

LOCAL LITERACY PLAN

**LESTER PRAIRIE SCHOOLS
DISTRICT #424
June 2021**



Overview

School districts are required to develop a local literacy plan to ensure that all students are reading well by no later than the end of third grade. The plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs (Minn. Stat. § 120B.12).

The purpose of this literacy plan is to outline how Lester Prairie Schools addresses legislative requirements related to literacy development to ensure that ALL students, including English Learners, achieve grade level proficiency and read well no later than the end of third grade.

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand his or her understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

-Minnesota Department of Education

LITERACY PLAN SUMMARY:

The literacy program for Lester Prairie Schools strives to develop independent, lifelong readers with positive reading attitudes and habits. Successfully achieving the Minnesota Academic Standards in English Language Arts (2010) is a primary avenue for students to develop reading proficiency. With the state standards at the forefront of instruction, district staff provided seamless and coherent instructional opportunities to support literacy development. Teachers created curriculum maps with comprehensive aligned instruction, assessments, and resources to help ensure rigor, relevance, and appropriate pacing of student learning. Literacy is the cornerstone of all learning and encompasses communication through understanding language in both written and spoken form.

Differentiated instruction targeted to students' needs and focused on the critical elements of fluency, phonemic awareness, phonics, comprehension, and vocabulary provides the basis for all students to read well by third grade and beyond. Using the gradual release model within the Balanced Literacy Framework, students are challenged and actively engaged in their literacy development through whole group and small group instructional activities at their level. Ongoing and varied formative and summative assessment tools are used to inform, guide, and measure instruction. A variety of genres and new technologies are incorporated across content areas for all learners. Successful literacy development helps create a love of learning, prepares students for postsecondary education, and paves the way for meaningful employment and a productive, successful, and rewarding life.



LESTER PRAIRIE PUBLIC SCHOOLS MISSION STATEMENT:

It is the mission of the Lester Prairie Public Schools to develop every learner to the learner's maximum potential, to succeed and continue to learn in a changing world.

2020-2021 Demographics of Lester Prairie Public Schools: 531 PreK-12 students

LITERACY PLAN GOALS AND OBJECTIVES

Reading proficiency at grade three means that the student can read confidently, fluently, and accurately as well as communicate understanding of grade level fiction and non-fiction material.

Overarching Goal: ALL students, including English Learners, will develop literacy skills, achieve grade level reading proficiency, and read well by the end of third grade.

Objectives:

- Baseline measures of reading proficiency are established in the fall of each year using STAR Renaissance in grades K-3 and Teaching Strategies Gold in preschool.
- Frequent and consistent reviews of disaggregated reading data are conducted. Proficiency, growth, and data trend analyses are used to determine learning targets for individuals and cohorts of students.
- Pedagogical practices are reviewed regularly to determine the effectiveness of core instruction, differentiation, remediation, and interventions.
- Curriculum maps are living documents aligned to the most current standards and foundational to instructional practices.
- Reading level proficiency is assessed through screening assessments, diagnostic assessments, and progress monitoring. Formative Assessments are used to inform and modify instruction, provide feedback to students and teachers, and help identify students who are not on pace to meet proficiency. High-quality, targeted interventions are delivered to students below proficiency levels.
- Grade Level teams collaborate with Title, EL, and SPED to analyze the effectiveness of current literacy practices. Data-driven decisions are made to close achievement gaps. Best practices are researched, shared, collaboratively, and implemented with fidelity.
- High-quality core instruction is delivered to all students with tiered interventions for students not making adequate growth to meet grade level proficiency.
- Communication about literacy development is transparent to students and families.

Strategic Goals:

The following are long-term district achievement and professional development goals followed by some key targets and initiatives related to each goal. These goals are also noted and updated annually in the World's Best Workforce report.

District goals:

MCA III testing did not take place during the 2019-2020 school year due to the COVID Pandemic because of the guidance by the State of MN. The 2019-2020 district goals were pushed forward for the 2020-2021 school year.

The percentage of all students in grades 3-8 and 10 in Lester Prairie Public School who earn achievement levels of Meets and Exceeds the standards on the Reading MCA III (all accountability tests) will increase 4% from 55.4% to 59.4% in 2020.

The percentage of Hispanic students in grades 3-8 and 10 in Lester Prairie Public School who earn Does Not Meet and Partially Meets the standards on the Reading MCA III (all accountability tests) will decrease from 58.4% to 48.4% in 2020.

The percentage of FRP students in grades 3-8 and 10 in Lester Prairie Public School who earn Does Not Meet and Partially Meets the standards on the Reading MCA III (all accountability tests) will decrease from 60.2% to 50.0% in 2020.

Each grade level will have 80% or above of students reading at current grade level by spring testing using STAR Renaissance.

2020-2021 Results:

Grade	Total # students tested	Student Count Above 40th Percentile	Percentage Above 40th Percentile
K	30	14	47%
1	37	22	60%
2	41	25	61%
3	25	16	64%
TOTAL	133	77	58%

*40th percentile = considered on track and on grade level

LESTER PRAIRIE SCHOOLS ASSESSMENTS:

Lester Prairie Schools has a comprehensive assessment program that includes a balance of screener, diagnostic, formative, and summative assessments. These

assessments are used to inform instruction, diagnose gaps in learning, and help gauge the effectiveness of our school district curriculum and programs. All teachers administer and use a variety of assessments to monitor student progress and adjust instruction to meet the needs of each and every student. Teachers examine multiple measures to inform instruction, tier students, and deliver targeted and specific interventions based on individual student needs. This process assists in closing the achievement gap and helps sustain Lester Prairie's high graduation rate as required by the World's Best Workforce.

1. General Reading Assessments

a. Formative Assessments:

Formative assessments are used to assess learning, guide instruction, and provide students with feedback to improve learning. This type of assessment is ongoing and helps to ensure that student understanding is happening while the learning is occurring.

The Formative Assessment:

- takes place *during* the learning process
- informs both teachers and students
- allows teachers to adjust instruction
- involves students
- cannot be separated from the instructional process
- is classroom assessment *for* learning
- provides feedback that moves the learner forward

b. Summative Assessments:

Summative assessments are used to assess achievement at a particular point in time. This form of assessment occurs after the learning has occurred and is used to measure achievement status for the purpose of reporting and accountability. Students in grade 3 are given the Minnesota Comprehensive Assessments (MCA-IIIs) in the spring. Students who *meet* or *exceed* proficiency measures on the MCA-IIIs are considered to be at grade level and are likely to need only core instruction augmented by enrichment opportunities. Summative assessment results are used for many reasons including compliance with external agencies, providing accountability, measuring district achievement over time, and comparing student achievement to state and national scores.

2. Universal Screening

- STAR Reading is an online assessment that identifies which skills students know and what they are ready to work on next. It measures students' understanding of multiple reading skills across a variety of

domains. This assessment helps educators maximize instruction and practice with state-specific resources to guide students on a successful path to reading proficiency. Educators have access to reports and dashboards to track student mastery and success.

- STAR Early Literacy for K-1 students provides research-based, state-specific learning data on students' pre-reading and numeracy skills. Educators are able to personalize learning based on student records from this data that is collected four times per year.

3. Diagnostic Assessments

Diagnostic assessments provide information about a student's prior knowledge and misconceptions before instruction has taken place. Diagnostic assessments can be used to determine specific skill deficits and can also function as a baseline of learning. Diagnostic data help teachers plan what to teach and how to teach it.

4. Progress Monitoring

Progress monitoring is completed using the STAR Renaissance assessments and local classroom assessments to set goals for a student's learning growth and assess academic performance. This tool allows teachers to be responsive and quickly adjust instruction as needed for each student.

PROCESS OF ASSESSMENT

Lester Prairie Public Schools uses an assessment process that facilitates short-term and long-term instructional planning based on the Minnesota Academic Standards. Results also assist with student placement, special programming, and to guide curriculum and instruction at all levels. In order to measure student learning and growth, multiple types of assessments are used to guide instruction and determine students' progress within the curriculum frameworks of Lester Prairie Public Schools.

Reading proficiency levels are determined using a variety of assessments including classroom formative and summative assessments, STAR Early Literacy or STAR Reading Assessment, and MCA IIIs. Students who do not meet target scores will participate in a diagnostic assessment to determine specific skill deficits. Teachers regularly meet to examine data and create or modify intentional interventions to further student learning and assist students in successfully achieving their learning goals.

Assessment results are communicated with parents during parent/teacher conferences, quarterly progress reports, and other verbal or written communications as needed. For students not making adequate progress, information is shared with parents on a more frequent and ongoing basis.

Timeline for assessment dates:

Assessment Window	Assessment	Assessment Purpose	Grade Levels
Ongoing - administered throughout the school year as needed	Classroom Assessments	Used to determine each student’s instructional reading level, guide instruction, and match students to developmentally appropriate reading materials.	K-3
Window #1: Sept. 8-18, 2020 Window #2: Nov. 23-Dec. 3, 2020	STAR Early Literacy	Adaptive test to measure progress over time; informs classroom instruction	K-1
Window #3: Jan. 25 - Feb 4, 2021 Window #4: April 12-23, 2021	STAR READING	Adaptive test to measure progress over time; informs classroom instruction	1-3
March 22-April 16, 2021	MCA-IIIs	State accountability; directly measures student performance on state academic standards; informs content alignment decisions system-wide	3

FAMILY NOTIFICATION AND COMMUNICATION

The Lester Prairie School District provides multiple avenues and opportunities for parents to become involved with the student’s learning and to be informed on progress.

- The MTSS process includes using data to develop targeted intervention plans to address the individual needs of each student. Parents receive notifications of the data from student interventions.
- Parents of students who participate in Title I services sign the Title I Parental Involvement Compact.
- Literacy communications regarding student progress and achievement results are communicated with parents during parent/teacher conferences, quarterly progress reports, phone calls, individual student meetings, and other verbal or written communications as needed.
- Parents are encouraged to attend the Fall and Spring EL/Title I Activity Nights. These school gatherings are opportunities for families to develop strategies for supporting the literacy skills as well as fostering social/emotional skill building for their child. By attending these events, families build relationships with the school staff and work together to benefit the students.

- Other literacy communications include classroom newsletters, school website, SeeSaw, and school social media platforms.

Parents and community members play a vital role in literacy development and ensuring student success. School staff, parents, and community members foster literacy skills and support student readers via:

- Accelerated Reader
- Read-a-Thons and reading contests
- Guest readers in classrooms – high school students, parents, and community members
- Ideas for exposing children to more literature in the home
- Age-appropriate incentives implemented by teachers to encourage home reading

LITERACY AT LESTER PRAIRIE ELEMENTARY

Curriculum and Instruction System

Lester Prairie Elementary teachers align instruction to the MN English Language Arts Academic Standards. Learning targets, lessons, and assessments are anchored to the standards. MacMillian McGraw-Hill Treasures is used to teach reading to students in grades K-3. Reading strategies from the Daily 5 are also used. 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 and interest levels. Individual classrooms have a variety of texts for students to access “good fit” books and practice reading at their individual level. All K-3 students receive classroom reading instruction for a minimum of 90 minutes.

LESTER PRAIRIE ELEMENTARY’S MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Lester Prairie Schools uses a Multi-Tiered Systems of Support to ensure successful learning for all students. This framework begins with strong core reading instruction for all students. STAR Reading and STAR Early Literacy are used as universal screeners. Students are identified as reading at grade level (Tier 1), in need of strategic support (Tier 2), or in need of intensive support (Tier 3). Grade level teams collaborate with the Title I, EL, and SPED teachers to design appropriate interventions and supports for students. The focus is academic, behavioral, social, or any combination of these.

Tier 1 Core Instruction:

Core instruction is delivered to all students. Teachers align lessons to the MN Academic Standards and use resources to aid in the delivery. The Lester Prairie Elementary School adopted MacMillian/McGraw-Hill Treasures as the classroom curriculum in the spring of 2009. Universal Screening and Benchmark assessments are administered four times per year.

Tier 2 Strategic Intervention Support:

Tier 2 students participate in all Tier 1 instruction, but need extra support to be successful. Tier 2 students participate in targeted interventions based on student needs. The targeted interventions are delivered in small groups and/or individual students as needed. Grade-level teams and individual teachers examine progress-monitoring data on a regular basis to determine the effectiveness of the intervention. Instructional adjustments are made based on the data.

Tier 3 Intensive Intervention Support:

Tier 3 students participate in all core instruction. In addition, Tier 3 students participate in intensive interventions based on individual student needs. Interventions are delivered by classroom teachers, Title I staff, EL staff, and/or special education staff members. Teacher teams examine progress-monitoring data on a regular basis to determine the effectiveness of the intervention. Instructional adjustments are made based on the data.

Efforts to Screen and Identify Students for Dyslexia and Convergence Insufficiency Disorder

Lester Prairie Schools uses the reading screeners currently in place to determine if there are concerns about Dyslexia or Convergence Insufficiency Disorder for a student. Students may need interventions to further clarify a concern. Programming supports, interventions, or possible referrals to primary medical care may be necessary to assist in the overall screening process. Tiered intervention supports will be put into place based on individual need.

RECOGNIZING DIVERSE NEEDS

ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS

ELs are currently identified using the MN Language Survey, the WIDA Screener for Grades 1-12, and the W-APT for Kindergarten. The district annually assesses all English Learners using the ACCESS for ELLs (2.0) and Alternate ACCESS for ELLs. The ACCESS and the Alternate ACCESS for ELLs are assessments developed to measure the English language proficiency of English Learners in grades K-12. Students eligible to take the Alternate ACCESS are those who have significant cognitive disabilities and are identified in MARSS as receiving special education services through an Individualized Education Program (IEP).

Lester Prairie is a participating district of a Title III consortium that includes Hutchinson Public Schools as the Fiscal Agent and Litchfield Public Schools. Districts in this consortium receive Title III funds to help ensure that English Learners attain English proficiency and meet the same challenging state standards required of all other students. Title III funds supplement the resources of local districts to provide quality education to ELs. Disaggregated data compiled from STAR, MCA III, and

ACCESS assessments are used to drive program improvements, strengthen core instruction, and accelerate the acquisition of oral language, academic vocabulary, and literacy skills of our English Learner students.

SCIENTIFICALLY-BASED READING INSTRUCTION PROFESSIONAL DEVELOPMENT

Lester Prairie Schools facilitates and encourages collaboration of teachers and specialists across grades and subjects to promote the development of competent use of effective literacy practices and instructional strategies. The MTSS model is used to support individual learners; address instructional, learning, and achievement gaps; and analyze the effectiveness of literacy instruction using classroom and district data. Instructional decisions are based on student data. Best-practice instructional strategies and assessments are aligned to the Minnesota Academic Standards.

Lester Prairie Schools Staff Development team meets biweekly to approve requests and guide professional development initiatives. School staff members are active participants of the North Collaborative Southwest West Central Service Cooperative (SWWC). Using both internal and external experts, Lester Prairie teachers are provided with high-quality professional development and trained to deliver core instruction and instructional interventions with scientifically-based reading practices embedded within them. Our English Learner teacher assists teachers with training to effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students. Our Title I teacher assists grade level teams in implementing core instruction and interventions as intended, regular analysis of student performance data, and prioritization and selection of learned strategies for effective instruction. Our Cultural Liaison assists in these efforts to promote student success and parent engagement.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING Annual Reporting

Minnesota Statute 120B.12 requires that all districts annually adopt and post a Local Literacy Plan that ensures all students are reading at or above grade level by the end of third grade. The Lester Prairie Local Literacy Plan satisfies the requirements of the Read Well by Third Grade legislation. The plan will be approved by the district school board prior to posting on the district website and be included as an integral part of the Lester Prairie World's Best Workforce Plan.

For further information or questions about the Lester Prairie Public School District Local Literacy Plan, please contact:

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