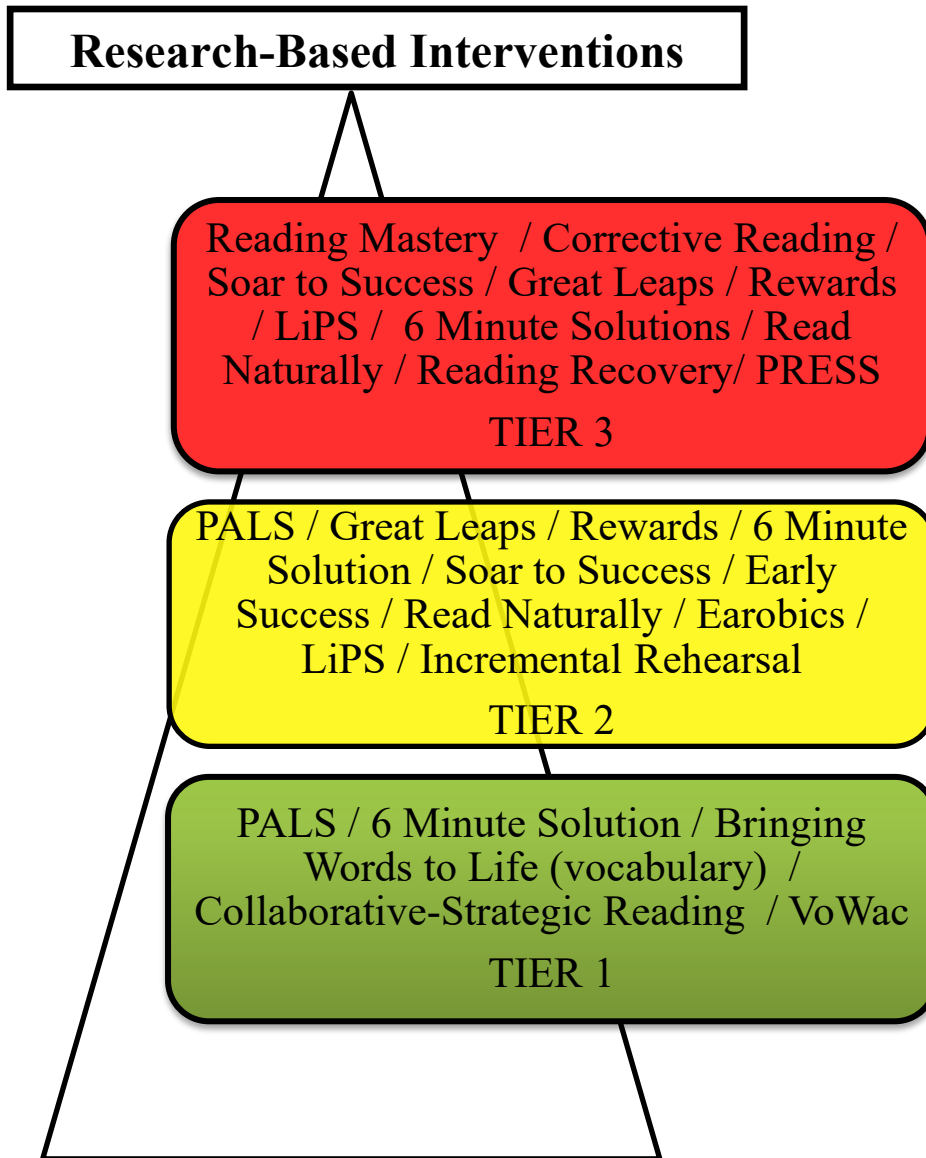
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

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).

## **SCIENTIFICALLY-BASED READING INSTRUCTION:**

The scientifically-based reading curriculum Waseca uses is Houghton Mifflin which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.





## **PROFESSIONAL DEVELOPMENT:**

The Waseca District has 4hours/days available for Professional Development. Based on student performance data, the district has determined guided reading and data analysis will be the Reading/Literacy Professional Development focus for the 2012-2013 school year.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer Coaching
- Basal Training from Company Representative

- Outside Resources/Consultants
- Literacy Team
- Mentoring

The section should be specific to literacy and instructional strategies and include:

- Regular opportunities for collaboration amongst teachers (across and within grades, subjects, disciplines)
- Ongoing job-embedded professional development should be reflected in this section
- Specify what best practice PD will be provided to veteran and novice teachers

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:

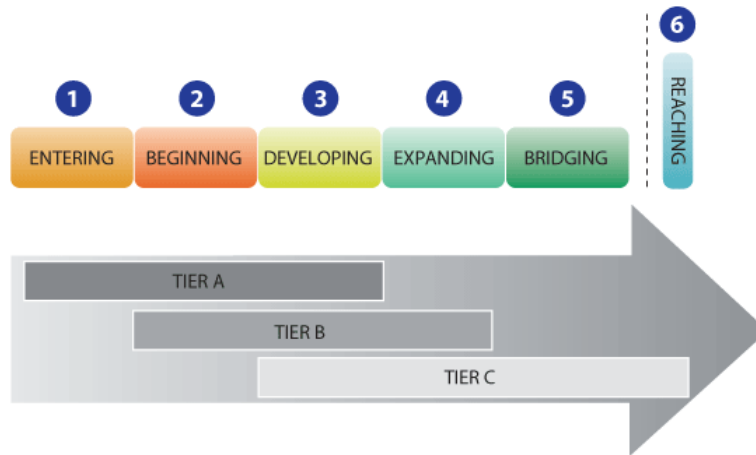
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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 14 English Learners and 66 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)
- Title III Activities:
- Integration Activities:
- ESL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

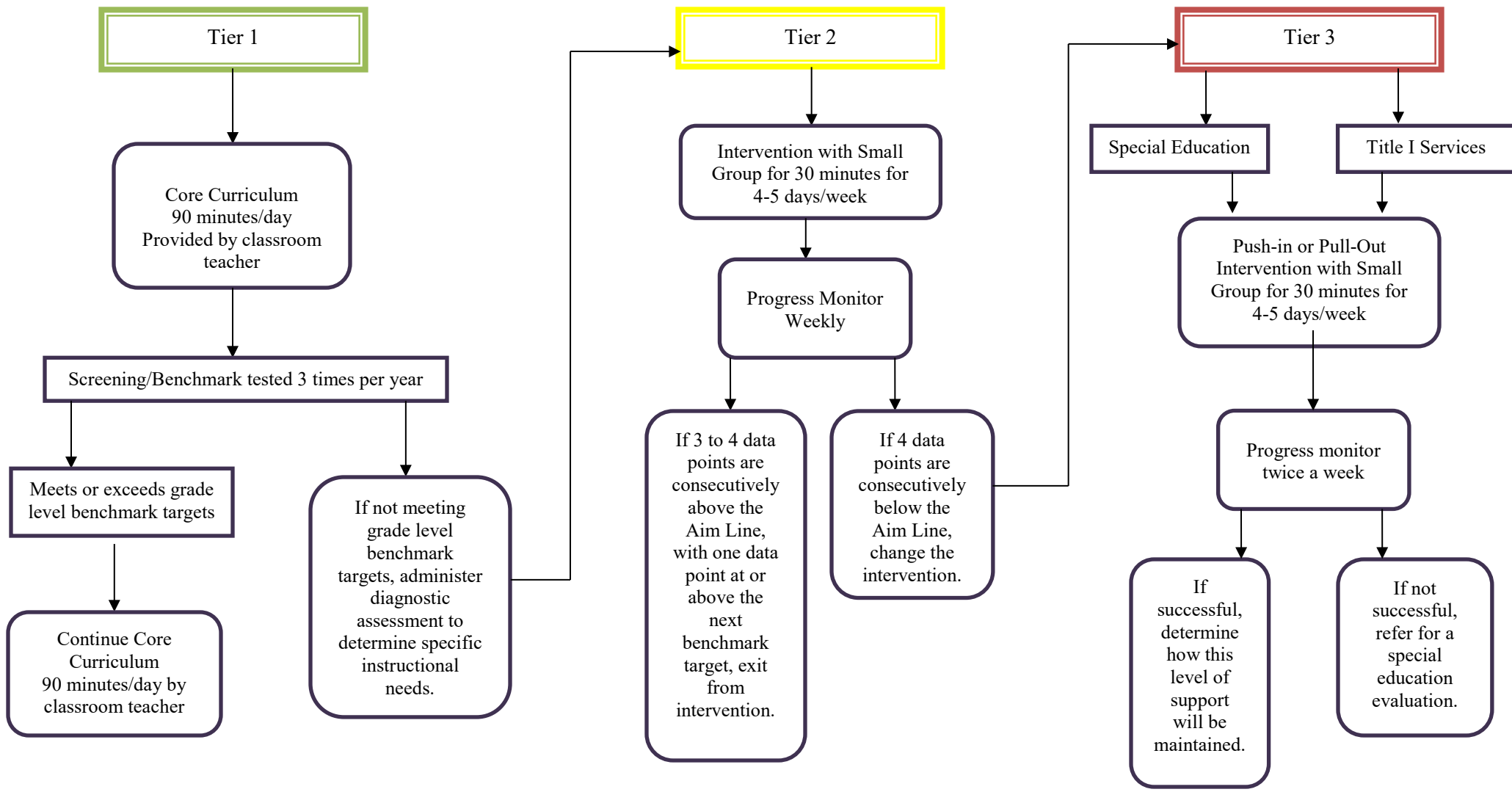
The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: DIBELS, MAP, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs,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

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

SEE TEMPLATE (excel document) FROM MDE!

## **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?



Tier 1

Core Curriculum  
90 minutes/day  
Provided by classroom teacher

Screening/Benchmark tested 3 times per year

Meets or exceeds grade level benchmark targets

Continue Core Curriculum  
90 minutes/day by classroom teacher

If not meeting grade level benchmark targets, administer diagnostic assessment to determine specific instructional needs.

Tier 2

Intervention with Small Group for 30 minutes for 4-5 days/week

Progress Monitor Weekly

If 3 to 4 data points are consecutively above the Aim Line, with one data point at or above the next benchmark target, exit from intervention.

If 4 data points are consecutively below the Aim Line, change the intervention.

Tier 3

Special Education

Title I Services

Push-in or Pull-Out Intervention with Small Group for 30 minutes for 4-5 days/week

Progress monitor twice a week

If successful, determine how this level of support will be maintained.

If not successful, refer for a special education evaluation.

