

Waterville- Elysian- Morristown

**ISD #2143
Literacy Plan
2020-2021**

District 2143, Waterville-Elysian-Morristown Local Literacy plan

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

Literacy Plan Summary:

Waterville-Elysian-Morristown Elementary believes that all students can learn. It is our mission *to prepare our students for the future, helping them achieve their highest potential through an educational system which is characterized by a safe, respectful, learning environment. We will provide an equitable and quality environment for students to learn, where their creative abilities can be used to become productive citizens in this highly technological society.*

As a tool to reach our literacy goals, our district is using Houghton Mifflin reading series; a program to teach reading in kindergarten through grade 3. Included in this program are components for guided reading, reading aloud, shared reading and independent reading. The series delivers;

- Evidence of effectiveness based on scientific research.
- Systematic instruction in the 5 dimensions of reading.
- Assessment that points the way to success.
- Resources that meet the needs of each and every child.
- Classroom management tools that support efficient planning and teaching.

To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, spanning a wide range of reading levels and genres. In addition, each classroom also has their own reading center where students can enjoy self-selected texts and other resources selected by their classroom teacher. All K-3 students receive classroom instruction in reading and language arts 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. Components of balanced literacy have been implemented as a part of a staff driven effort to improve literacy instruction and student independence.

Students who are not performing at or above grade level are identified through fluency benchmark assessments, STAR assessments, and classroom assessments. These students may receive additional support through our Title I program. Needs are determined by the classroom teacher and Title I staff by analyzing data and identifying areas for improvement. Interventions are then implemented according to needs and monitored for effectiveness. The interventions are collaborative efforts of the classroom teacher, paraprofessionals and other specialists. Each student is monitored for the desired outcomes through classroom assessments and progress monitoring. If the selected intervention is not working, another intervention is 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 WEM 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.

Specific information is included in the K-3 Literacy Plan that follows this summary.

Literacy Plan Goals and Objectives:

Goals:

- 1.) All students will be proficient in reading by Grade 3 as measured by the Minnesota Comprehensive Assessments (MCAs) in reading.
- 2.) Waterville Elementary will increase reading proficiency and close the achievement gap by 2022. The following table illustrates these achievement goals:

Proficiency Increases: **READING**

READING	Baseline: 2016-17		Year 1 2017-18	Year 2: 2018-19	Year 3: 2019-20	<i>Increase Needed</i>
All Students	72%		64.9%	75.9%		24.1%
Protected Class Students						
American Indian						
Asian						
Hispanic						
Black						
White	72.5%		67.7%	78.5%		21.5%
Special Ed	36.9%		23.3%	56.5%		43.5%
FRP	72.5%		72%	77.1%		22.9%

Objectives:

In an effort to prepare our students for the World's Best Workforce, we 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.
- Collaborate as a Continuous School Improvement (CSI) team. This team periodically reviews the effectiveness of current pedagogical practices including core instruction, differentiation, and intervention. The CSI team also examines district-wide data.
- Align curriculum resources to the most current standards. W-E-M Elementary has implemented new curriculum and resources as tools to ensure that standards and outcomes are being met.
- Employ STAR, fluency benchmark, and classroom formative assessments as a means to identify students, modify instruction and guide interventions for students who are not on track to be proficient as measured by 2021 MCA in reading. Students not on track will follow the local intervention plan.
- Participate in Professional Learning Communities to analyze the effectiveness of current instructional practices. Special attention will be paid to closing W-E-M achievement gaps and implementing research-based best practices.
- Utilize extended day and/or extended year programs to provide targeted assistance in order to help struggling and at-risk students achieve grade-level proficiency.
- Communicate and collaborate between classroom teachers and intervention staff. This will continue to be a critical element in improving achievement levels in kindergarten through the third grade students.
- Continue to implement a tiered system of support. Students will move in and out of the Title I program based on performance assessments and needs. The manner in which the interventions are implemented allows for students to move in and out of our Title I program when they have reached or achieved success at various skills. The next level of support will be through our reading interventionist.
- Include teachers in the specialist areas such as Phy. Ed, Music, Media and Art to implement the Common Core English Language Arts standards. Communication will occur during monthly and weekly PLC meetings.

Process of Assessment:

The elementary principal, with the assistance of Title 1 staff and Intervention staff will administer the screening and diagnostic assessments listed below.

STAR Reading and STAR Early Literacy Primary Grades are used as benchmark assessments. They are adaptive and sequential tests used to measure student growth. The Scale Norms provide growth and status norms in the Reading content area.

Early Literature

Default Benchmarks^a

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score/Week
K	10	399		430		469		5.7
	20	437		472		512		5.7
	25	452		489		529		5.6
	40	496		534		573		5.4
	50	522		561		601		5.3
	75	582		626		669		4.1
	90	647		691		732		3.5

Star Reading Enterprise Benchmarks and Cut Scores^a

- a. The Star Reading benchmarks are based on 2017 norms.
 b. Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark
 c. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1-4.

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
K	10	12	-	37	-	58	-
	20	28	-	51	-	65	-
	25	35	-	56	-	68	-
	40	50	-	64	-	75	-
	50	57	-	68	-	80	-
	75	67	-	80	-	104	-
	90	79	-	102	-	182	-
1	10	51	0	63	9	73	16
	20	61	7	71	15	82	22
	25	64	9	74	17	86	24
	40	71	15	82	22	105	31
	50	75	17	89	26	139	38
	75	97	28	159	43	230	62
	90	194	53	255	69	323	86

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
2	10	84	24	97	29	139	37
	20	100	30	147	39	199	52
	25	114	33	170	44	222	57
	40	182	47	230	59	279	72
	50	219	56	265	68	317	83
	75	319	83	367	97	421	111
	90	413	109	463	121	519	139
3	10	176	48	213	54	247	59
	20	236	57	269	64	306	72
	25	261	63	294	70	332	78
	40	323	76	360	85	392	95
	50	362	85	394	95	435	105
	75	467	112	505	121	548	132
	90	567	138	615	150	669	161

Students who do not meet the STAR Benchmark scores for their grade level listed above will be identified. These students will have their STAR sub data analyzed to determine skill deficits and areas for improvement through intervention and instruction.

The sub-skill areas for primary reading are as follows:

- Phonological Awareness
 - Matching Sounds
 - Rhyming Words
 - Manipulating Sounds
- Visual Discrimination/Phonics
 - Visual Discrimination of words
 - Letter identification
 - Matching sounds to letters
- Concepts of Print

The Sub-skill areas for STAR Reading Assessment for 2nd and 3rd grade

- Word Recognition, Analysis, and Vocabulary
- Comprehension: informational
- Comprehension; Narrative
- Literature

Classroom teachers will use common assessments based on the Common Core State Standards to identify and track students who are not meeting grade level learner outcomes. Teachers will continue to monitor student progress on a regular basis. The results will be discussed during their PLC meetings.

Teachers will implement the following steps for interventions for students who are not meeting grade-level expectations or making adequate progress in their respective grade.

- A. When a teacher identifies a student as not making adequate progress, they will implement classroom interventions to address the student's needs.
- B. If the intervention is successful, the teacher will continue to monitor student progress. If the intervention is not successful, the teacher will follow C.
- C. Modify the intervention or implement a new intervention. If this third intervention is successful, then the teacher will continue to monitor the student's progress. If this intervention is not successful, the teacher will follow step D.
- D. Refer the student to the child-study team.

Interventions include but are not limited to; Duet reading, echo reading, pencil tap, Title I services, small group instruction, one-on-one support, computer aided lessons, modified classroom instruction, and reading interventionist.

Parent Communication and Involvement:

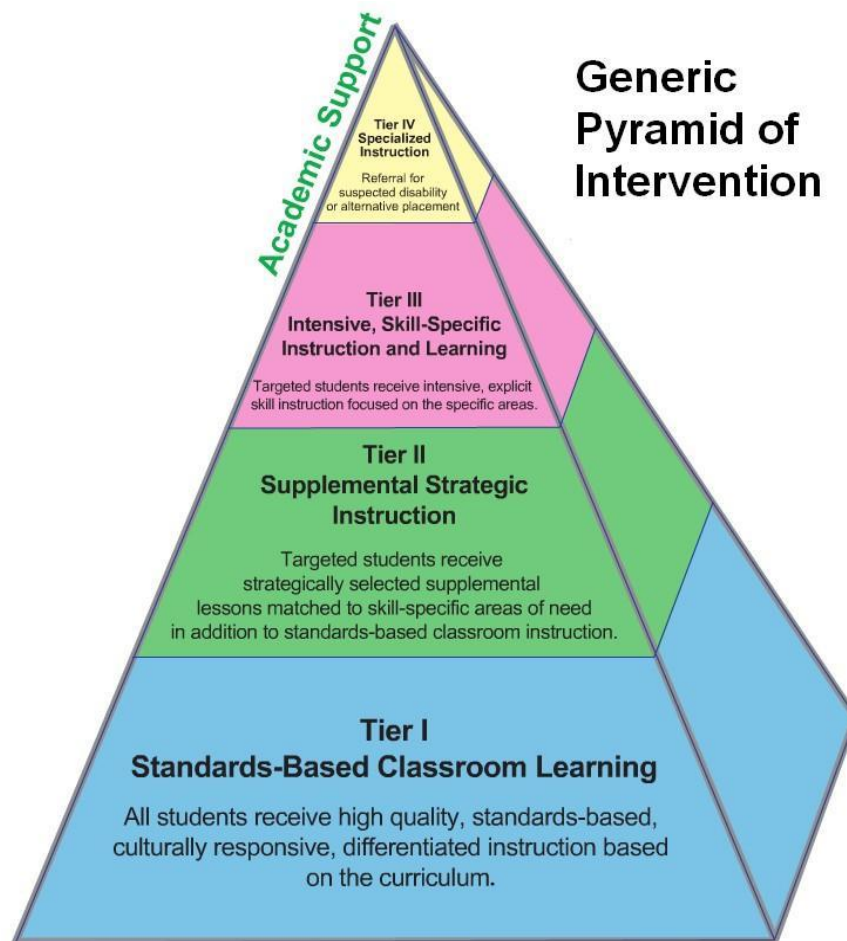
The district has developed a parent communication format that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The format will include the core literacy instructional practices and the intervention supports that are used with students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

Parent Communication plan

1. To begin the school year, Waterville Elementary will hold entrance conferences for students and families. At our student entrance conferences, there will be an explanation of the core literacy instructional practices and the multi-tiered systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, and data collected.
2. Assessment results will be provided to parents at conferences during the school year.
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 an explanation of services available.
4. All parents will receive information with suggestions on how to help strengthen their child's literacy skills.

Multi-Tiered Systems of Support:

A Model of School Supports and the Problem Solving Process



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, supplemental materials and best practices 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. These students are provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by classroom teachers

and Title I staff. Students receive support according to their needs. A plan for each student will include a schedule of support that may range from 3-5 times per week for 15-30 minutes.

Currently, WEM is working toward enhancing our system that fully implements all RtI components. The vision is to improve our tiered support for students not making adequate progress through the interventions provided at the second level. Tier III interventions are the most intensive outside of special education services. Students will be referred and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. A reading interventionist works to address specific needs through intensive interventions in a one-on-one or small group setting. If students at this level do not make adequate progress, a referral process for special education may be initiated. Tier IV is a level for students receiving Special Education services.

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). It continues to be a successful system of support for students in need of greater support.

Professional Development:

The WEM District has 3 ½ days available for Professional Development. Based on student performance data, the district will evaluate and modify instructional techniques, learning strategies, and best practices to enhance and improve student achievement in reading.

Professional Development is provided through:

- Professional Learning Communities (PLCs) on a biweekly basis.
- Regional Professional Development
- Peer Coaching
- Basal Training from Company Representative
- Outside Resources/Consultants
- Literacy Team
- Mentoring

Data will be disaggregated and analyzed throughout the year. Results of formative assessments will be shared with the district staff development team (CSI), who will then create SMART goals and offer Professional Development opportunities designed to address the needs identified in the data. A SMART goal (Specific, Measurable, Attainable, Realistic and Attainable) is a measurable goal that is specific and directed for each individual student. The SMART goal allows teachers, students, and parents to fully understand the expected outcomes for the year. The following is an example of a SMART goal:

“85% of all 1st grade students will meet or exceed their individual NWEA target RIT score in mathematics as measured by their fall 2014 to spring 2015 MAP assessments.”

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.

