ISD 2184
Luverne Public Schools

Local Literacy Plan

2023-2024

Elementary Principal: Stacy Gillette

DISTRICT 2184, LUVERNE PUBLIC SCHOOLS LOCAL LITERACY PLAN

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 Wonders, a basal program to teach reading in kindergarten through grade 3. Included in this program are components for guided reading instruction, working with words, independent reading, and learning centers. 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 60 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 Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Students select books from 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 FastBridge screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from STAR Reading Assessments, 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, at least every two weeks depending on grade level, 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 Luverne 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 Luverne's literacy program, please contact: Stacy Gillette at 507-283-4497 or s.gillette@isd2184.net.

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.

Each grade level team in conjunction with the district's RtI coordinator 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 closing the achievement gaps. Best practices will be shared.

Interventions are provided through the RtI program. Students receive small group instruction during Power Hour. Group instruction focuses on phonemic awareness, phonics, fluency, and comprehension/vocabulary.

PROCESS OF ASSESSMENT:

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

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

Kindergarten FastBridge Assessments		
Fall Assessment Name [Minimum Target Score]	Winter Assessment Name [Minimum Target Score]	Spring Assessment Name [Minimum Target Score]
Letter Sounds [3]	Letter Sounds [26]	Letter Sounds [41]
Letter Names [14]	Onset Sounds [16]	Word Segmenting [30]
Onset sounds [11]	Word Segmenting [25]	Nonsense Words [12]
Concepts of Print [7]	Nonsense Words [6]	Sight Words [13]
Early Reading Composite Score [32]	Early Reading Composite Score [50]	Early Reading Composite Score [64]

First Grade FastBridge Assessments		
Fall Assessment Name [Minimum Target Score]	Winter Assessment Name [Minimum Target Score]	Spring Assessment Name [Minimum Target Score]
Word Segmenting [28]	Word Segmenting [31]	Word Segmenting [32]
Nonsense Words [10]	Nonsense Words [17]	Nonsense Words [22]
Sight Words [16]	Sight Words [49]	Sight Words [65]
Sentence Reading [12]	CBMReading [37]	CBMReading [66]
Early Reading Composite Score [33]	Early Reading Composite Score [52]	Early Reading Composite Score [66]

Second Grade Assessments		
Fall Assessment Name [Minimum Target Score]	Winter Assessment Name [Minimum Target Score]	Spring Assessment Name [Minimum Target Score]
FastBridge - CBM Reading [56]	FastBridge - CBM Reading [84]	FastBridge - CBM Reading [101]
FastBridge - aReading [469]	FastBridge - aReading [481]	FastBridge - aReading [490]
STAR Reading- Scaled Score- 182	STAR Reading- Scaled Score- 230	STAR Reading- Scaled Score- 913

Third Grade Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
FastBridge - CBM Reading [87]	FastBridge - CBM Reading [110]	FastBridge - CBM Reading [125]
FastBridge - aReading [490]	FastBridge - aReading [498]	FastBridge - aReading [503]
STAR Reading- Scaled Score- 323	STAR Reading- Scaled Score- 360	STAR Reading- Scaled Score- 963

Students who do not meet the target score as listed above will undergo further diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading. These students will receive small group or class wide interventions based on additional FastBridge data.

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 during fall parent/teacher conferences to discuss 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 bi-weekly in kindergarten through 3rd grade and analyzed monthly. 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 district goal.
    D. Refer the student to the intervention 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 district goal.
    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 district goal, 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. An explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district will be sent home with each student at the beginning of the year. 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. (Title Compact)
2. Assessment results will be provided to parents at fall conferences and subsequent report cards.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services.
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 progress reports each trimester.

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:

http://www.readingrockets.org/teaching/reading101/phonemic/

http://www.sedl.org/pubs/sedl-letter/v14n03/3.html

http://www.readwritethink.org/professional-development/professional-library/phonemic-awareness-teaching-reading-20977.html

Phonics:

http://www.projectpro.como/ICR/Research/Phonics/Summary.htm

http://www.readingrockets.org/article/254/

Fluency:

http://www.auburn.edu/~murraba/fluency.html

http://www.readingrockets.org/article/c59/

Vocabulary:

http://www.vtaide.com/png/ERIC/Vocab-Comprehension.htm

http://www.readingrockets.org/article/9943/

http://www.learningpt.org/pdfs/literacty/vocabulary.pdf

Comprehension:

http://www.reading.org/Resources/ResourcesByTopic/Comprehension/Overview.aspx

http://www.readingrockets.org/articles/12376
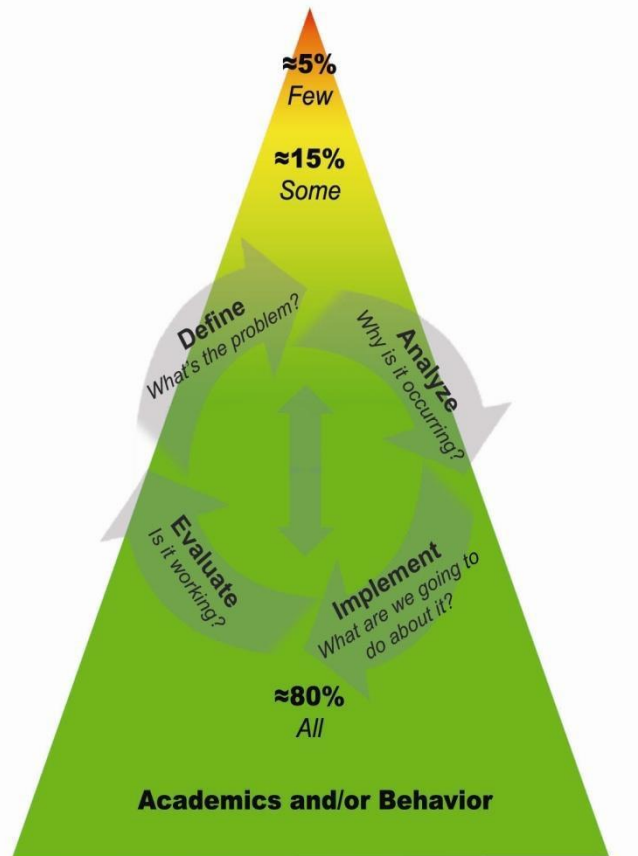
MULTI-TIERED SYSTEMS OF SUPPORT:

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.*

≈5%
Few

≈15%
Some

Define
What's the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do about it?

≈80%
All

Academics and/or Behavior

The first level of support occurs in the classroom with 60 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 smallgroups, according to the needs of their diverse learners. Using data from FastBridge or assessments related to Standards Based Reading outcome, teachers identify students which require curricular enhancements for acceleration. Each teacher is scheduled 20 to 30 minutes of time to provide interventions. Teachers administer progress monitoring on a 2 week or 3 week schedule to measure the impact of the intervention and revise interventions as needed. The progress monitoring is recorded in the FastBridge system or through the district online gradebook if the measure is related to a Standards Based Grading outcome.
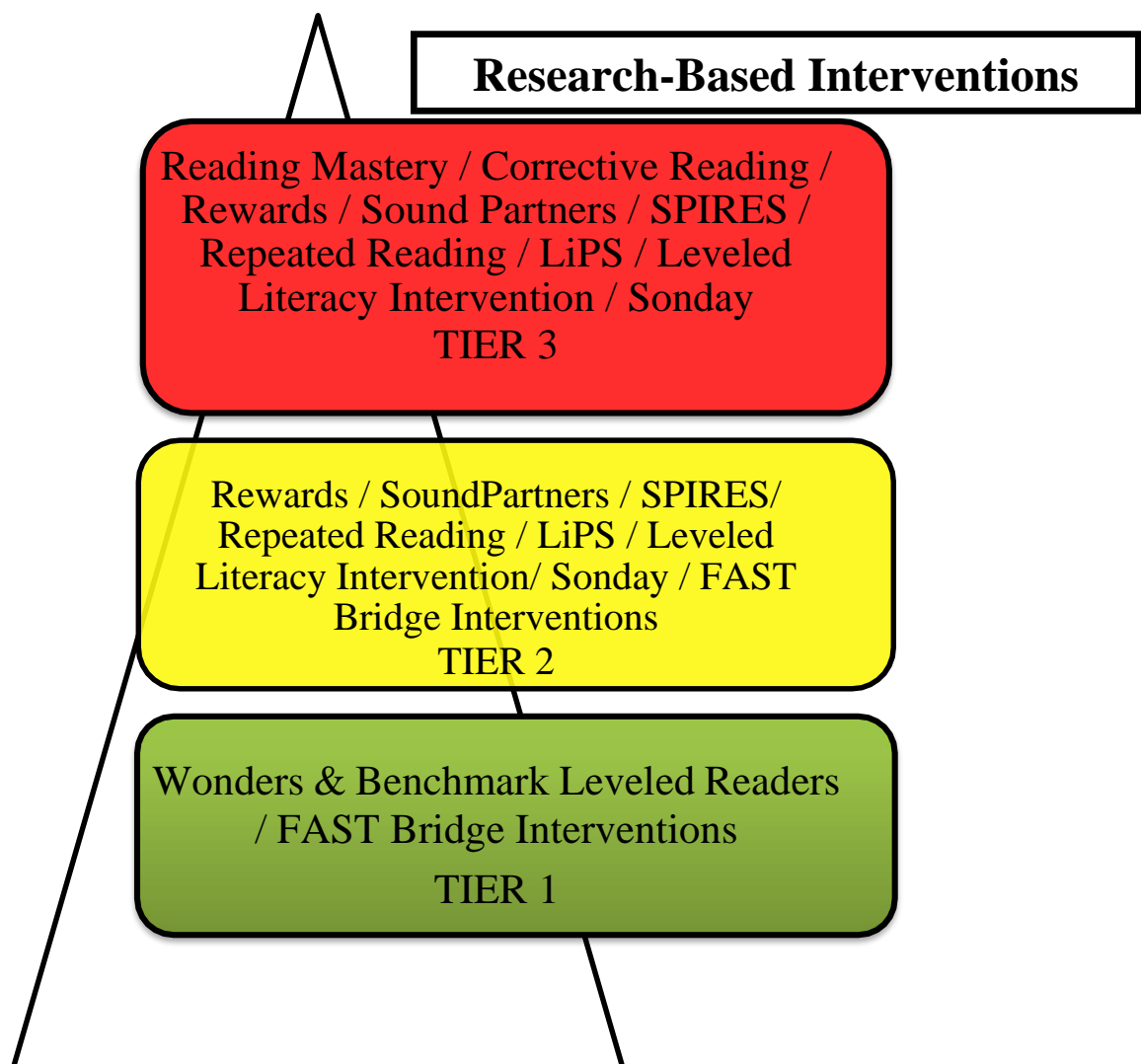
Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the RtI coordinator and the Title I teacher with the help of classroom teachers and paraprofessionals. Small group and one-on-one interventions will be provided 4-5 times per week for 20-30 minutes.

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 Luverne uses is Reading Street which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our learners.

Research-Based Interventions

Reading Mastery / Corrective Reading / Rewards / Sound Partners / SPIRES / Repeated Reading / LiPS / Leveled Literacy Intervention / Sonday
TIER 3

Rewards / SoundPartners / SPIRES / Repeated Reading / LiPS / Leveled Literacy Intervention / Sonday / FAST Bridge Interventions
TIER 2

Wonders & Benchmark Leveled Readers / FAST Bridge Interventions
TIER 1

PROFESSIONAL DEVELOPMENT:

The Luverne District has 6 days available for Professional Development. Based on student performance data, the district has determined ongoing job-embedded professional development will be the focus for the teaching staff.

Professional Development is provided through:
- Grade-Level Collaboration Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Basal Training from Company Representative
- Outside Resources/Consultants
- Intervention 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 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.
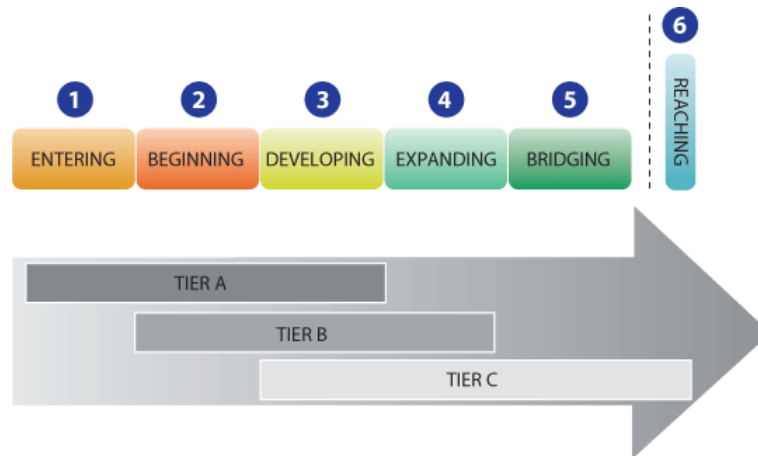
Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district has 27 English Learners. 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
- Outside expert comes in to train staff – as needed
- 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: FASTBridge 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 Data Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

The Literacy Plan will be reviewed and submitted for school board approval on an annual basis. The plan will be posted on the district's website. An annual data report will be submitted to MDE including the composite scores for grades K and 1 as well as the CBM Reading for grades 2 and 3.

Current data can be viewed at this [link](#).

FEEDBACK:

For those who are interested in learning more about Luverne's literacy program, please contact: Stacy Gillette at 507-283-4497 or s.gillette@isd2184.net.

Tier 1

Core Curriculum
90 minutes/day
Provided by classroom teacher

Screening/Benchmark tested 3 times per year

Meets or exceeds grade level benchmark targets

Continue Core Curriculum
90 minutes/day by classroom teacher

If not meeting grade level benchmark targets, administer diagnostic assessment to determine specific instructional needs.

Tier 2

Intervention with Small Group for 30 minutes for 3-4 days/week

Progress Monitor Every Two Weeks

If 3 to 4 data points are consecutively above the local goal, exit from intervention.

If 4 data points are consecutively below the Aim Line, change the intervention.

Tier 3

Special Education

Intensive Interventions with 1-2 students

Push-in or Pull-Out Intervention with Small Group for 30 minutes for 4-5 days/week

Progress monitor weekly

If successful, determine how this level of support will be maintained.

If not successful, refer for a special education evaluation.