

ISD 403 Ivanhoe Public Schools Local Literacy Plan

2019-2020



District 403, Ivanhoe Public schools

Local Literacy plan

Literacy Plan Summary:

Many foundational elements are currently in place to allow all K-3 teachers to deliver a balanced literacy program to our students. Ivanhoe Elementary is currently using Storytown, a traditional basal program [as well as locally developed units of instruction], to teach reading in grades Kindergarten through 3. Included with this approach are components and lesson elements for guided reading, read aloud, as well as shared and independent reading. To enhance this curriculum, our teachers have access to a K-6 library, which includes a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom has its own reading center where students can enjoy books and other resources selected by the classroom teacher. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. The district also uses Accelerated Reader (AR), which is a computerized program that tests basic reading comprehension. Other online programs that complement and enhance reading instruction are also being used –IXL, Spelling City, and Brain Pop Jr.

All students in grades K-3 are given the FAST screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from the Measures of Academic Progress (MAP) for Primary Grades, struggling and gifted are identified and referred for intervention services (either Title 1 or MN Reading Corps). Specific interventions are based on further diagnostic assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and the Title 1 teacher(s). Student's progress is monitored weekly using the FAST probes, and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to the Teachers Assisting Teachers team. The TAT team reviews the longitudinal data, listens to the input from the classroom teacher and develops a plan that the school's intervention specialist implements over a 3 to 4-week time frame. Figure 1 displays the process Ivanhoe Public School follows when providing services for students who are not meeting grade-level benchmarks. Parents are kept informed of their child's progress at every step of the process.

The goal of the Ivanhoe Public School District is to ensure that all K-3 learners are proficient with regard to the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level.

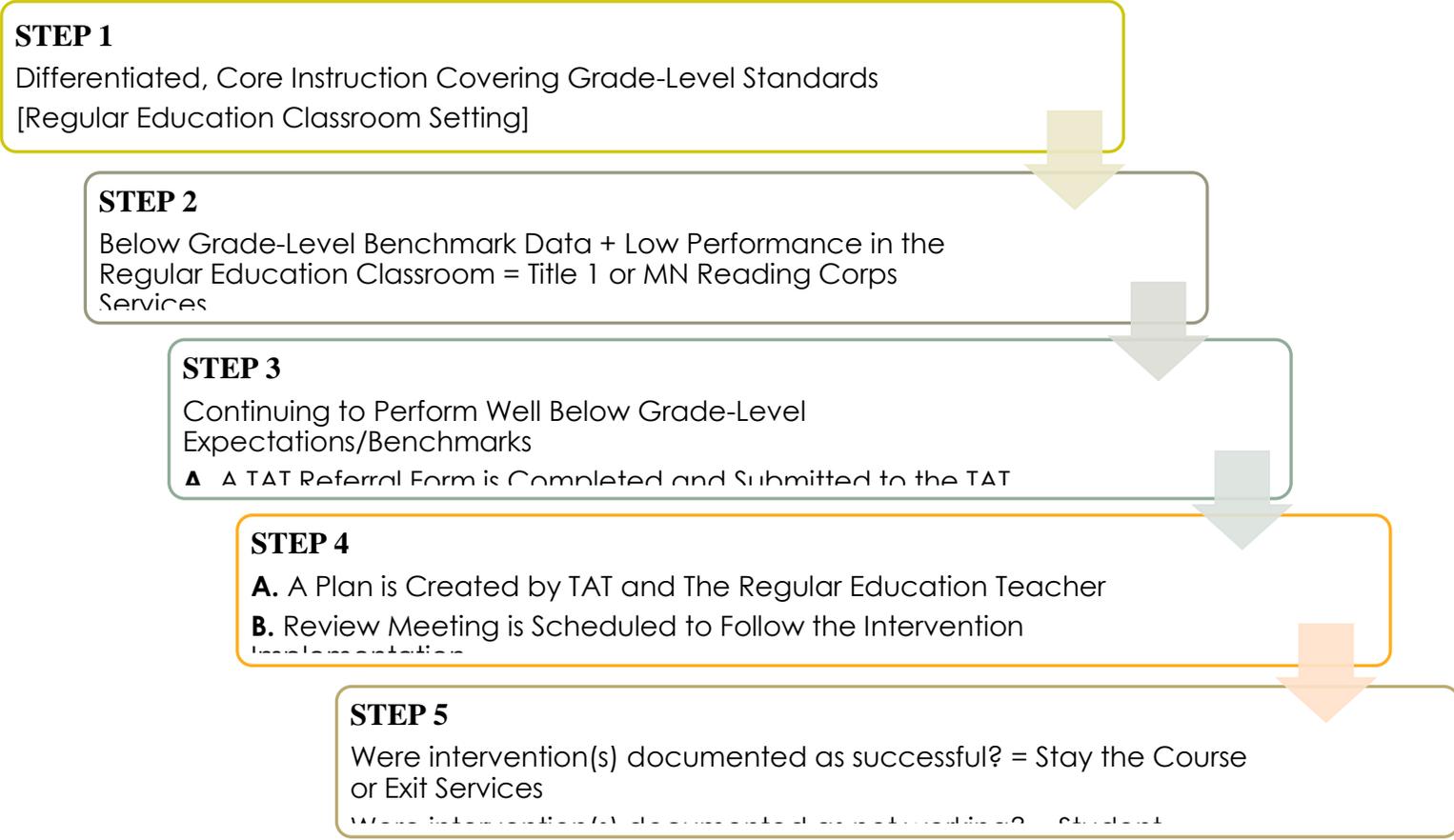


Figure 1

Literacy Plan Goals and Objectives:

Overarching Goal: All students will read at grade-level by Grade 3 as assessed by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:

Each year teachers 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 and refine the learning targets for each grade and for each cohort of students. Pre-K data will be accessed and utilized, when available.

The Literacy Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and interventions.

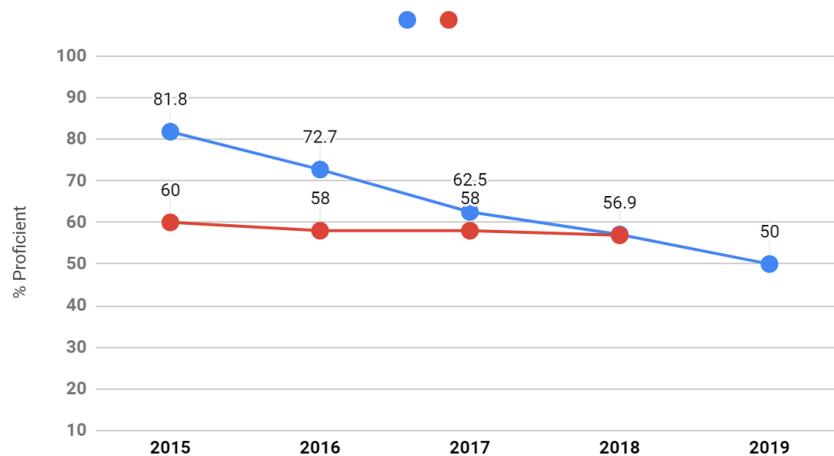
Curriculum resources are aligned to the 2010 English Language Arts standards. Standards have been prioritized and pacing guides have been developed.

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 outlined previously in Figure 1.

Professional Learning Communities will analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps for specific groups of students. Best practices will be shared between colleagues.

Title 1 teachers and the MN Reading Corps tutor provide extra reading support to students during their pull-out time with small-group, focused instruction using research-based interventions.

3rd Grade Reading MCA Test



By the spring of 2020, minimally, 67% of the students in 3rd grade will meet or exceed proficiency as measured by the reading MCAs.

Process of Assessment:

The MAP for Primary Grades is an adaptive and sequential test used to measure student growth. The 2015 NWEA RIT Scale Norms provide growth and status norms for Reading and Language Usage.

2015 Reading Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	145.5	153.7	160.7
1	159.6	177.8	182.4
2	181.8	182.7	187.3

Students who do not meet the target score as listed above are considered reading below grade level and will undergo a diagnostic assessment to determine what specific skill deficit(s) they have. We use one or more of the following assessments to identify these deficits: Fountas and Pinnell, NWEA Screenings, or the core curriculum's pre- and post-tests.

The following table denotes grade-level correlations:

Grade Level	Fountas-Pinnell	Basal Equivalent	Lexile Levels
Kindergarten	A	Readiness and Pre-Primer 1	
	B		
	C		
Grade 1	D	Pre-Primer 2 and Pre-Primer 3	
	E		
	F		
	G	Primer	
	H		
Grade 2	I	Grade 1	
	J & K		
Grade 2	L & M	Grade 2	420-499
	N		
Grade 3	O & P	Grade 3	500-599
			600-699

Based on the diagnostic assessment(s), 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, or comprehension.

Following administration of these assessments, the parents' child will receive a letter informing them of the results and the differentiated supports (Title 1 or MN Reading Corps) that will be provided to him/her as well as an intervention(s) that will be used to help the child meet the reading goals for his/her grade level. Parents will also 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 access to assist the child in achieving grade-level proficiency will be provided via the school's Title 1 teacher's website. A complete outline of the parent communication and involvement section is included below.

Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

- A. Examine the student charts/graphs and review the plotted points and trend line in comparison to the aim line
- B. Choose a new intervention if a student is not responding after 4 weeks
- C. Continue the intervention until the student attains the grade-level benchmark cut score
- D. Refer the student to the Teachers Assisting Teachers (TAT) team if the student isn't responding to the intervention and if teacher observations from daily work indicate a need
- E. Refer to the TAT process and policies for further steps with individualized interventions
- F. Discontinue the intervention when the student has met the grade level benchmark
- G. Continue progress monitoring at least three times following the discontinuation of intervention to ensure that progress has been sustained

Entrance criteria are based on a triangulation of assessment data including classroom teacher input. When the student's scores are consistently (3-5 times) above the aim/goal line and he/she has met the benchmark score for the upcoming testing period, the student will be exited from the supplemental intervention services (Title 1, MN Reading Corps, or Intervention Specialist).

Parent Communication and Involvement:

The district has developed a parent letter for both Title 1 and MN Reading Corps that informs them that their child is not meeting grade-level standards. It also covers how he/she is progressing toward achieving those standards. The letter will include the core literacy instructional practices and the intervention supports that will be used with him/her to get the student back on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication Plan

1. For grades K-3 (in a fall packet) there will be an explanation of the core literacy instructional practices and the multi-tiered systems that are currently in place at Ivanhoe Public School. This will include an explanation of entrance and exit criteria for students needing interventions, assessments, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports implemented with all students.
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 will be 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 during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive monthly progress reports.
6. All parents will receive a parent letter at least three times a year with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.

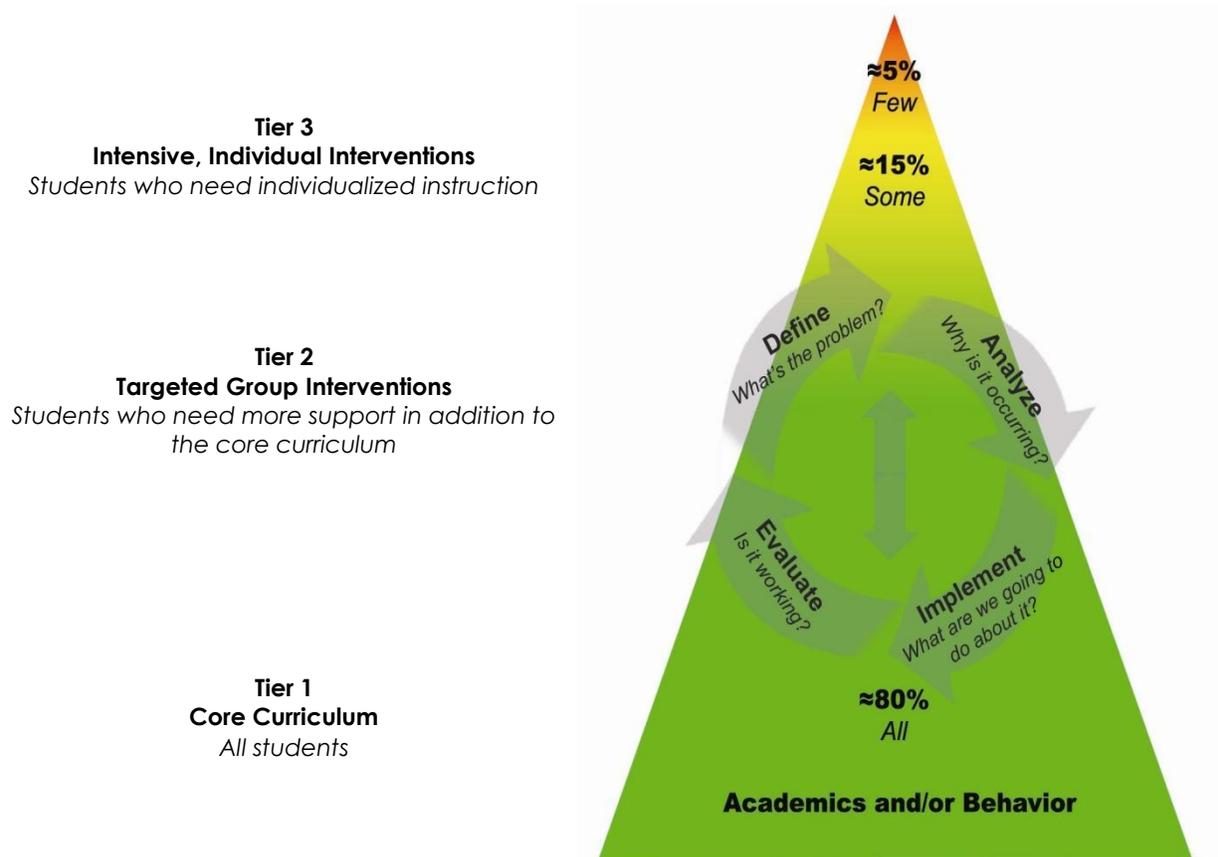
The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

Online Resources for Home Practice:

- <http://www.spellingcity.com/>
- <http://www.readingrockets.org/>
- <http://www.abcya.com/>

Multi-Tiered Systems of Support

A Model of School Supports and the Problem Solving Process



The first level of support (Tier 1) 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 (Tier 2 – Title 1 or MN Reading Corps) 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 Title 1 teachers or the MN Reading Corps Tutor, minimally, 4 out of 5 days per week for 20 minutes per session.

Students not responding well to the interventions provided at Tier 2 will be referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction.

Students not experiencing success at the Tier 2 level will be referred to the TAT team. The TAT team will evaluate the data and share personal experiences about the student before developing an Individualized Learning Plan. Once the intervention has been selected, the Intervention Specialist (one of the Title 1 teachers) will set up a new schedule for the student to begin working with him/her one-on-one on a daily basis. Students receiving Special Education services are included at the Tier 3 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 Ivanhoe Public School uses is StoryTown, 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.

Research – Based Interventions

Phonics

- Hands-On Phonics for Elementary Children
- Sight word readers
- Phonics readers
- Sight word games
- Sound Boxes
- Letters: Match, change one letter, letter identification, sort by how they look, memory
- Syllables
- Read the Room
- Word-Building

Phonemic Awareness

- Words Their Way
- Road to Reading
- Phoneme Segmentation
- Compare middle sounds in words
- Initial sound Bingo
- Rime activities
- Alliterations
- Rhyming word activities
- Clapping syllables

- Florida Center for Reading Research

Fluency

- Road to Reading
- Reader's Theatre
- Eye Lighter/Tracking slip
- Have students read and graph their fluency results
- Tutors/Buddy reading
- Duet reading
- Echo reading
- Choral reading
- Listen first, read along with a CD/tape

Comprehension

- Activate prior knowledge
- Make connections
- Post-it© activities
- Question before, during and after reading
- Critical thinking questions
- Break a longer reading selection into shorter segments
- Graphic organizers
- Retell using puppets, acting it out, etc.
- Timeline
- Predict
- Summarize
- Use pictures instead of writing
- Highlight text
- 5 W's
- Teach students to create mental images
- Visualization / Verbalization (VV)

Vocabulary

- Word wall (high frequency words)
- Prefix/suffix word wall
- Illustrate vocabulary words
- Graphic organizers
- Create homonyms, synonyms, or antonyms
- Match vocabulary with definitions
- Play "Memory" or "Charades"
- Journals
- Word sorts
- Close passages
- Provide multiple opportunities to interact with words (at least 6)
- Write, define, illustrate, make an association

Professional Development:

The Ivanhoe Public School District has 36 hours [2 early outs and 30 PLC sessions] available for Professional Development. Based on student performance data, the district has determined that

providing more explicit feedback, as well as improving the classroom assessments through increasing the text rigor, will be the Reading/Literacy Professional Development focus for the 2018-2019 school year. We will also work to embed those strategies we've gleaned from previous professional development into our instruction.

Professional Development will be provided through:

- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer / Mentor Coaching
- Webinars
- Outside Resources/Consultants – when needed
- Literacy Team
- Curriculum Coordinator

Annually, in August, a data-mine will be created and presented to the staff. Data will be disaggregated and analyzed. Results will be shared with the district Q Comp Council, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

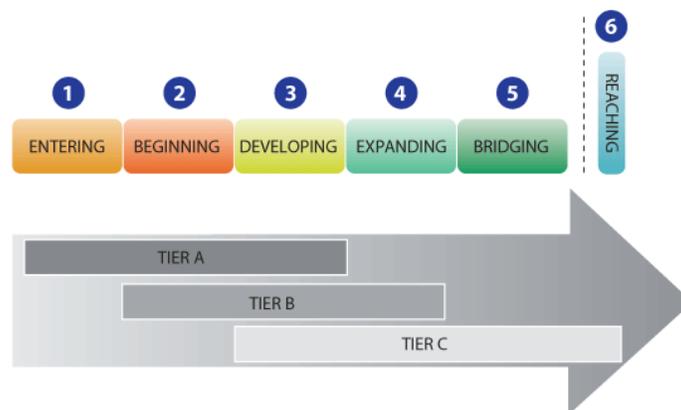
English Learners and Other Diverse Populations:

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (ACCESS).

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 has been given annually in Minnesota, since the 2011-2012 school year, to monitor students' progress toward acquiring academic English.

The ACCESS 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 ACCESS assessment, 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.

Currently, 1% of Ivanhoe Public School's student population is English Learners. Based on these demographics, resources will be allocated and professional development will be determined by the Q Comp Council 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:

- Integration Activities
- ESL teacher takes on trainer/coaching roles with regular education teachers

ACCESS assessments are administered to EL students. This assessment is used in conjunction with the previously mentioned tests which are administered to the entire student body: MAP for Primary Grades and the 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 **Literacy Team** is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

Communication system for annual reporting:

The required documentation of students in grades K-3 that are at or above grade level was submitted to the commissioner on June 12, 2017.

Stakeholder feedback:

1. Was this information easy to find?
2. Was this document useful?
3. Were the reading strategy links in working with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?

Your feedback is welcomed and encouraged. If you would like to provide answers to the questions above or suggestions on how to improve the plan, please contact Heather Anderson at 507.694.1540 or heather.anderson@ivanhoeschools.org.