

ISD 581, Edgerton Public Schools
Local Literacy Plan

2019-2020

Elementary Principal: Keith Buckridge

DISTRICT 581, EDGERTON PUBLIC SCHOOLS LOCAL LITERACY PLAN

Approved June 18, 2019 by Edgerton 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:

Our district currently uses Guided Reading and Daily Five to help instruct our students in reading. Included in this program will be read to self, read to someone, work on writing, listen to reading, and word work. To support the teachers in Guided Reading and Daily 5, our district has a large series of leveled readers that will be in a self-contained library that will include a variety of fiction and nonfiction reading materials. Teachers will deliver the instruction using the Daily 5 format. Each classroom will also have their own reading center where students can enjoy books and other resources selected by their classroom teacher.

All K-3 students will receive classroom reading instruction for a minimum of 90 minutes each day plus an additional 30 minutes of RTI intervention reading time for our lowest three students per classroom. 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 (with the help of the librarian and classroom teacher), read independently at school or home, and when ready take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level. Students have goals set for each month that they try to surpass.

All students in grades K-3 are given the FAST (Formative Assessment System for Teachers) screening/benchmarking assessment three times throughout the course of the year, in fall, winter, and spring. This was our first year with FAST and will have comparison data in the future. 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 weekly, and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to Tier III intervention. The district also includes a literacy tutor from MN Reading Corps that work with students that are on the fringe of meeting the standards. Students not showing adequate growth will then be referred to special education services. Parents are kept informed of their child's progress at every step of the process.

The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by their teachers. Students read a selection (or selections) and then retell what they have read to the examiner and as the levels increase so does the difficulty level for each selection. The DRA is administered to all students in Gr. 1-3 during a testing window in September and again in May. It may be administered at other times during the school year, especially at mid-year, so that

teachers can track student progress. Teachers use DRA results, along with the results of other assessments, to determine whether students are reading on, above, or below grade level. By knowing student DRA levels, teachers can plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match students' instructional levels and provide appropriate instruction to challenge them.

The goal of the Edgerton district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts 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 Edgerton literacy program, please contact: Keith Buckridge at (507) 442-7881 or kbuckridge@edgertonpublic.com

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.

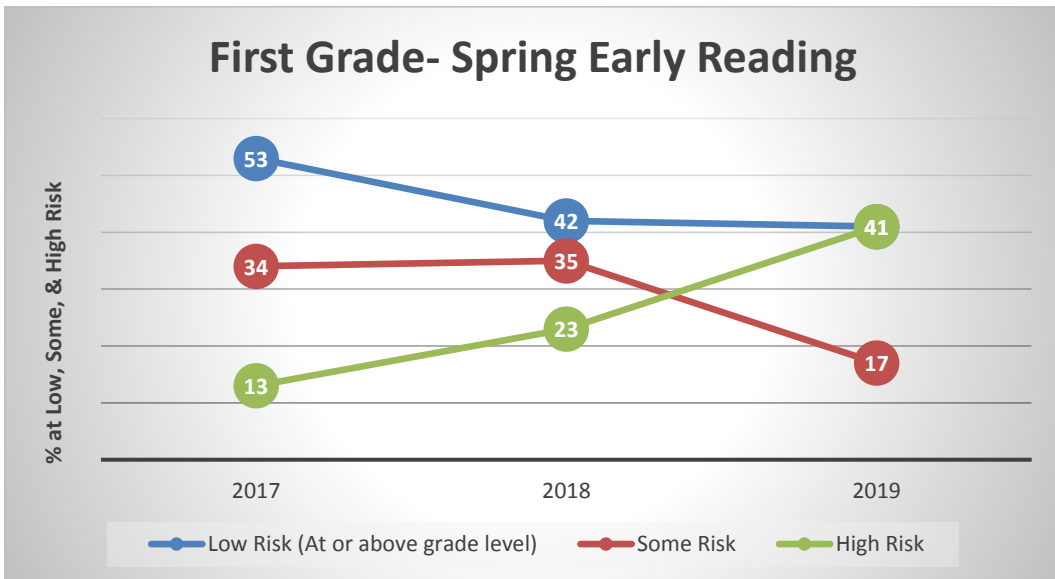
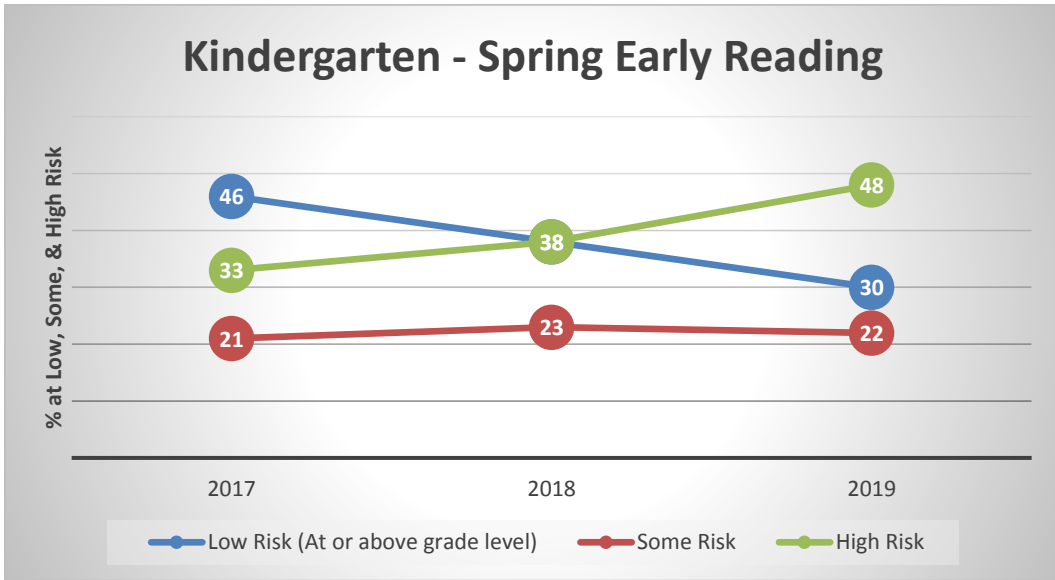
The Data Collection Team reviews annually the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

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

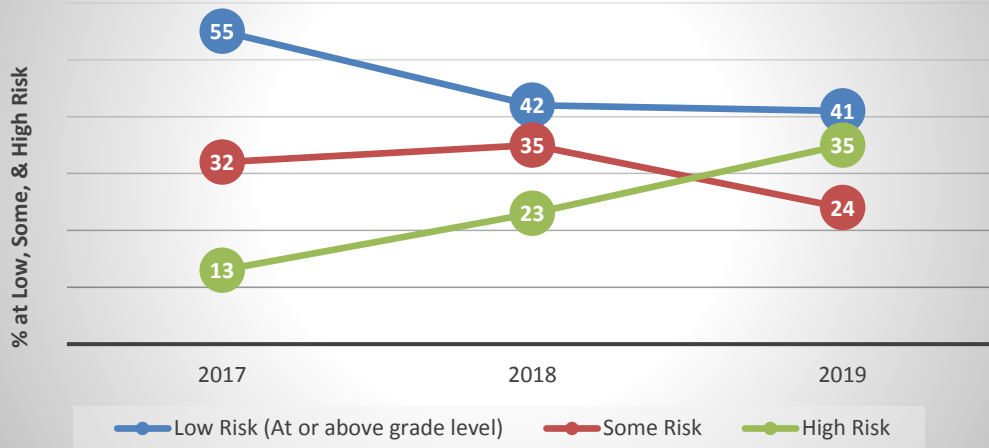
Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

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.

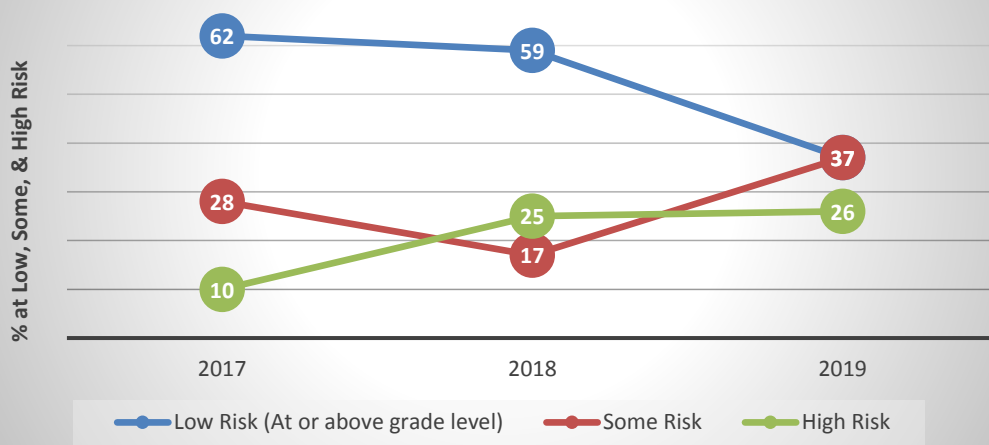
K-3 FAST DATA



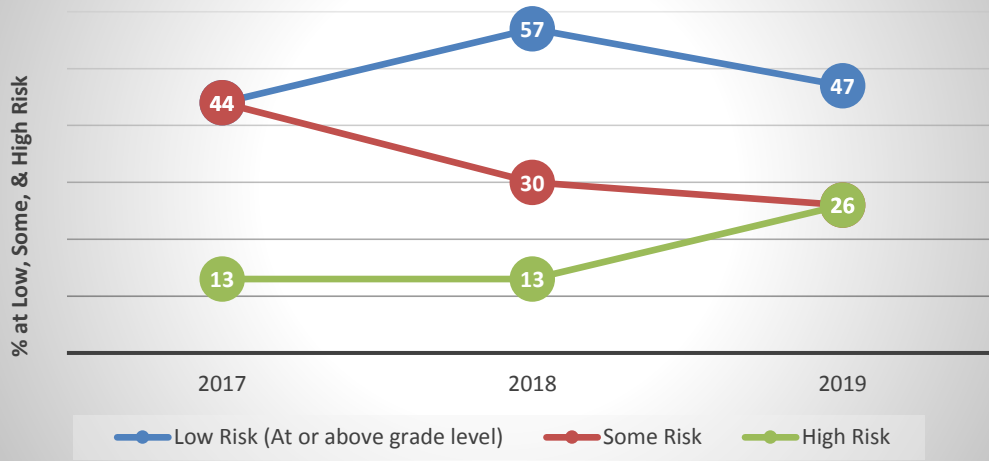
First Grade- Spring CBMR



Second Grade- Spring CBMR



Third Grade- Spring CBMR



PROCESS OF ASSESSMENT:

Our Data Team will administer the screening and diagnostic assessments listed below.

Measures of Academic Progress include FAST, DRA and STAR testing for Primary Grades are used as benchmark assessments. They are adaptive and sequential tests used to measure student growth.

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

Kindergarten FAST Assessments		
Fall FAST [Target Score]	Winter FAST [Target Score]	Spring FAST [Target Score]
Early Reading (34)	Early Reading (52)	Early Reading (65)

First Grade FAST Assessments		
Fall FAST [Target Score]	Winter FAST [Target Score]	Spring FAST [Target Score]
Early Reading (34)	Early Reading (55)	Early Reading (68)
CBMR (33)	CBMR (73)	CBMR (96)

Second Grade FAST Assessments		
Fall FAST [Target Score]	Winter FAST [Target Score]	Spring FAST [Target Score]
CBMR (85)	CBMR (115)	CBMR (130)

Third Grade FAST Assessments		
Fall FAST [Target Score]	Winter FAST [Target Score]	Spring FAST [Target Score]
CBMR (118)	CBMR (140)	CBMR (154)

Based on FAST, DRA, and STAR testing, 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 3-6 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 3 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 3 data points on or above the aim line.
- D. Refer the student to the problem-solving team if the student has 3 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 located on our school webpage. 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. In the beginning of the year parents will receive information of the district's grade level power standards. This will include an explanation of entrance and exit criteria for students into Title and Reading Corp who are 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. FAST Assessment results will be provided to parents within 30 school days.
3. An additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
4. Parents of students receiving interventions will receive progress reports 3 times per year.
5. All parents will receive a parent letter with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments. This will be done through our Parent Connection that is sent home via email monthly.

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:

5 Pillars of literacy

Phonemic awareness

One of the best predictors of reading success. It is the ability to hear, identify and manipulate phonemes—the smallest unit of sound.



Phonics

Is the link between hearing the sounds and matching them to letters. It is a teaching approach used to master decoding the written word. It requires systematic, explicit instruction.



Vocabulary

a strong vocabulary helps kids to think and understand more deeply. The more they understand word meanings, the better their comprehension.



Fluency

Fluency directly impacts comprehension. It is the ability to read accurately, quickly & expressively.



Comprehension

The sum of all 4 pillars it is the ultimate goal for readers. If we can extract meaning from a text and think critically about it, we comprehend.

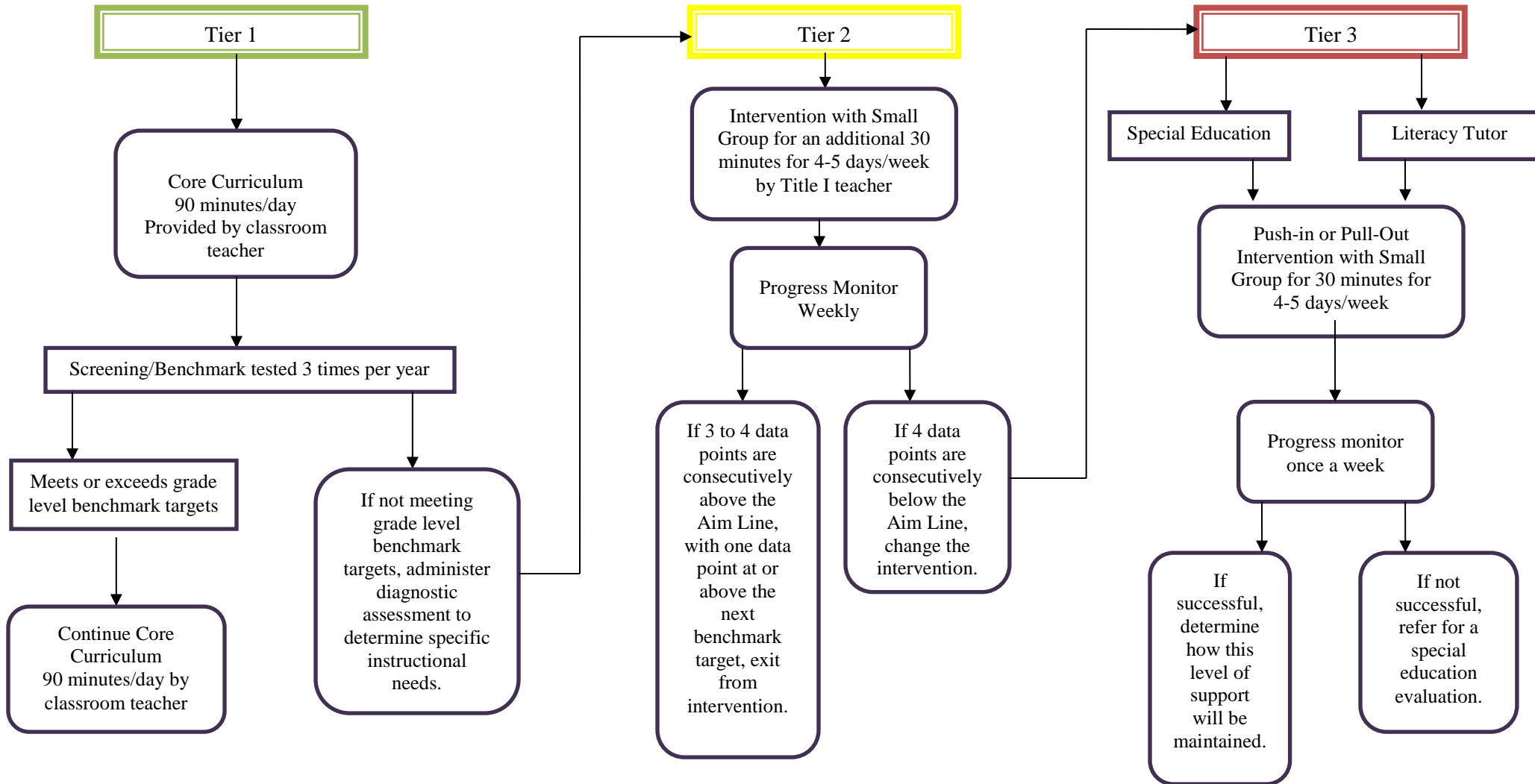


These 5 components lead to the highest chance of reading success.

NRP-2000

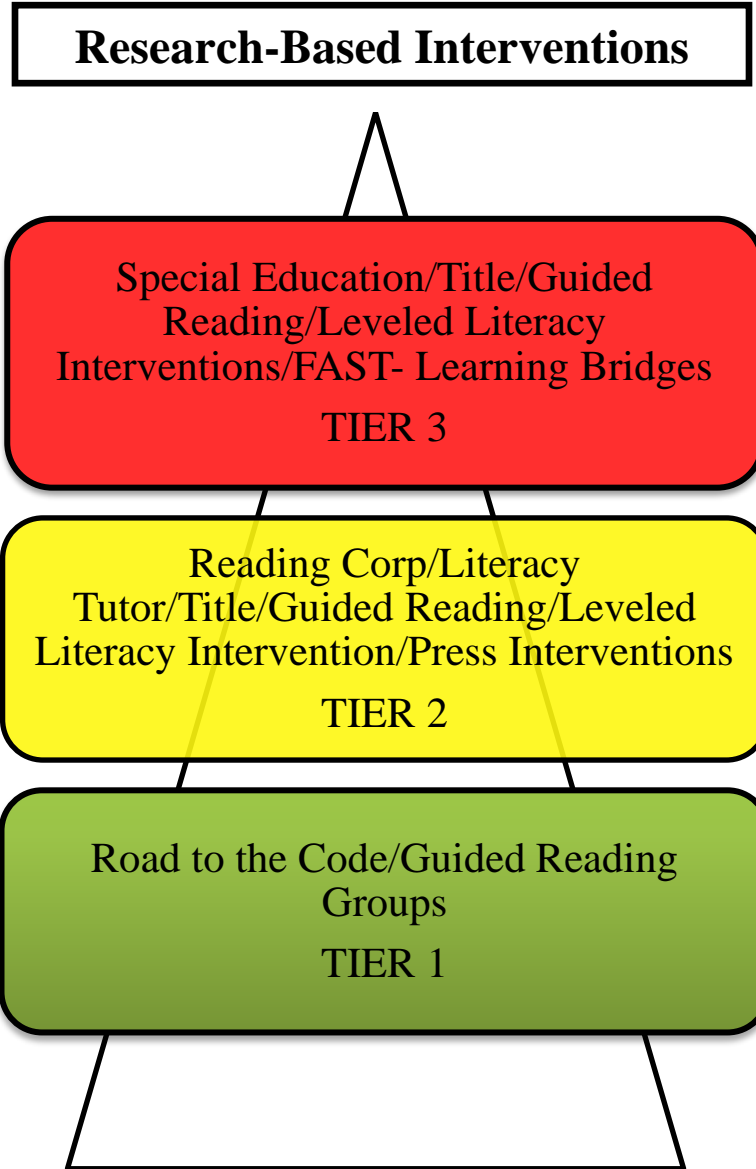


Level of Supports



SCIENTIFICALLY-BASED READING INSTRUCTION:

The scientifically-based reading program Edgerton uses is Guided Reading with the Daily 5 Framework. The supplemental curriculum Edgerton 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 Edgerton District has been implementing Guided Reading and Daily 5 for all of our K-5 classrooms. We will continue to support that through PD time as needed for the staff.

Professional Development is provided through:

- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Outside Resources/Consultants
- Continuous Improvement Team
- Mentoring

Annually, 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 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:

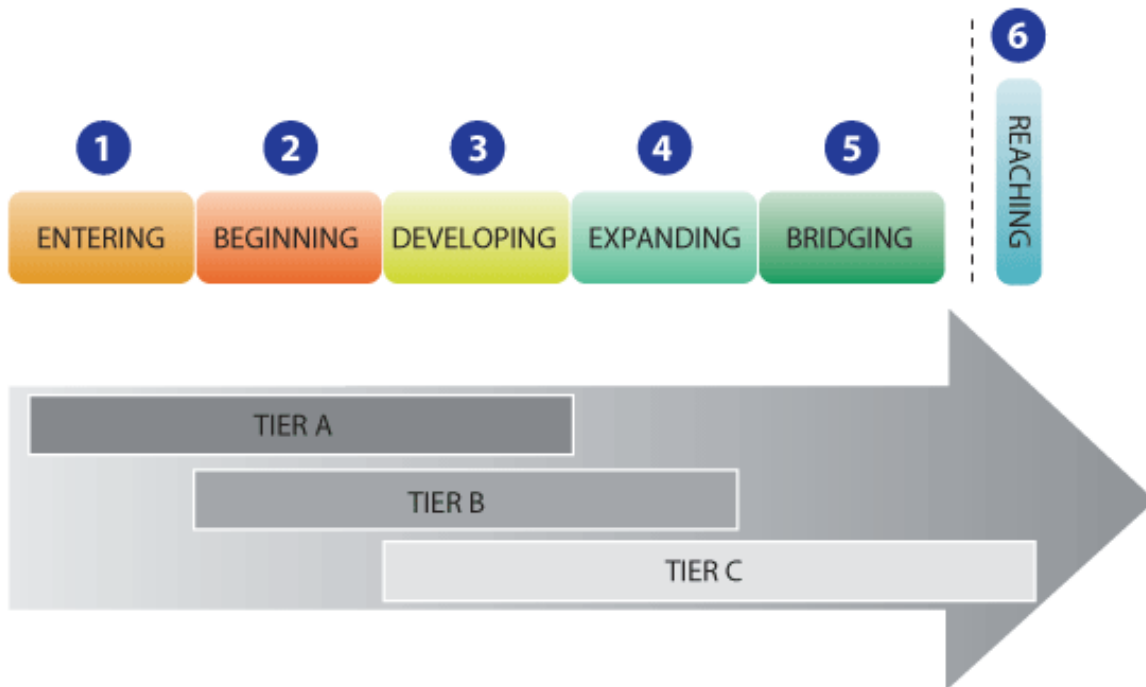
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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 Pre-K through grade 12 has 26 English Learners and 61 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:

- ESL teachers take on trainer/coaching roles with regular education teachers
- 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: FAST 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 Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

See data submission from MDE for grade 3-11.