

ISD 2895, Jackson County Central  
Public Schools Local Literacy Plan

2017-2018

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# **DISTRICT 2895, JACKSON COUNTY CENTRAL PUBLIC SCHOOLS LOCAL LITERACY PLAN**

Approved June 27<sup>th</sup> 2017 by JCC 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 is currently using Journeys, a Houghton-Mifflin (balanced literacy, basal, literature-based) program to teach reading in kindergarten through grade 3. Included in this program are components for 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. 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. 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.

The goal of the Jackson County Central 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 district's curriculum is aligned with the state standards to ensure that the standards are taught.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Jackson County Central's literacy program, please contact: Joel Timmerman, 507-847-5963 or Tammy Timko, 507-662-6218.

## **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 Pleasantview and Riverside Teams annually review the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the state 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 are implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

Options: Daily Five, high fidelity to Journeys, visual phonics, differentiated instruction, RTI and small group, and RTI (What I Need - WIN Time).

## **PROCESS OF ASSESSMENT:**

Reading teachers as well as classroom teachers will administer the screening and diagnostic assessments listed below.

JCC implements FASTBRIDGE assessments for all students K-3. Benchmarks are established by using aReading at the beginning of the year and students are progress monitored throughout the year through the progress monitoring component of FAST. Students are then assessed in the winter and spring to ensure continued progress.

Students who do not meet the target score 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: Diagnostic assessments from basal-series or Qualitative Reading Inventory.

The following table denotes the grade-level correlation between Reading Recovery, Fountas and Pinnell, DRA, Basal Equivalent, and Lexile Levels:

Grade Level	Scholastic/Fountas Pinnell Guided Reading	Basal Equivalent	Lexile Levels
Kindergarten	A	Readiness	
	B	PrePrimer 1	
	C	PrePrimer 2	
Grade 1	D	Preprimer 3	
	E	Primer	
	F		
	G	Grade 1	
	H		
	I		
Grade 2	J & K	Grade 2	
	L & M		400-499
Grade 3	N	Grade 3	500-599
	O & P		600-699
Grade 4	Q / R / S	Grade 4	700-799
Grade 5	T / U / V	Grade 5	800-899
Grade 6	W / X / Y	Grade 6	900-999
Grade 7	Z	Grade 7	1000-1100
Grade 8	Z	Grade 8	

Based on these diagnostic assessments (Journey’s Diagnostic Assessment and QRI-5), 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. (Handout)
2. Assessment results will be provided to parents in a timely manner.
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 progress reports.
6. All parents will receive with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.

# MULTI-TIERED SYSTEMS OF SUPPORT:

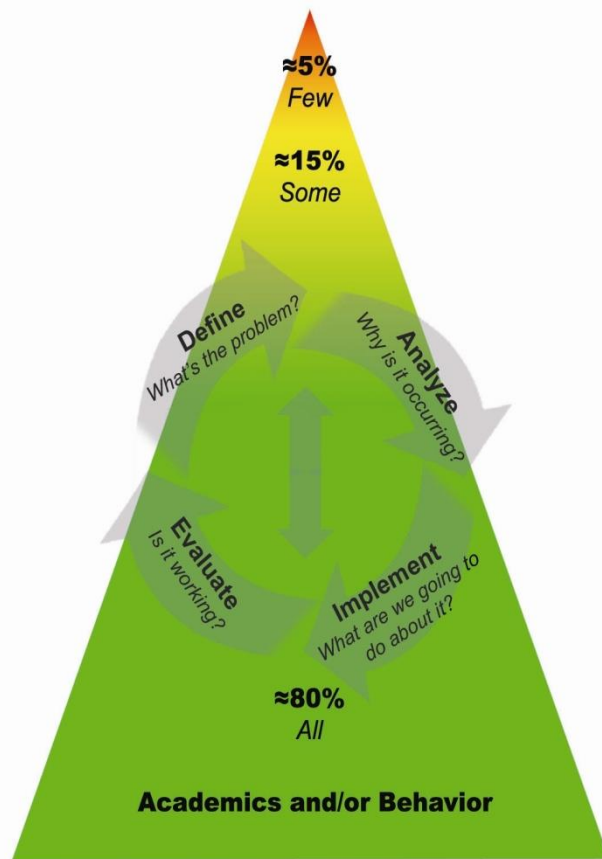
## A Model of School Supports and the Problem Solving Process

### 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 reading teachers three to five times a week for 30 minutes per session.

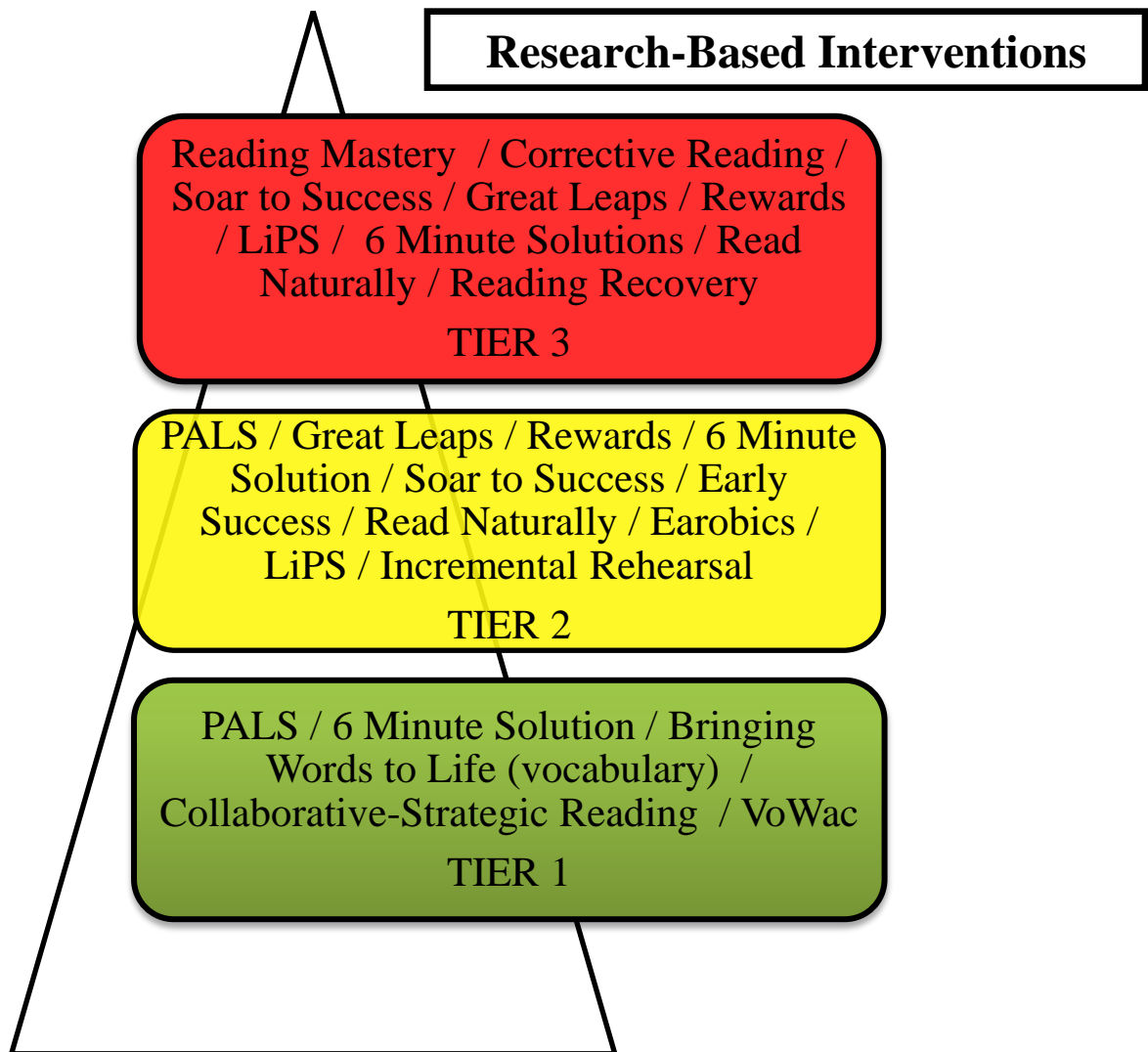
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

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 Jackson County Central uses is Journeys 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 Jackson County Central District will provide professional development for teachers that teach the core reading program as well as for the reading staff. Based on student performance data small group instruction, co-teaching, standards core instructional strategies and differentiated instruction will be the Reading/Literacy Professional Development focus for the 2016-1017 school year.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Regional School of Excellence
- Literacy Team
- Mentoring

Annually as well as through the weekly PLC process, data will be disaggregated and analyzed by the stakeholders who will then create SMART student goals and plan professional development opportunities designed to address the needs identified by the data through the district Professional Development Committee.

## **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:



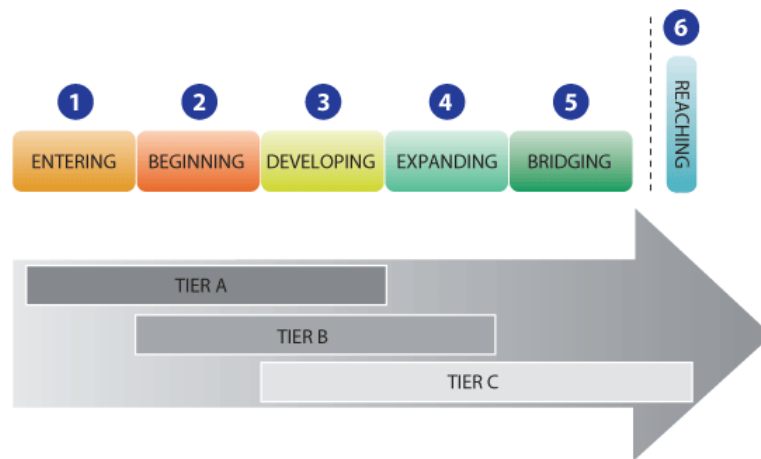
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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.

Based on the current demographics, resources will be allocated and professional development will be determined by the PLC 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)
- Title III Activities:

- 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. 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 Improvement Teams are responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

## **COMMUNICATION SYSTEM FOR ANNUAL REPORTING:**

Jackson County Central is responsible for making an annual report to the Minnesota Department of Education in submitting the “Read Well by Third Grade” report by July 1<sup>st</sup> of the concluded school year. This report includes all assessment data for kindergarten through third grade students. Target scores per grade level along with percentage of students meeting proficiency levels are reported to ensure that all students are at grade level and will be reading by third grade. This information can be viewed at any time by calling the individual school or the district assessment coordinator, Tammy Timko.

## **STAKEHOLDER FEEDBACK**

A survey will be conducted at the end of the school year for parents and other stakeholders focusing on the following information;

1. Was the information easy to find?
2. Is this document useful?
3. Did you feel supported by the school district to help your child read well by 3<sup>rd</sup> grade?

