

DISTRICT 129, MONTEVIDEO PUBLIC SCHOOLS

LOCAL LITERACY PLAN

Approved June 11, 2012 by Montevideo'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:

Montevideo Public Schools is currently using Treasures for grades K-3, a balanced literacy Houghton/Mifflin/Harcourt program to teach reading in kindergarten through grade 3. Scott Foresman / Finish Line curriculum is used for our English Learners instruction. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day with a 25 minute intervention period during which the classroom teacher and Title One personnel provide interventions. Our district utilizes Daily Five to guarantee each student the opportunity to participate in 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 classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. 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 the Accelerated Reader (AR) program which is a computerized program that tests basic reading comprehension. Students select books at 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 NWEA and FAST screening/benchmarking assessment throughout the course of the year. NWEA is used for benchmarking during the spring and the fall and FAST is used for screening fall, winter and spring and for weekly progress monitoring. Using this data, along with data from Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred for interventions. 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 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 Montevideo district is to assure 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 Montevideo's literacy program, please contact: Bill Sprung at (320) 269-6584 ext. 4225 or bsprung@montevideoschools.org

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.

PLC Teams 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 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.

Assessments:

Measures of Academic Progress (MAP) are used as benchmark assessments. They are adaptive tests used to measure student growth. The 2015 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	141	151.3	158.1
1	160.7	171.5	177.5
2	174.7	184.2	188.7
3	188.3	195.6	198.6
4	198.2	203.6	205.9
5	205.7	209.8	211.8
6	211.0	214.2	215.8
7	214.4	216.9	218.2
8	217.2	219.1	220.1
9	220.2	221.3	221.9
10	220.4	221.0	221.2
11	222.6	222.7	222.3

2011 Language Usage Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	174.5	184.9	189.7
3	189.4	196.8	200.0
4	198.8	204.4	206.7
5	205.6	209.7	211.5
6	212.3	213.9	215.3
7	214.0	216.5	217.6
8	216.2	218.1	219.0
9	218.4	219.7	220.4
10	218.9	219.7	220.1
11	221.5	222.1	222.1

FAST (Formative Assessment System for Teachers) is used for benchmarking and weekly screening. The target scores for each grade level are listed in the following charts.

Early Reading Subtests	Kindergarten Fall	Kindergarten Winter	Kindergarten Spring	First Grade Fall	First Grade Winter	First Grade Spring
Concepts of Print	8	11				
Onset Sounds	12	15				
Letter Names	21	42	48	41	54	
Letter Sounds	9	29	41	31	43	
Word Rhyming	6	13	14			
Word Blending		5	9	9	9	10
Word Segmenting		24	29	27	29	31
Nonsense Words		6	11	9	14	20
Sight Words 50		6	18			
Sight Words 150				20	48	64
Sentence Reading				18		
CBM Reading					39	70

FAST CBM Benchmarks are listed on the chart below.

CBM Reading	Metric	Fall	Winter	Spring
First Grade	Rate	21	39	70
Second Grade	Rate	64	87	105
Third Grade	Rate	95	115	129
Fourth Grade	Rate	122	135	148
Fifth Grade	Rate	135	149	159
Sixth Grade	Rate	144	155	166

FAST aReading (Adaptive Reading) Benchmarks are listed below.

aReading Grade	Metric	Fall	Winter	Spring
Kindergarten	Scaled Score	390	414	434
First Grade	Scaled Score	433	451	468
Second Grade	Scaled Score	464	479	484
Third Grade	Scaled Score	480	496	501
Fourth Grade	Scaled Score	496	506	512
Fifth Grade	Scaled Score	503	514	520
Sixth Grade	Scaled Score	512	518	524

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).

Within 10 days, following the assessment results, parents will receive a letter informing them of the assessment, results of the assessment, and 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 ask any questions for clarification. A list of potential supports that the parent 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 process is listed in the section 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, with one of the data points at the target score, 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 for interventions 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 or interventions will change to the students next area of targeted improvement.

Parent Communication and Involvement:

The district has developed a parent communication letter that will communicate 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.

Students, who are not meeting benchmark targets as indicated by the previously described assessment process, will be diagnosed for specific skill deficits using one or more of the following assessments: based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories.

Based on these diagnostic assessments, 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).

The purpose of providing additional time on task, through these intensive interventions, is to effectively accelerate student achievement to match grade level expectations.

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 within 10 school days.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited to conference with the student's teacher.
4. Additional explanation of the literacy program and supports will occur in the fall during parent/teacher conferences.
5. Parents of students receiving interventions will receive quarterly progress reports.
6. 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:

Phonemic awareness: www.starfall.com www.literacycenter.net www.abcya.com www.pbskids.org

Phonics: www.starfall.com www.english-zone.com

Fluency: www.starfall.com www.readingresource.net www.readingrockets.org

Vocabulary: www.starfall.com www.coolmath4kids.com (reading and spelling) www.readingresource.net www.readingrockets.org

Comprehension: www.english-zone.com www.readingresource.net www.readingrockets.org

Professional Development:

The Montevideo District has 10 early release days available for Professional Development.

Based on student performance data, the District has determined small group instruction within the PLCs will be a Professional Development focus for the 2016-2017 school year.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- PRESS Training
- Mentoring

The Montevideo district is a member of the Minnesota River Valley Education District (MRVED). The eight districts of the MRVED collaborate on curriculum review and development and professional development. There is a six year Curriculum Review and Development cycle that is adhered to by member districts. The purpose of the best practices meetings are as follows:

- Prepare the Best Practice team members to lead the curriculum review and development process in their district.
 - Mapping of standards
 - K-12 alignment of standards
 - Tasks as listed on the review cycle
 - Data driven instruction
 - Development of assessments
 - Encourage professional networking with educators from other districts and look for opportunities to collaborate.
 - Read and discuss current research to increase student achievement in the content area.
 - Learn about new instructional strategies and /or technology along with approaches for classroom implementation.
 - Capitalize on opportunities to bring in specialists.

MRVED Staff assist our district with both horizontal and vertical alignment of curriculum, as well as the development of pacing guides.

Continuing in 2016-2017, the MRVED districts will have four common professional development days each year. These days will allow for focused work on disaggregating and using data to plan instruction, aligning curriculum to current state standards, assuring mastery of the standards at the appropriate cognitive levels, and providing content specific learning opportunities based on the needs of the member districts.

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.

Multi-Tiered Systems of Support:

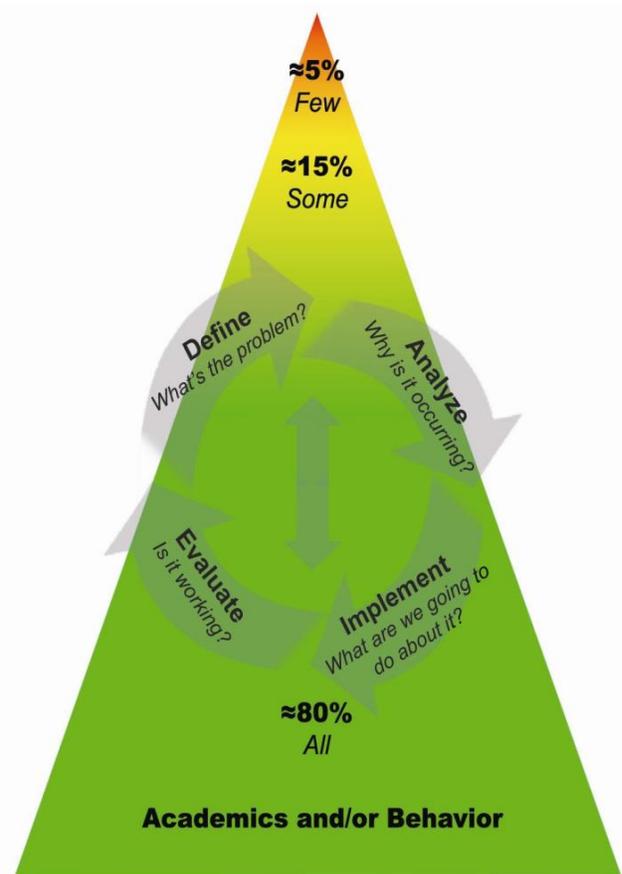
A Model of School Supports and the Problem Solving Process

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 core instruction delivered by the classroom teacher using the district's reading curriculum. 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).

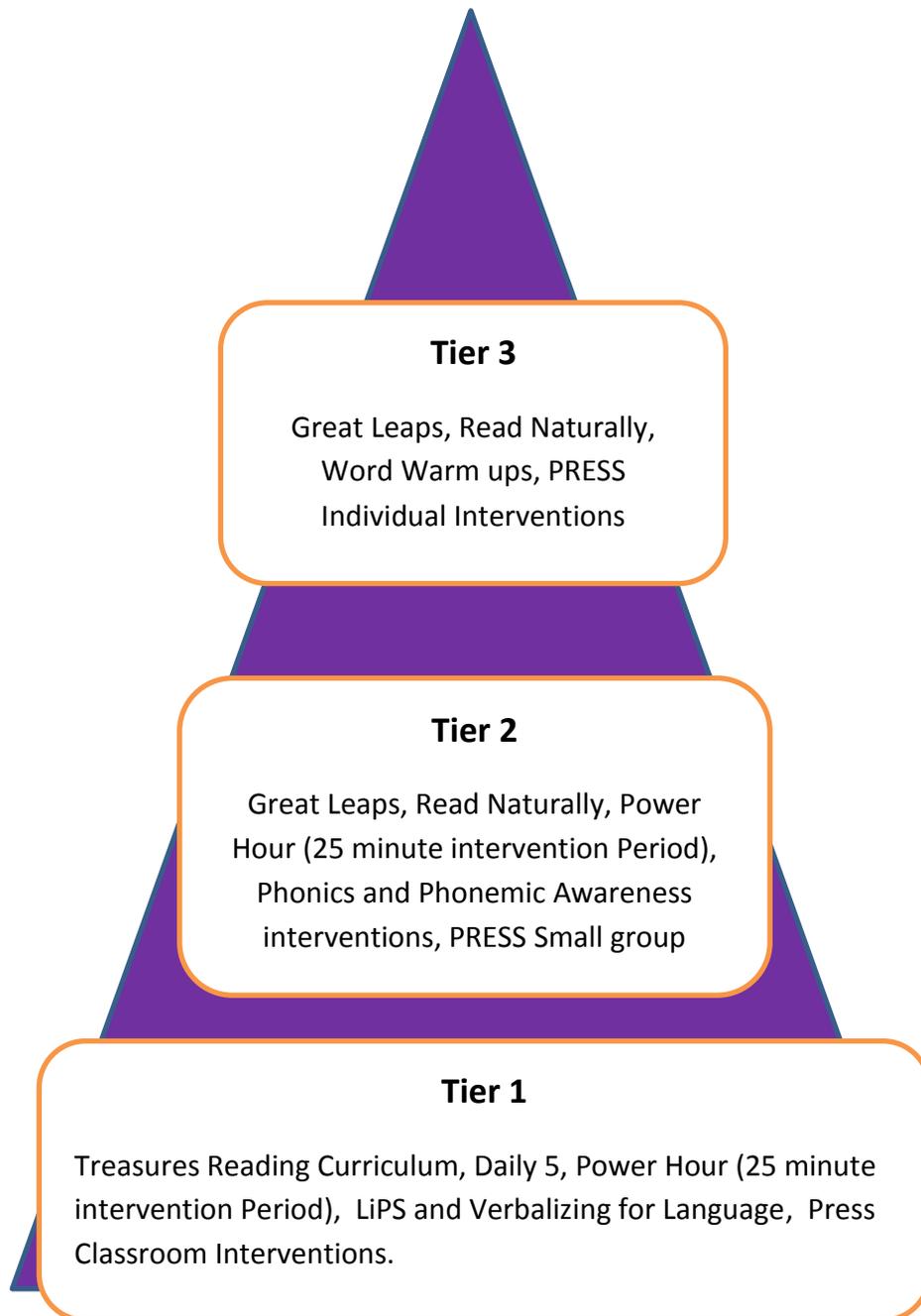
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support. Students receiving Special Education services are included at this level.

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 also demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

Scientifically-Based Reading Instruction:

The scientifically-based reading curriculum Montevideo 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.

Research-Based Interventions



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:

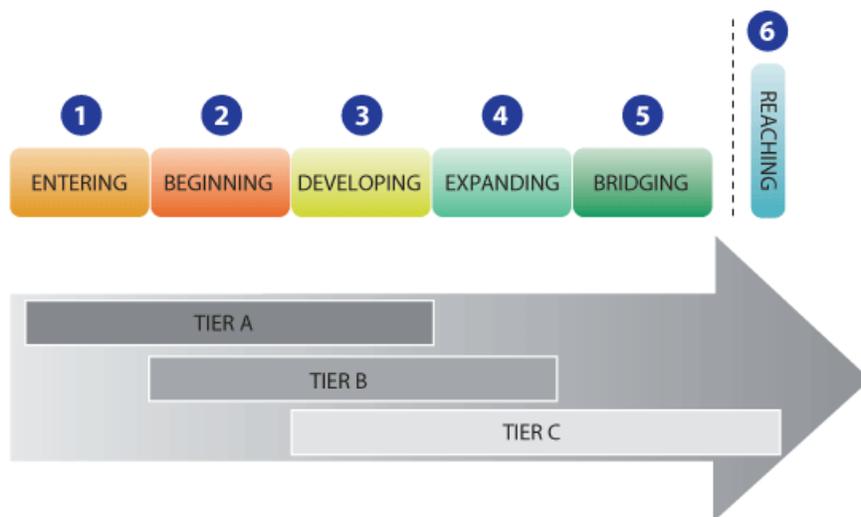
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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.

In 2012, this district has 5.1% English Learners and 166 students that are non-white. The number of non-white English Learners has increased since then. 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)
- Integration Activities: Facilitator seminar
- 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 specifically with ELs. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: AIMS web, 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 Literacy Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

In regard to Professional development, the MRVED plans and facilitates five workshops throughout the year for teachers who work with ELs. Each district sends their ESL instructor(s) and depending on the content of the day, other teachers and/or paraprofessionals. These workshops follow the previously mentioned MRVED Best Practices format. This format breaks the day into two parts: one part of the day is focused on professional development, which will build the capacity of the workshop participants. Each year ESL instructors develop a list of potential topics that are identified as areas of need through looking at student data.

The second part of the day is a facilitated discussion format. The facilitated discussion portion of the day includes a research component, sharing best practices, challenges and potential solutions, data driven decision making, developing an effective parent program, etc. This part of the day is dedicated to strengthening the districts' ability to meet the needs of ELs and their families. Each district will identify areas needing improvement and develop an annual plan to meet the identified needs. In the areas where there are common needs, the MRVED staff facilitates activities to meet those needs. As is the tradition of MRVED staff development, instructors will have "homework" and will be asked to provide evidence that what they are learning is being put to use in the district and classroom. This evidence will include sharing of student work.

For the 2011-2012 school year, the focus of these workshops included implementing the WIDA standards (the sole focus of one meeting, plus addressed at all of the others), collecting and using data, technology implementation, and implementing best practices using research on what works with ELs, especially within content areas. Parent involvement is another area of emphasis that was addressed.

Studies show that newsletters can be an effective way to provide educational information. Some of the benefits include convenience, ability to save past issues for future reference, and timely, relevant information. Often times, small adjustments in teaching by a mainstream teacher can make significant differences for ELs. Mainstream teachers are bombarded by staff development opportunities, so if they don't have many ELs in their classrooms, they may choose another professional development opportunity over the courses being taught on strategies for ELs. The newsletter serves both as an introduction to strategies for working with ELs and also a follow-up. As a follow-up it provides consistent reinforcement of strategies already learned. The newsletters also provide a spring-board for discussions on how to better serve our EL population.

