

ISD 317~Deer River Schools Local Literacy Plan

2020-2021



Local Literacy Plan for Deer River Schools: Grades Pre-School Through Grade 5

The goal of all staff at King School is that ALL children are reading at grade level. The staff at King School understands the importance of teaching all students to read, as it is essential for children to be successful as they enter the middle school and high school settings. Having strong skills in reading helps students to be successful in all subjects like science, social studies and even math.

Each September every child in grade PK-5 is assessed to determine whether students literacy skills are at grade level. Additionally, students are assessed in the winter and spring in order to measure progress throughout the school year. At the start of each school year, grade level teams and administration meet to review the assessment data collected in the fall as well as compare these results to the child's performance on the Minnesota

Comprehensive Assessment-III (MCA-III). Based on all the reading data, grade level teams identify students who are in need of additional support services. Multi-tiered System of Support services look different at every grade level. Some examples of the support offered to students at King School include: AmeriCorps reading tutors, Title I and ADSIS small group reading support. Research consistently tells us that students who are behind in reading need additional reading instruction during the school day. As a result, we ensure support services are provided to students in addition to their classroom reading instruction.

An important component to any reading program is monitoring student progress. Once we have identified students for support services, student

progress is monitored weekly or biweekly (depending on the kind of support the child is receiving) to determine whether the current reading intervention is working. If the team determines sufficient progress is not being made, the classroom teacher, support staff, and administration adjust the intervention for the student.

King School takes great pride in the reading support services we provide. Additionally, teachers at King School have received extensive training over recent years in order to provide high quality instruction within the classroom setting. Classroom teachers and support services work closely together throughout the year to ensure every child is receiving the support they need to reach their full potential. The ultimate goal is to help children develop confidence and strategies to improve their reading.



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Local Literacy Plan: State Statute

“As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. A local literacy plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. For the 2011-2012 school year and later, each school district shall identify before the end of kindergarten, grade 1, and grade 2 students who are not reading at grade level before the end of the current school year. Reading assessments must identify and evaluate students' areas of academic need related to literacy. The district must use a locally adopted assessment and annually report summary assessment results to the commissioner.” (MN Dept. of Education)

Deer River Local Literacy Plan

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3

The teachers at King school use disaggregated student achievement results and growth data to identify the students that need additional support in both core classroom instruction as well as push-in and pull-out additional reading interventions. The data used is both formative, benchmark and summative. The results lead to discussions that will lead to changes that best fit the needs of the students across the various grade levels, including our pre-school program. Assessments that are currently used are weekly fluency passages (FAST Reading), phonics screeners, various reading inventories and benchmarks (STAR Reading, BAS, Rigby) and locally developed rubrics for both reading and writing.

Grade level teachers, along with support staff, meet weekly during their grade level team time meetings to discuss the data and make appropriate changes to instruction. If the students have not been demonstrating success or growth a decision is made to change practices and/or programming in order to differentiate instruction for each student. If further assessment needs to take place or changes need to be made in instruction we encourage the teachers to bring their concerns to the Data Team. This Data Team includes our Title teachers, principal, MTSS Coordinator, and special education teachers. This team meets twice each month to review the data we have on students that are in interventions already or need to be considered for possible reading support outside their core instruction. Considering the integrity of each intervention is essential to success. We provide opportunities for members of the data team to observe and coach accordingly.

Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3

King Elementary School uses a number of assessment tools to gather data to determine reading proficiency. Three times a year (fall, winter, and spring) a fluency screener is administered to students in grades 2-5. These screening tools are used to determine which students are on target and which students may need further screening or an intervention. Our staff uses evidence-based reading research to determine assessment tools, benchmark norms, core curriculum and interventions. Kindergarten and 1st grade assess letter sound fluency and nonsense word fluency as a benchmark for determining reading proficiency. After the benchmark assessments are completed the data is provided to grade level teams who look at benchmark data, standardized assessments, formative assessments and other pertinent information to determine which students need additional assessments to further delineate specific strategies or skills of concern. After students have been identified as needing further screening, specific assessments are used to determine the area or areas of concerns. Those areas include but are not limited to: language acquisition, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. After students and areas of concern are identified, grade level teams determine a course of action.



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A student may receive additional support in the classroom or they may receive additional support in addition to core instruction. Students are grouped in interventions by reading level, standards competency or other area of concern. After students are identified as being below grade level in reading proficiency they are monitored using a progress monitoring tool. Progress is monitored on a weekly basis with a fluency monitoring tool, modifications are made to their intervention based on progress. A Data Review Team, comprised of Title 1 staff, ADSIS staff, special education staff, MTSS coordinator, and principal meets twice a month to review student data and make adjustment to student's instruction. Discussion with regard to students, interventions and data is recorded in a data base that staff can access when monitoring students over their elementary career. Parents are notified of interventions in October and November after all base-line assessments have been given and students have been identified as needing additional support in the area of reading. Teachers discuss student progress at parent conferences in November and February. Report cards are standards-based and given to parents quarterly.

Specific information on how elementary schools within the district will notify and involve parents accelerating literacy development for their children in each grade Kindergarten through Grade 3

Monthly PIE (Parents in Education) are planned inviting parents and families to share in their student's literacy and educational activities. Classroom teachers and support staff keep parents informed of classroom activities and what they can do to help support their child(ren) at home through weekly newsletters. Report cards and Parent Teacher Conferences are used to keep parents notified of their student's progress in each grade. Report cards are sent home quarterly and conferences are scheduled in the fall and spring.

In addition, teachers meet weekly with their professional learning communities to discuss academics, behavior, and curriculum. These meetings are scheduled during our early out times and allow teachers opportunities to meet with support staff and plan core literacy instruction and intervention supports. In addition to this time, teachers meet quarterly at their grade level to work on aligning their curriculum with state standards. They also use this time to develop learning targets and success criteria relating to their grade level's expectations involving the state standards. This information is communicated to students during the lessons and parents at conference times.

All students are benchmarked 3 times a year (fall, winter, spring) regarding their fluency rate using FAST benchmarking materials. STAR testing is used monthly and MCA III testing in the spring in grades 3-5 to determine reading difficulties. Phonic screeners and Rigby benchmarking are done as needed with all grades. Standardized target scores are used to help teachers determine each student's progress toward grade-level achievement. The results of these assessments are used to plan appropriate instruction and intervention support for all students. Progress is monitored (on a weekly or bi-weekly basis) to determine effectiveness of instruction and any interventions that are in place.

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.

The beginning and end of the continuum of core reading instruction and interventions are the grade level meetings that are held quarterly and academic grade level meetings that are held monthly. The purpose of these meetings is to align core reading instruction with additional interventions with state standards and benchmarks. Students needing additional reading support are discussed monthly to determine if the interventions are on target or if modifications need to be made to core instruction or interventions.



- Students are benchmarked 3X per year with a fluency screening tool
- Data from screening and other assessments are reviewed by grade level teams
- Using data, students are identified for additional screening and/or support
- Additional assessments are completed to determine specific areas of reading concern
- Grade level teams determine intervention plans for students who are below grade level in reading proficiency using data from multiple sources
- Monthly grade level academic meetings are held to determine alignment between core instruction, interventions, and state standards and benchmarks
- Data Review Team meets bi-monthly to monitor interventions and student progress
- Grade level teams and data review teams continually monitor student progress and modify and adjust student interventions as needed
- Services to students are provided in a variety of ways including changes to core instruction, additional staff during reading instruction, and instruction in addition to core
- Parents are notified of student progress through parent conferences, notifications with regard to services, and standards based reports.
- Student data is housed in a database that includes test scores, benchmark scores, interventions, and a record of data review team discussions.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction

Grade-level teams, including the classroom teachers and support staff, work together analyzing formative, progress monitoring, benchmark and summative student data. The teachers meet weekly during an early-out planning time. The agendas for each week are centered around academics, behaviors and curriculum. There are also two sessions each month called Standards and Flex. During these times the teachers are discussing best practice instructional strategies for students at all levels of achievement. Together they look at student work and support each other in making appropriate changes in instruction, grouping or delivery. This reflective practice also involves reading and discussing scientifically research-based practices that have led to improved learning by students in both core instruction as well as in interventions.

Best practices are presented to the group through video and lesson sharing by participating teachers. The group follows a protocol for sharing that involves reflective questioning and continuous feedback. There are follow-up visits by instructional coaches to support the instruction that has been discussed. The coaches are also available to model instructional practices that teachers may need assistance with in both core instruction and intervention instruction.

Our Leadership Team meets regularly to discuss data in order to suggest areas of study. Teachers are encouraged to do at least two peer observations each year. They are looking for dimensions of effective teaching in their observations. The protocol for both video review and peer observations includes looking for higher level questioning, using strategy instruction, student support stance (coaching, modeling, listening, and giving feedback), active responding (students are writing, manipulating, sharing with a peer), setting purpose, and timing of lesson. Effective teaching at King also includes; establishing positive conditions for learning, implementing standards based instruction with learning targets and success criteria, monitoring for learning, tracking of student progress toward the learning goal, and the creation of interdependent student teams. The principal and instructional coaches also do walk-through observations to gather data on these same dimensions of effective teaching and use this data to inform and prioritize the selection of professional development needed.



Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Students are defined as Tier 1, 2, or 3 based on their needs for interventions and classroom supports as determined under #3 above. Tier 1 would involve core instruction which would take place in the classroom and Tiers 2 & 3 would involve any necessary interventions. All tiers would involve differentiation to meet individual student's needs. Title services are provided but are prioritized according to need.

The Data Review Team meets two times a month to process data and plan what modifications need to be put in place to benefit the students. This collaboration aids us in implementing instructional practice and supports. Peer mentoring, peer observations, professional learning communities, and weekly early out meetings are also available to staff to help support instructional practices.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students

There is much research to support how poverty can impact brain and language development of children prior to entering kindergarten. King School has worked to understand these impacts and have seen first hand how students of poverty can come into kindergarten already behind their peers. Staff have participated in training and book clubs in past years where the philosophies of Eric Jensen and Dr. Donna Beegle are discussed. Deer River Schools is committed to closing the achievement gap for students of poverty and our American Indian students. In an effort to ensure ALL students enroll into kindergarten ready to learn, Deer River Schools has incorporated high quality preschool programming into the district. Almost 100% of King School children enter kindergarten with at least one year of preschool programming (full days, 4 day per week). Additionally, in recent years King School has created a system for screening all children in the area of language development. Students found to be below target on this screener from the ages of 3-6 are provided intervention specific to the deficits identified with the screener. The speech language pathologist shares this data with preschool and kindergarten staff three times per year and provides support, resources, supplemental curriculum, etc. to drill down into the individual language needs of the child. Staff at King School will continue to implement this intervention model in coordination with the speech pathologist. Additionally, grades 1-3 will be investigating possible supplemental curriculum, assessment tools and other resources during the 2019-2020 school year to support oral language development for older students.

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3

Teachers use a variety of data in order to determine if a student meets the expected academic achievement level for each grade. If a student fails to meet or exceed these expected norms then an intervention is selected to teach appropriate skills or to provide the student with the support opportunities necessary. Our school uses the MTSS model to determine intervention levels. Tier 1 includes all of the elements of core instruction, using specific intervention strategies with specific students who display academic needs. The teachers will differentiate their instruction using the informative data they collect and monitor progress toward grade level goals. Tier 2 interventions for those students who have failed to respond adequately to classroom instruction and interventions. This is usually in a small group, pull-out setting which is usually provided 5 days per week for at least 25 minutes. Tier 3 interventions are provided if the students are not showing any progress in the interventions provided. Tier 3 students will receive a more intensive setting, customized to their needs.



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The following assessments are given and the data reviewed by grade level teams and support staff. Intervention plans are adjusted accordingly and if weekly progress monitoring does not show adequate growth toward academic achievement the student and data are discussed with the Data Review Team. Changes are discussed and a plan is formed.

GRADE ASSESSMENTS	
PK	Individual Growth and Developmental Indicators (IGDIs): Letter Names, Letter Sounds, Picture naming, Alliteration, Rhyming Language Screener: Kindergarten Language Screening Test-2 (KLST-2)
K	Language Screener: Kindergarten Language Screening Test-2 FAST: Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency Running records and reading inventories: Fountas & Pinnell Benchmark Assessment System, Rigby Benchmarks High-Frequency Words (Dolch Lists) and Taylor Phonemic Awareness Assessment
1	FAST: Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency Running records and reading inventories: Fountas & Pinnell Benchmark Assessment System, Rigby Benchmarks High-Frequency Words (Dolch Lists) and Taylor Phonemic Awareness Assessment
2	FAST: Oral Reading Fluency, Benchmarking for reading levels and Reading Inventories as mentioned above, Running records and reading inventories: Fountas & Pinnell Benchmark Assessment Systems High-Frequency Word lists (Dolch and Fry), and STAR Reading
3	STAR Reading FAST: Oral Reading Fluency Running records and reading inventories: Fountas & Pinnell Benchmark Assessment System
4	STAR Reading FAST: Oral Reading Fluency Running records and reading inventories: Fountas & Pinnell Benchmark Assessment System
5	STAR Reading FAST: Oral Reading Fluency Running records and reading inventories: Fountas & Pinnell Benchmark Assessment System

