The background features a decorative graphic consisting of three overlapping circles in shades of blue, arranged in a descending diagonal line from the top right towards the center. Two thin, light blue lines intersect at the top left and extend diagonally across the page, framing the central text.

**Heron Lake-Okabena  
Public Schools  
ISD 330  
Local Literacy Plan**

**2017-2018**

**Superintendent/Principal:  
Paul Bang**

# **DISTRICT 330, HERON LAKE-OKABENA SCHOOL DISTRICT LOCAL LITERACY PLAN**

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 McGraw-Hill “Treasures” Reading Curriculum, a basal program to teach reading in kindergarten through grade 6. Included in our program are components for guided reading, read aloud, shared reading, and independent reading. 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 teacher also has access to Reading A to Z, for providing additional curriculum material. 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 approximately 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.

All students in grades K-3 are given the FASTbridge screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from the Star Early Literacy Assessment or Star Reading Assessment, struggling and at-risk students are identified. Problem solving begins immediately and students receive supplemental instruction also known as intervention. Specific interventions are identified through the collaborative, problem solving efforts of the classroom teacher and other specialists. We utilize diagnostic testing to assist the team in identifying the needed intervention strategies. Each student’s progress is monitored weekly and if 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 Heron Lake-Okabena 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 Heron Lake-Okabena’s literacy program, please contact: Elementary District Office at (507) 793-2307.

## 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 analyze 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 Pre-K through 3<sup>rd</sup> Grade Elementary Teachers review monthly, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation, and intervention.

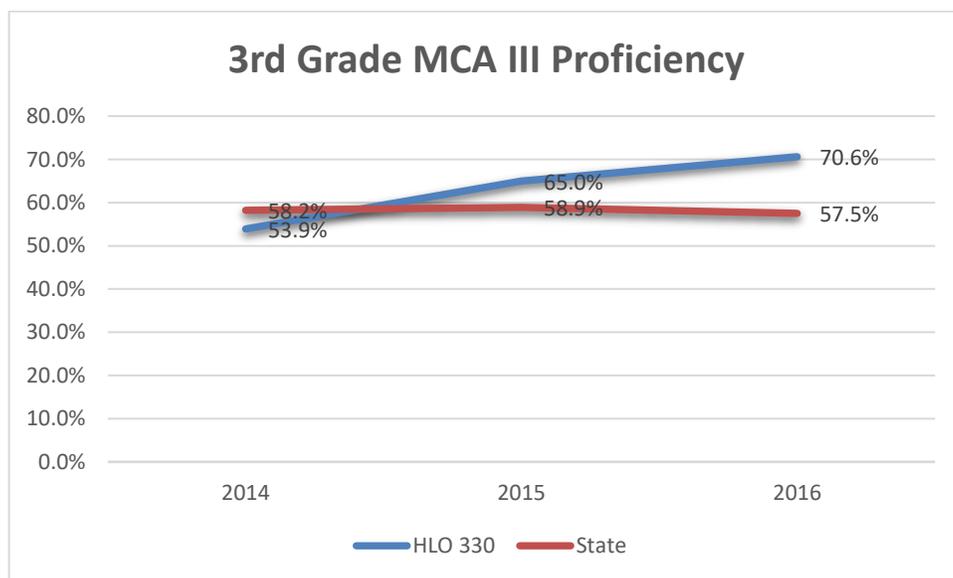
Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

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 additional support as determined by diagnostic testing.

Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

The following graph illustrates trend data on MCAIII Reading Assessments administered in the Spring of each year.

**3<sup>rd</sup> Grade Proficiency Trend Data**



## PROCESS OF ASSESSMENT:

The elementary classroom teachers will administer the screening and diagnostic assessments listed below.

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

<b>Kindergarten FASTbridge 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 FASTbridge 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 FASTbridge 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 FASTbridge Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
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.)

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.

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.

### Parent Communication plan

1. Teachers will distribute to parents the grade level standards in “I Can” statement format at the beginning of the year. There will also be an explanation of the core literacy instructional practices and the multi-level systems of support available in the district. (A Parent’s Guide to Response to Intervention (RTI) Handout.) Any additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
2. FASTbridge assessment results will be provided to parents.
3. Parents of students who need supplemental instruction will be informed by the child’s classroom teacher. The plan for additional support will be communicated at that time.
4. Parents of students receiving interventions will receive progress reports at conferences or upon request.
5. Parents will receive a letter with developmentally appropriate suggestions on how to help strengthen their child’s literacy skills.

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

**Phonemic awareness:** stick letters to make words, rhyming, word families, Star Fall website, ABCya website, <http://www.readingrockets.org/helping/target/phonologicalphonemic>  
[http://iusd.org/parent\\_resources/phonemicawareness456.htm](http://iusd.org/parent_resources/phonemicawareness456.htm)

**Phonics:** Star Fall website, ABCya website, PBS Kids websites,  
<http://www.readingrockets.org/teaching/reading101/phonics>

**Fluency:** Readers Theatre, repeated reading, PBS Kids websites,  
<http://www.readingrockets.org/article/fluency-matters>

**Vocabulary:** Read aloud frequently to your child, <http://www.readingrockets.org/article/oral-language-expanding-your-childs-vocabulary>

**Comprehension:** Accelerated Reader Quizzes, <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

# MULTI-TIERED SYSTEMS OF SUPPORT:

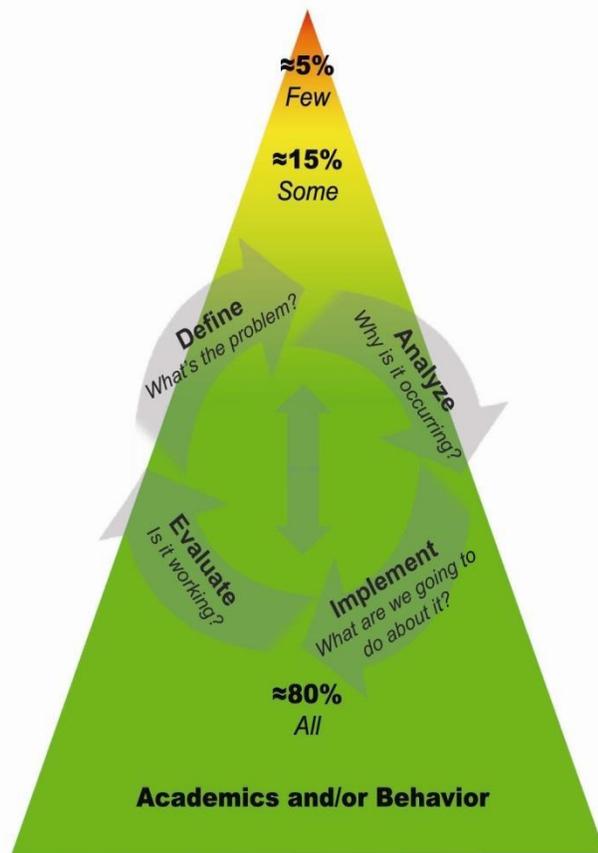
## A Model of School Supports and the Problem Solving Process

### 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 daily by teachers and support personnel for 30 minutes.

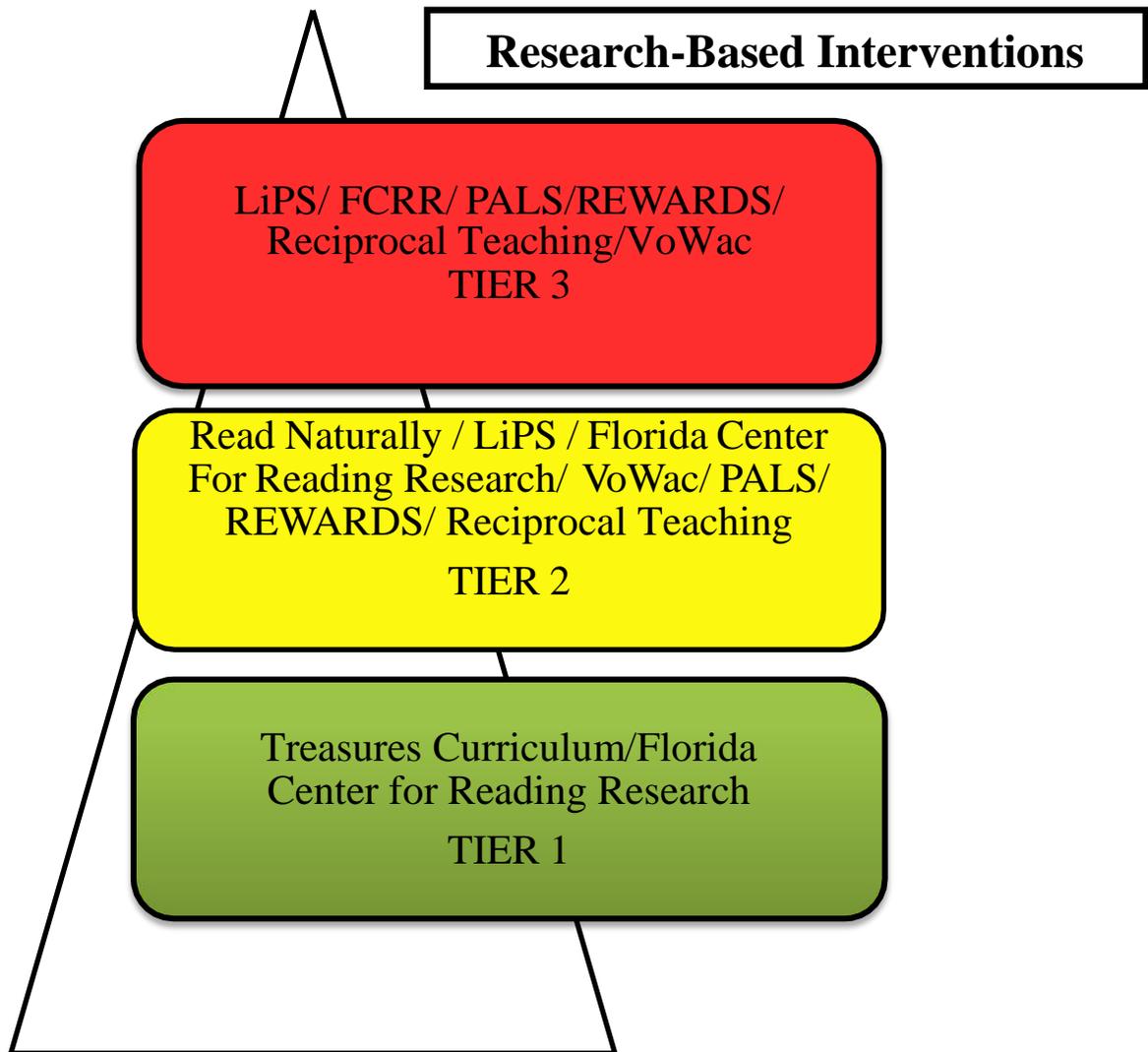
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

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 reading curriculum at Heron Lake-Okabena 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 Heron Lake-Okabena District has 1 hour per week available for Professional Development. Based on student performance data, the district has determined small group instruction will be the Reading/Literacy Professional Development focus for the 2017-2018 school year.

Professional Development is provided through:

- Professional Learning Communities (PLCs)
- Regional Professional Development
- Peer Coaching
- Outside Resources/Consultants
- Literacy Team
- Mentoring

Specific literacy and instructional strategies include:

- Regular opportunities for collaboration amongst teachers (across and within grades, subjects, disciplines): Professional Learning Communities (PLCs)
- Ongoing job-embedded professional development: Onsite workshops, webinars, peer coaching, outside resource/consultants
- Best practice PD will be provided to veteran and novice teachers: Staff development committee plans workshops based on staff development needs and licensure areas.

Annually, in September, data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART 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-A PT 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

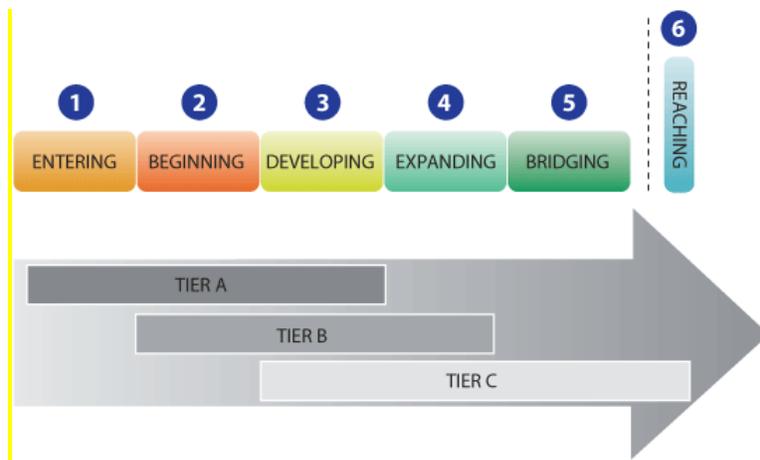
- Language of Social Studies

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 302 Learners and 35 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: AIMSweb, FASTbridge, 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 ELL teacher and general education classroom teachers are responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

## **DISTRICT PATRON 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?

