

DISTRICT 2853, LAC QUI PARLE VALLEY DISTRICT LOCAL LITERACY PLAN

Approved May 29, 2012 by Lac qui Parle Valley's Board of Education
Updated June 21, 2016

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

District Goal: 90% of students will “read on grade level” by the end of 3rd grade.

Literacy Plan Summary:

Our district is currently using Literacy By Design, a balanced literacy, program to teach reading in kindergarten through grade 4. Included in this program are: guided reading, read alouds, shared reading, modeled reading, interactive reading and independent reading, vocabulary and oral language. Daily 5 and Daily Café' are used to support Literacy By Design. 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-4 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. 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 Kindergarten are given the STAR Early Literacy and 1-4 graders are given the STAR Reading monthly during the school year. Using this data, along with data from Rigby and Wright Group Bench Marks, Observational Survey (OS), STAR testing 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. At risk student's progress is monitored regularly (daily, weekly, or as needed) and if the intervention selected is not working, another intervention is selected and implemented. Interventions include MN Reading Corp, TAT, one-on-one or small group instruction with reading specialists. 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 Lac qui Parle Valley district is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level and that 90% of students will “read on grade level” by the end of 3rd grade. 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-4 Literacy Plan that follows this summary. For those who are interested in learning more about Lac qui Parle Valley's literacy program, please contact: __Mr. Kipp Stender_ at _(320)289-1114, 320-598-7528_(phone) or kstender@lqpv.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, 4. 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 District Literacy 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 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.

LqPV 3rd Grade Proficiency Trends MCA Reading

Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2011	78.4%	47,201	60,177
2012	80.3%	49,672	61,841
2013	57.4%	36,261	63,213
2014	58.2%	36,738	63,074
2015	58.9%	37,894	64,372

Lac qui Parle Valley School Dist.

Year	Percent Proficient	Number Proficient	Number Tested
2011	87.7%	57	65
2012	72.9%	43	59
2013	55.7%	34	61
2014	69.0%	40	58
2015	39.7%	23	58

Assessment

STAR Reading and STAR Early Literacy is used as a screening/benchmark assessment. Scale Scores are used with STAR Early Literacy and STAR Reading. The target scores for each grade level are listed below:

Kindergarten	Scale Score	500
1st grade	GE	170
2nd grade	GE	270
3rd grade	GE	370

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: Rigby and Wright Group Benchmarks, observation survey and curriculum based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories. Our reading curriculum, Literacy By Design is correlated to Fountas-Pinnell.

The following table denotes the grade-level correlation between Reading Recovery, 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	
	3	C	3		
4	4		PrePrimer 2		
5	D	6			
6		E	8	Preprimer 3	
7	F		10		
8		G	12	Primer	
9	H		14		
10		I	16	Grade 1	
11	J & K		20		
12		L & M	28	Grade 2	
13	200-299				
Grade 1	14	J & K	20	Grade 2	300-399
	15		28		400-499
Grade 2	16	L & M	20	Grade 2	300-399
	17		28		400-499

Grade 3	22	N	30	Grade 3	500-599
					34
	24	O & P	38		
Grade 4	26	Q / R / S	40	Grade 4	700-799
Grade 5	28	T / U / V	44	Grade 5	800-899
Grade 6	30	W / X / Y		Grade 6	900-999
Grade 7	32	Z		Grade 7	1000-1100
Grade 8	34	Z		Grade 8	

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 will be available to parents 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 they may have. 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 on a monthly basis using STAR Reading. 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 is 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:

When interventions are needed parents are contacted and a communication letter that will communicate the state-identified grade-level standards and how their child is progressing toward meeting these standards is. 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: Rigby and Wright Group benchmarks, curriculum based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories and STAR tests.

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. (Handout)
2. Parents of students who need supplemental instruction will be informed by the district that their student is eligible to receive these services.
3. Additional explanation of the literacy program and supports will occur in during fall parent/teacher conferences.
4. Parents of students receiving interventions will receive progress reports.
5. All parents will receive information at least three times a year with suggestions on how to help strengthen their child's literacy skills.
6. 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:

Professional Development:

The Lac qui Parle Valley District has built in late starts or early outs available for Professional Development.

Implementing our new curriculum, Literacy By Design will be the Reading/Literacy Professional Development focus for the 2013-2014 school year.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer Coaching
- Curriculum Training from Company Representative
- Outside Resources/Consultants
- Mentoring

The Lac qui Parle Valley 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 districts with both horizontal and vertical alignment of curriculum, as well as the development of pacing guides.

Beginning in the fall of 2012, 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

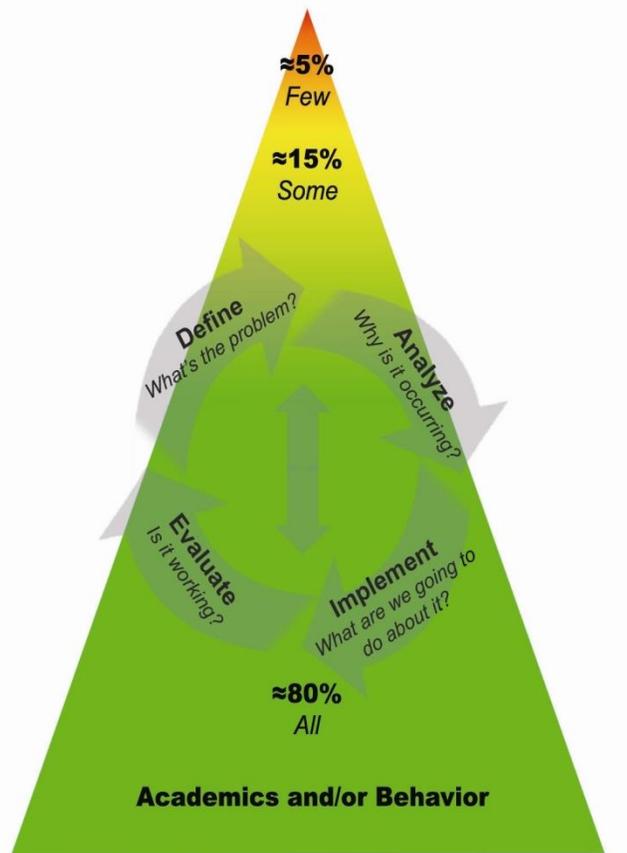
ACADEMIC SYSTEMS

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.

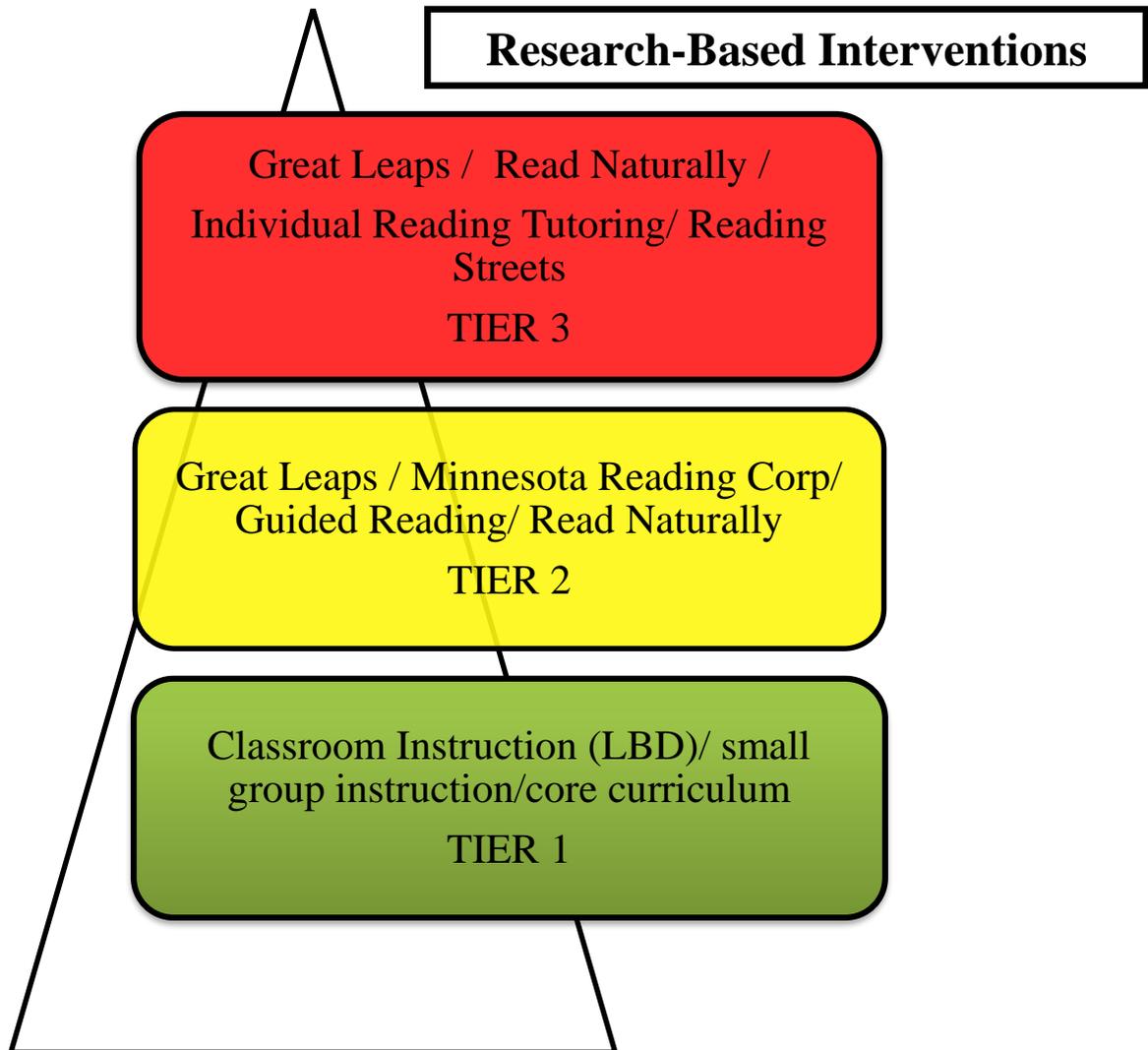
Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s).

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 Lac qui Parle Valley uses is Literacy By Design 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.



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:

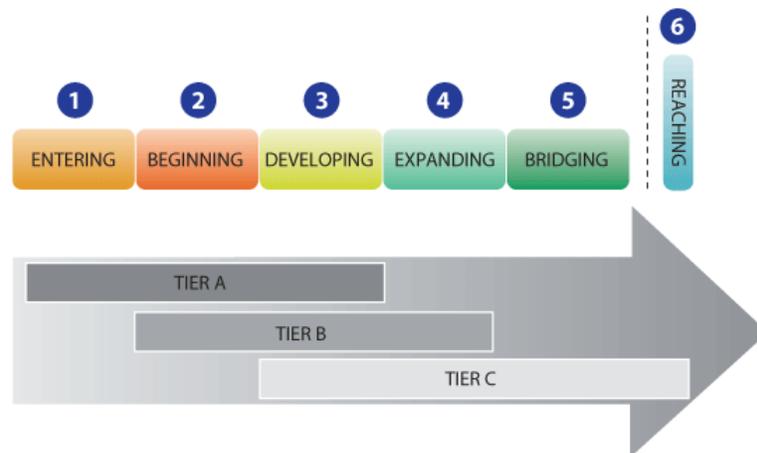
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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 a student population consisting of 4% EL and 24% non-white, 15% special education and 44% free and reduced lunch . 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:

- Peer observations
- Title III Activities: Parent informational supper
- Integration Activities: lyceums, artist in residence,
- 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:, Iowa Test of Basic Skills, STAR test 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 District 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 2013-2014 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.

Post Assessment Methods and Data for Commissior

