

DISTRICT 2169, MURRAY COUNTY CENTRAL PUBLIC SCHOOLS LOCAL LITERACY PLAN

Approved June 11, 2012 by the Murray County Central Board of Education
Revisions made June 2016

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 Treasures from McGraw Hill, a (balanced literacy, basal, literature-based) 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. 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 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.

All students in grades K-3 are given the AIMSweb screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA), and classroom data, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further diagnostic assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored on a weekly basis 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 Murray County Central 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 MCC's literacy program, please contact: Todd Burlingame at [507-836-8950](tel:507-836-8950) (phone) or todd_burlingame@mcc.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 Literacy Team will review, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

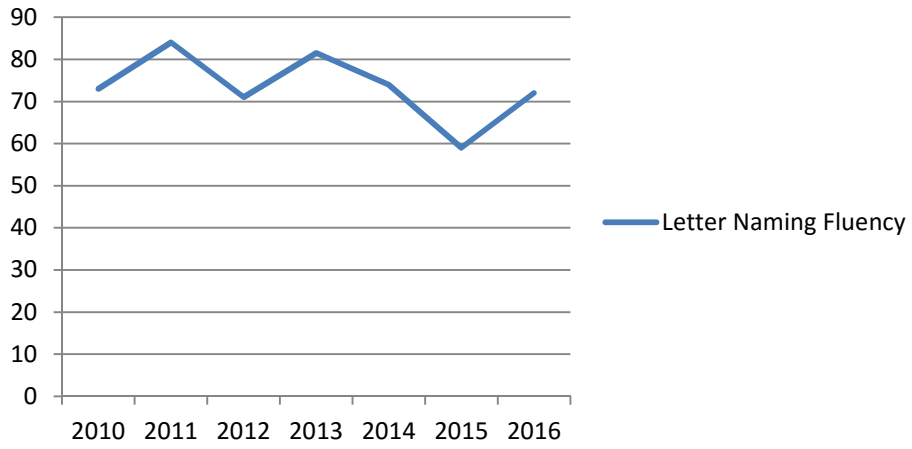
Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

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.

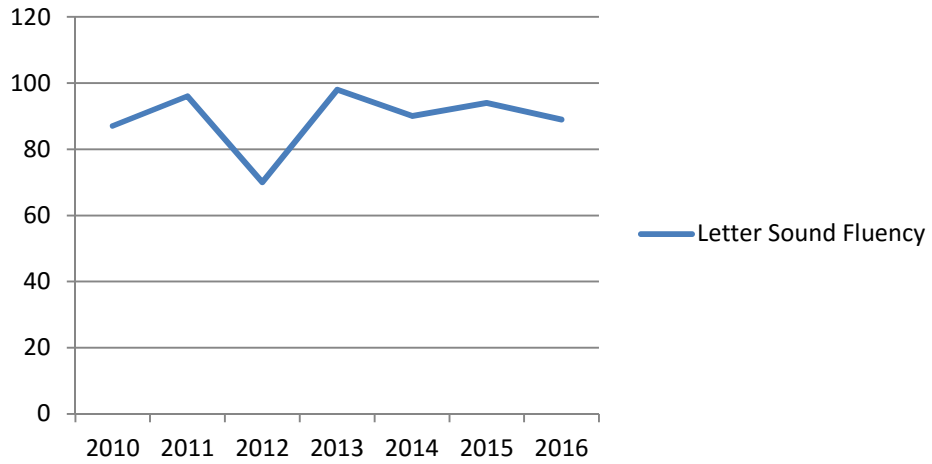
Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

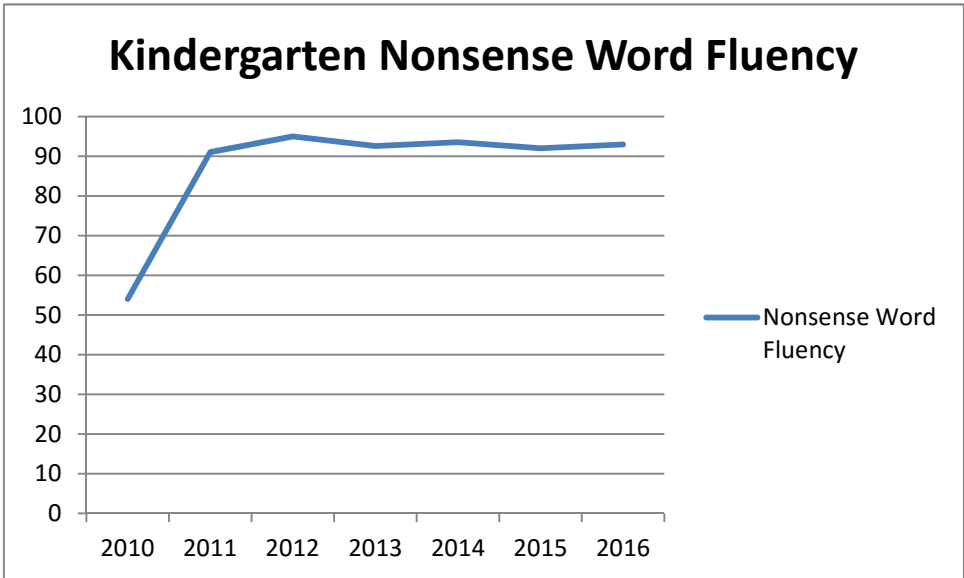
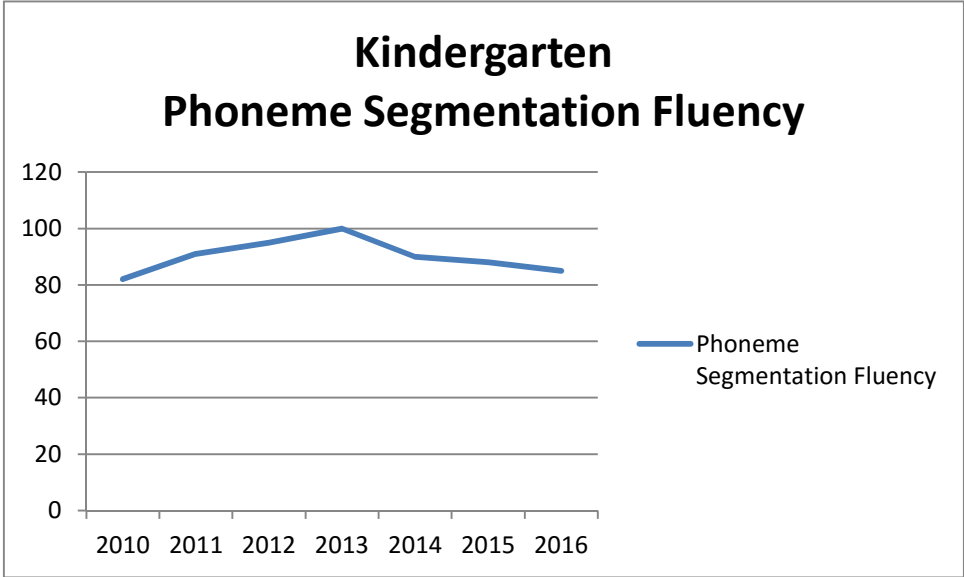
Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

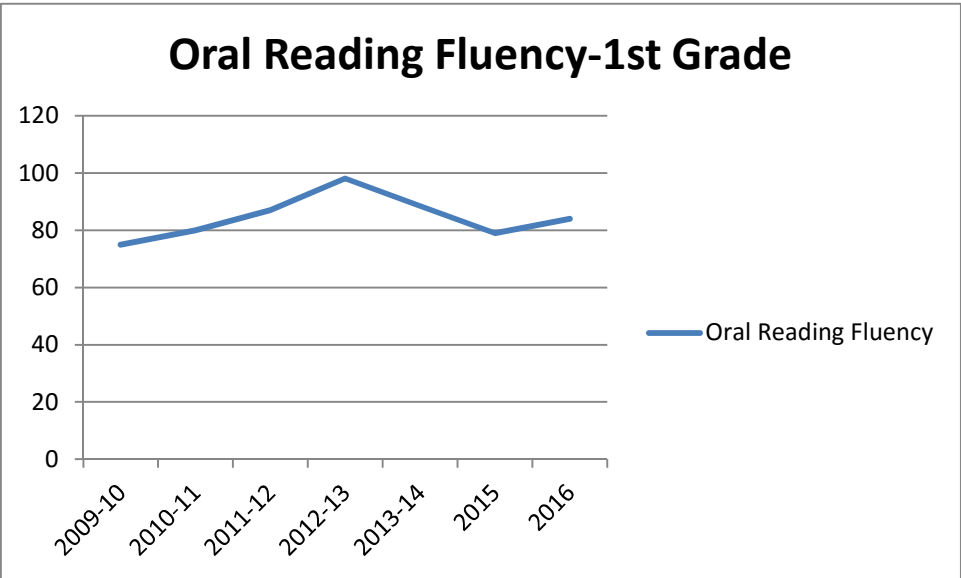
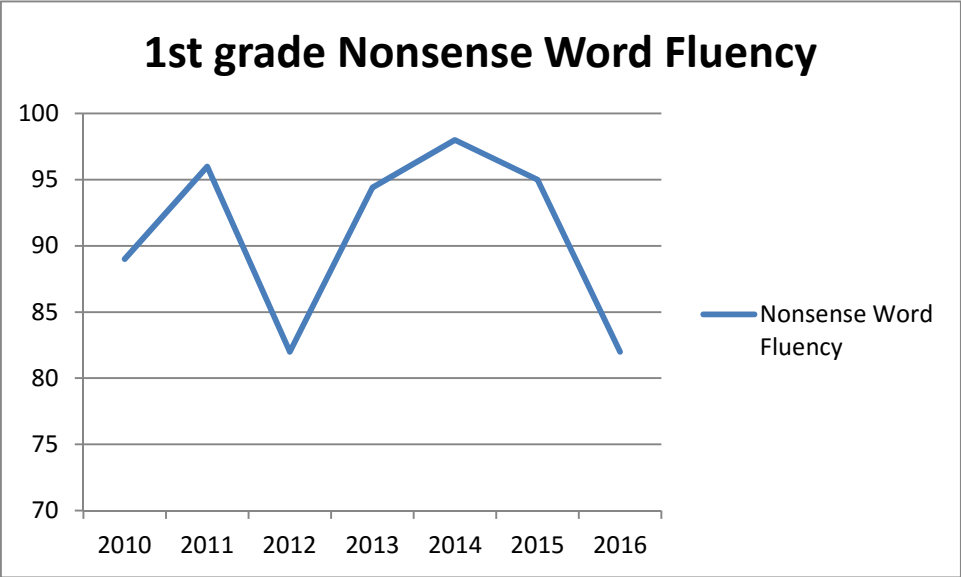
Kindergarten Letter Naming Fluency



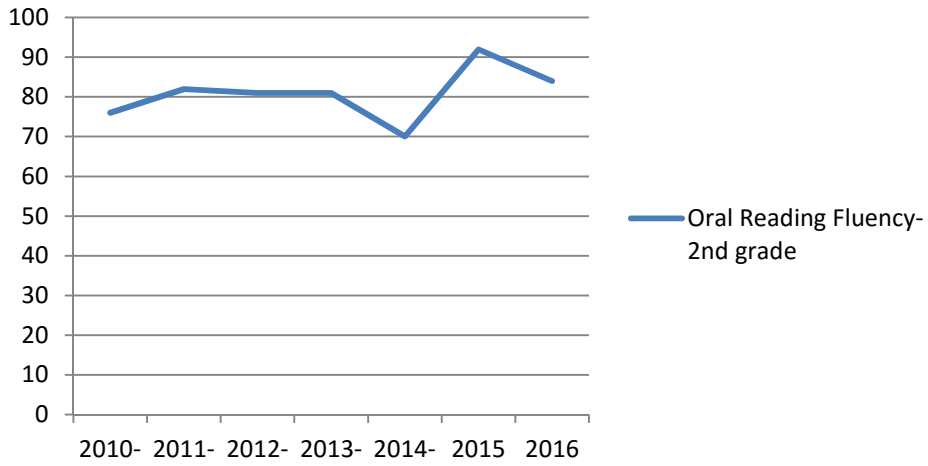
Kindergarten Letter Sound Fluency



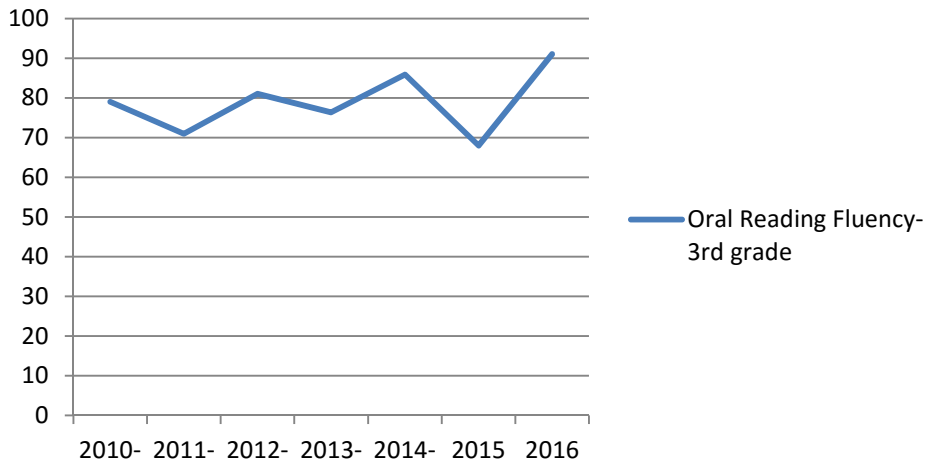


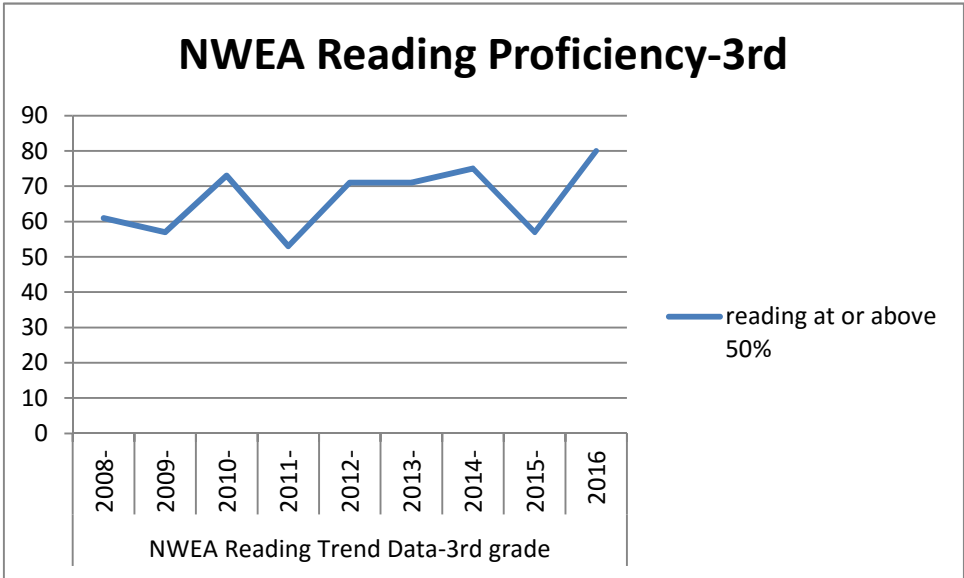
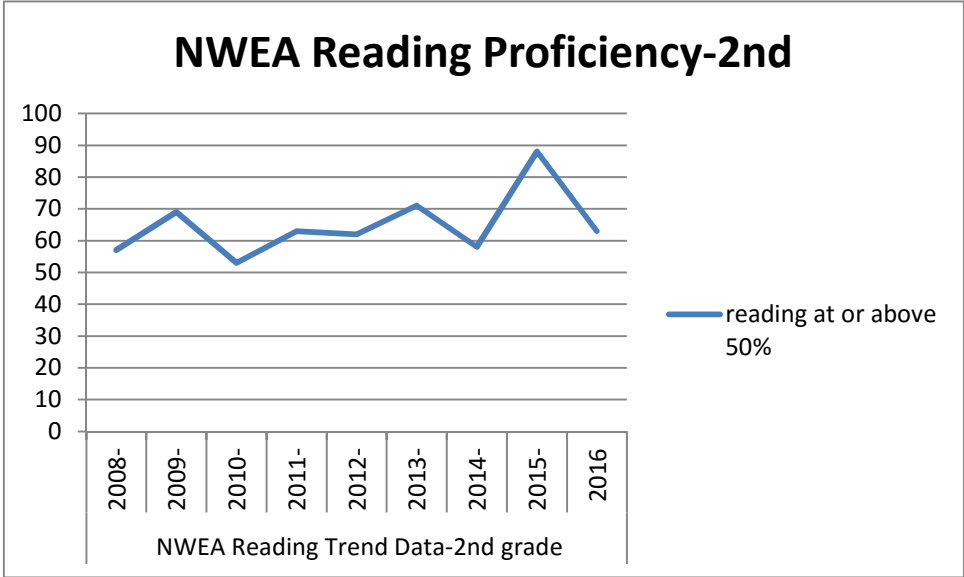


Oral Reading Fluency-2nd grade

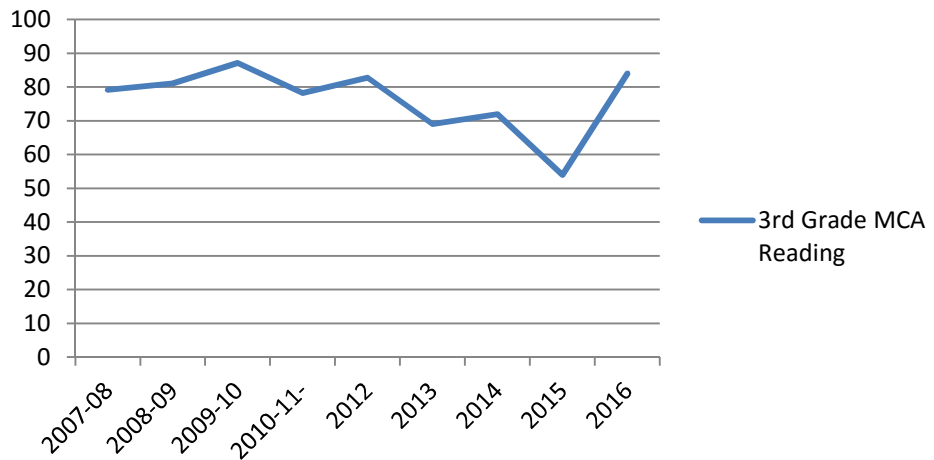


Oral Reading Fluency-3rd grade





MCA Reading Proficiency-3rd



PROCESS OF ASSESSMENT:

The Title 1 Teacher will administer the screening and diagnostic assessments listed below.

Measures of Academic Progress (MAP) and MAP for Primary Grades are used as benchmark assessments. They are adaptive and sequential tests used to measure student growth. The 2011 NWEA RIT Scale Norms provide growth and status norms in the following content areas: Reading, Language Usage, Mathematics, General Science, and Science Concepts and Processes. The RIT scores for each grade level in Reading and Language Usage are listed in the following charts:

2011 Reading Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 Language Usage Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	223.7	223.3

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

Kindergarten AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [16]	Letter Naming Fluency [39]	Letter Naming Fluency [48]
Letter Sound Fluency [4]	Letter Sound Fluency [23]	Letter Sound Fluency [36]
	Phoneme Segmenting Fluency [27]	Phoneme Segmenting Fluency [45]
	Nonsense Word Fluency [21]	Nonsense Word Fluency [34]

First Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [44]		
Letter Sound Fluency [29]		
Phoneme Segmentation Fluency [38]	Phoneme Segmenting Fluency [49]	
Nonsense Word Fluency [29]	Nonsense Word Fluency [49]	Nonsense Word Fluency [62]
	Reading – CBM [22] (Oral Reading Fluency)	Reading – CBM [52] (Oral Reading Fluency)

Second Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [43] (Oral Reading Fluency)	Reading – CBM [72] (Oral Reading Fluency)	Reading – CBM [90] (Oral Reading Fluency)

Third Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [70] (Oral Reading Fluency)	Reading – CBM [91] (Oral Reading Fluency)	Reading – CBM [109] (Oral Reading Fluency)
Reading –Maze [12] (Comprehension)	Reading –Maze [15] (Comprehension)	Reading –Maze [16] (Comprehension)

Students who do not meet the target score as listed above will undergo a diagnostic assessment to determine specific skill deficit(s) 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	
Grade 1	3	C	3	PrePrimer 2	
	4		4		
	5	D	6	Preprimer 3	
	6		6		
	7	E	8	Primer	
	8		8		
	9	F	10	Grade 1	
	10		10		
	11	G	12	200-299	
	12		12		
	Grade 2	13	H	14	Grade 2
		14		14	
	Grade 3	15	I	16	Grade 3
16		16			
18		J & K	20	300-399	
Grade 4	20	L & M	28	400-499	
	22	N	30	500-599	
24	O & P		34		
Grade 5	26	Q / R / S	40	600-699	
Grade 6	28	T / U / V	44	700-799	
Grade 7	30	W / X / Y		800-899	
Grade 8	32	Z		900-999	
Grade 8	34	Z		1000-1100	

Based on these 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:

- 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 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.
2. Assessment results will be provided to parents in a timely fashion.
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.

- 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.

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:

- <http://www.ihproductions.com/mrsharms/Education.html>
- <http://treasures.macmillanmh.com/minnesota/students/>
- <http://www.internet4classrooms.com/skills-2nd-langbuilders.html>
- <http://www.arcademicskillbuilders.com/>

MULTI-TIERED SYSTEMS OF SUPPORT:

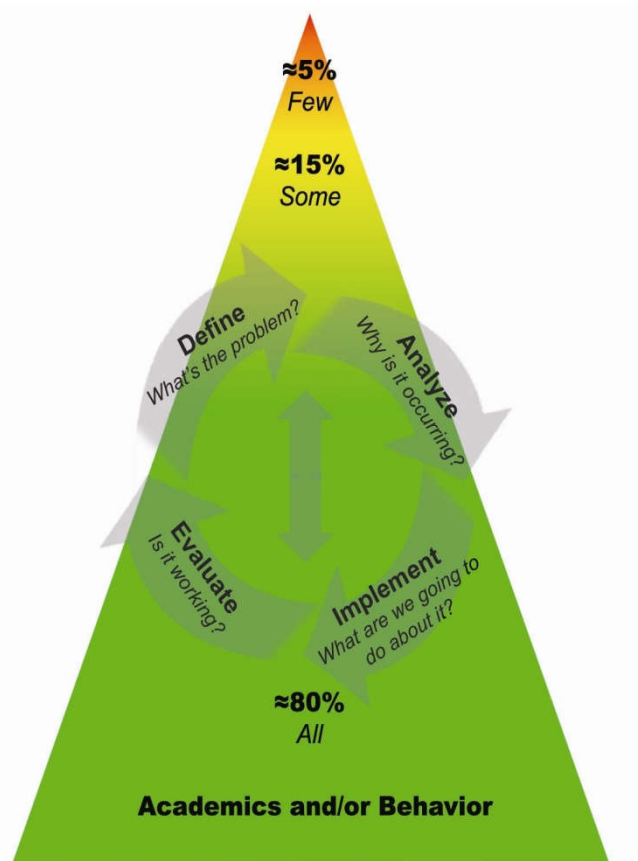
A Model of School Supports and the Problem Solving Process

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.

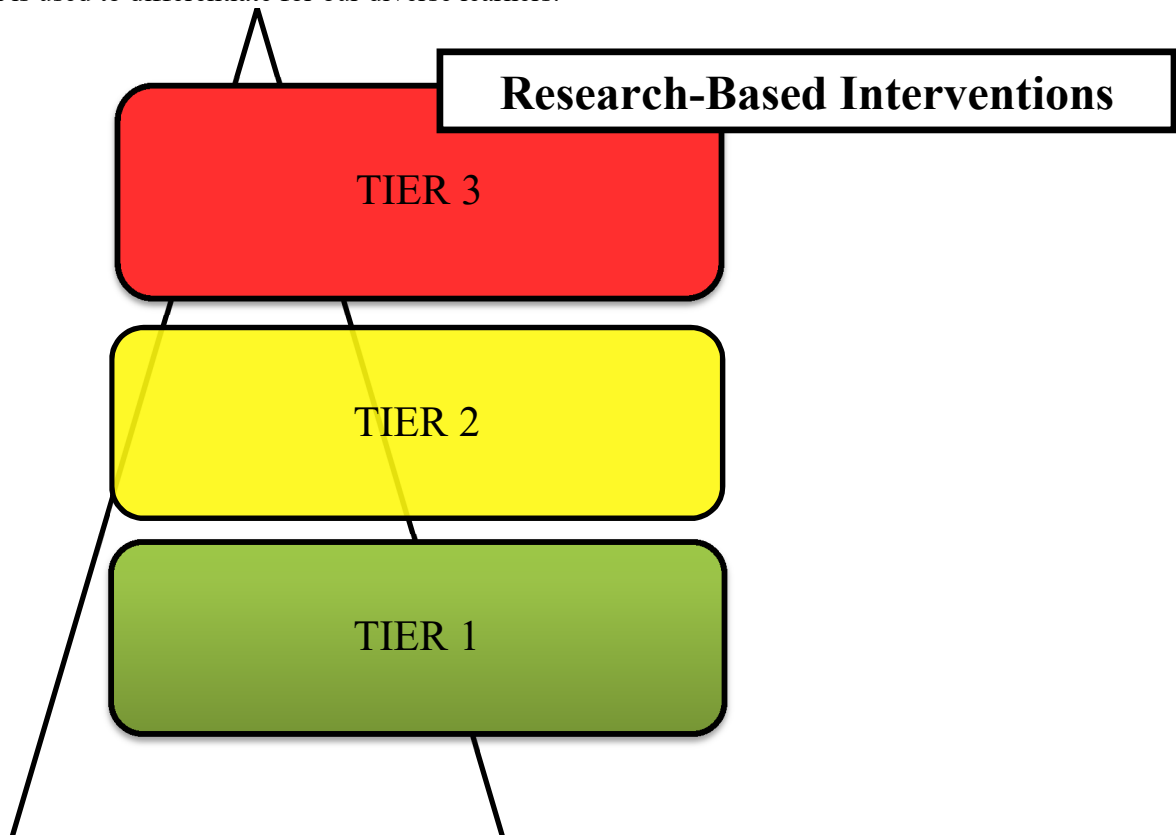
Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the Reading Intervention teachers and paraprofessionals at each site. The service may also be provided by the two Reading Corps members. Reading services generally consist of 20 minutes sessions and range from 3-5 days a week depending upon the particular needs of the student.

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 Murray County Central uses is Treasures 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 Murray County Central School District has 3 hours a month available for Professional Development. Based on student performance data, the district has determined reading interventions 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
- Peer Coaching
- Basal Training from Company Representative
- Outside Resources/Consultants
- Literacy Team
- Mentoring

All teachers will participate in bi-monthly PLC groups. The groups are a mandatory Q Comp component for all teachers in the District. Each month a new research-based instructional practice is introduced, discussed, and practiced. The practices are relevant to all curriculum areas, but reading will be emphasized in isolation as well.

Mentor Teachers work with newly hired teachers for one complete school year.

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:

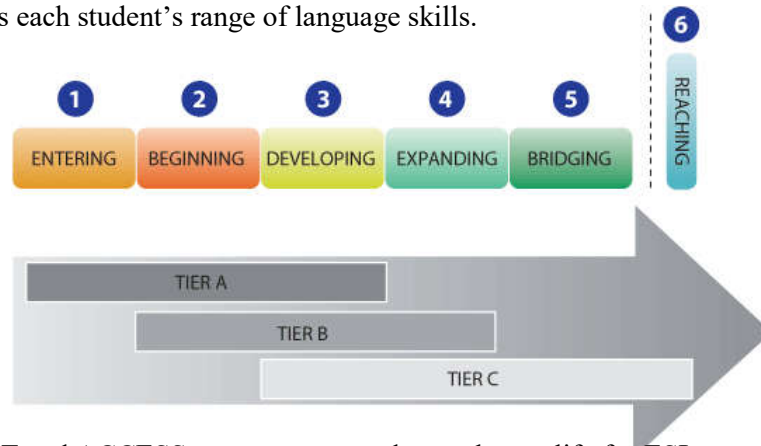
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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 17 English Learners and 19 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:

- 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, Fountas and Pinnell, DRA, 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 Assessment Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

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 3rd grade?

