Adrian Elementary School
Local Literacy Plan

2018-2019

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Title I Teachers: Jolene Henning and Kelsey Diekmann

District 511
Adrian 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.

I. 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 is accessed and utilized by the kindergarten teachers.

The Adrian Elementary 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.

Opportunity Teams (OT) have been implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

Extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

K-2 and 3-5 OT groups meet weekly and review our literacy needs and develop Smart Goals. Our school wide Title one planning team meets annually to analyze achievement and literacy goals to improve learning for all students.

II. STATEMENT OF Process TO ASSESS STUDENTS:

The Title 1 teachers will organize, guide, and administer the screening and diagnostic assessments listed below.

All students in grades 1-5 are given the FastBridge Learning Assessments aReading screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Kindergarteners are given the aReading screening in the winter and spring. Although the test is individualized for each student, the typically developing kindergarten student receives items related to Concepts of Print, Phonological Awareness, and Alphabetic Awareness. First and second grade students receive many questions related to Phonics and basic Comprehension. Typically developing students in third through fourth grade receive items related to Vocabulary and Comprehension.

Kindergarten students are assessed on letter sounds, blending and segmenting words in the fall and winter. At the end of the school year, in the spring, they are assessed on letter sounds, blending and segmenting words and decodable words.

First grade students are assessed on letter sounds and decodable words in the fall. During winter they are assessed on decodable words. During spring benchmarking they are assessed on decodable words, and CBM-fluency.

Students in grades 1-5 are given the CBM – Fluency assessment produced by the FastBridge system as well during the fall, winter and spring.

Students in grades 3-5 are administered the Minnesota Comprehensive Assessments (MCA) in the spring of each year.

Using our data sources we target struggling and at-risk students and refer them 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 bi-weekly, and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to the OT team. A representative from the OT Team brings each child that the teams sees fit to our SPED child study team for further academic testing. Parents are kept informed of their child's progress at mid and end of each trimester for a total of six times a year.

The goal of the Adrian 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.

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

Kindergarten FastBridge Learning Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Sound Fluency [5]	Letter Sound Fluency [29]	Letter Sound Fluency [41]
Word Segmenting [3]	Word Segmenting [26]	Word Segmenting [30]
Word Blending [5]	Word Blending [6}	Decodable Words Fluency [12]
	aReading [417] (Adaptive Reading)	aReading [435] (Adaptive Reading)

First Grade FastBridge Learning Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Decodable Words Fluency (9)	Decodable Words Fluency (15)	Decodable Words Fluency (15)
Letter Sound Fluency [31]		
aReading [435] (Adaptive Reading)	aReading [454] (Adaptive Reading)	aReading [471] (Adaptive Reading)
		Reading –CBM (71) (Oral Reading Fluency)

Second Grade FastBridge Learning Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [58] (Oral Reading Fluency)	Reading – CBM [87] (Oral Reading Fluency)	Reading – CBM [106] (Oral Reading Fluency)
aReading [469] (Adaptive Reading)	aReading [481] (Adaptive Reading)	aReading [489] (Adaptive Reading)

Third Grade FastBridge Learning Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [90] (Oral Reading Fluency)	Reading – CBM [116] (Oral Reading Fluency)	Reading – CBM [131] (Oral Reading Fluency)
aReading [487] (Adaptive Reading)	aReading [497] (Adaptive Reading)	aReading [503] (Adaptive Reading)

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:

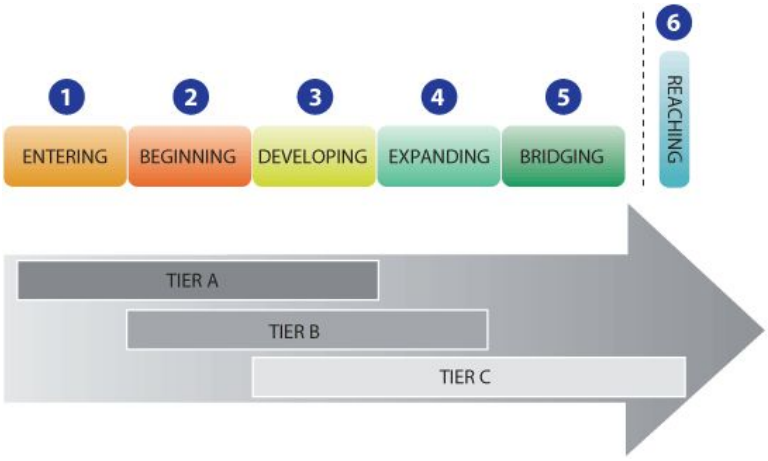
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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.

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 through the Nobles County Integration Collaborative
- ESL teachers take on trainer/coaching roles with regular education teachers
- 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: FAST, MAP, 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 classroom teacher and ELL Teacher are responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

III. Parent NOTIFICATION and Involvement:

At the beginning of the school year parents will receive the following information:

1. An electronic version of the literacy benchmarks that will be taught at each grade level
2. An electronic overview of how each student will be assessed to determine proficiency

Based on these diagnostic assessments, interventions will be matched to the student's needs in one or more of the five areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Parent Communication Plan

1. At the end of the year in pre-school 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 at-home literacy activities, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used 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 teacher that their child is receiving these services and there is opportunity at any time to discuss this and ask questions.
4. Additional literacy resources and supports will occur in November during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive progress reports at mid-trimester and end-of-trimester.
6. All parents in grades K through 2 will receive a literacy skills summary report at each mid-trimester and end-of-trimester period. This will include suggestions on how to help strengthen their child's literacy skills.

All students in grades kindergarten through second grade receive a leveled reader each week. Lists of comprehension and discussion questions are included. The parents also receive a Home-School Connection letter. This letter includes the skills that will be studied in the following week, along with vocabulary and spelling words.

IV. INTERVENTION AND INSTRUCTIONAL SUPPORTS:

Students who do not meet the target score as listed above will be placed into a Tier II intervention program. At this level, students are placed into small groups and receive a targeted intervention 3-5 times per week for 15- 20 minutes or longer depending on the need of the student(s).

Based on these diagnostic assessments (FastBridge Learning 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).

Following the assessments, parents will receive a letter informing them of the components of the assessment and the results. 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 bi-weekly and analyzed on a monthly basis. The following process will be used:

A. Examine the student chart after 2-3 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 3 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 3 data points on or above the aim line.
D. Refer the student to the Opportunity Team if the student has 3 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.

Multi-Tiered Systems of Support:

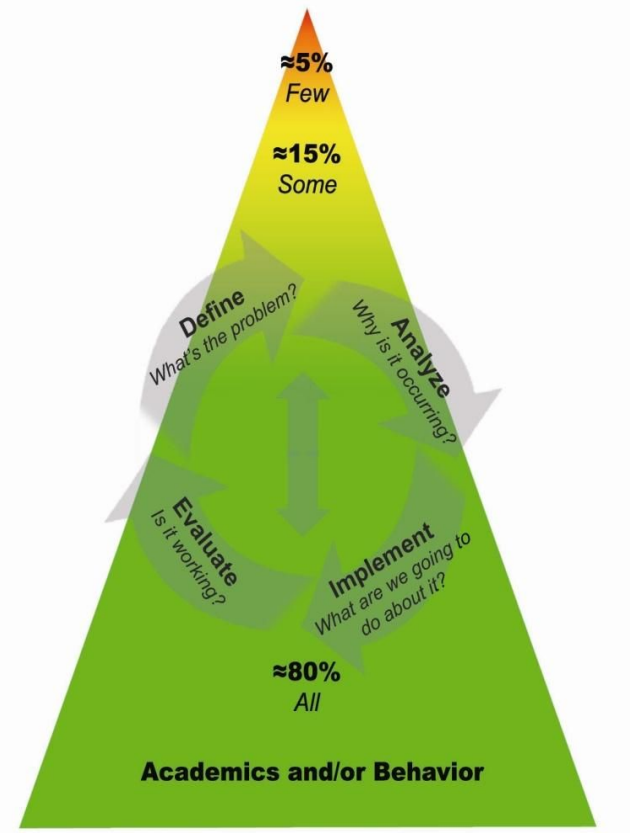
A Model of School Supports and the Problem Solving Process

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.

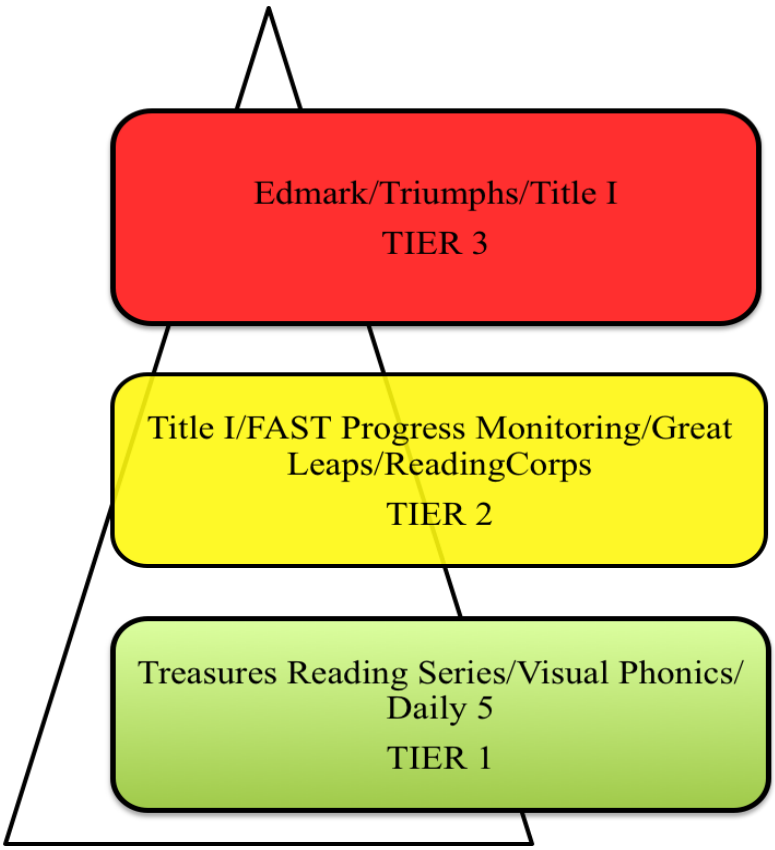
Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with 80 minutes of Daily Five literacy time. This allows the teachers to differentiate instruction for each student based on his/her needs. The classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards also delivers an additional 60 minutes of core instruction. 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 the Title I teacher in a small group setting for about 20 minutes, three to five days a week. Ongoing progress monitoring will take place on a bi-weekly basis.

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 core instruction and the Title I program. The student(s) may need more individualized support with the Title I instructor, one-on-one help from a paraprofessional during Daily 5 time, and or a referral to our OT (Opportunity Team). Ongoing progress monitoring will take place on a bi-weekly basis. Students receiving Special Education services may be included in this instructional model in levels 2 or 3. (see pg. 18 for illustration)



V. PROFESSIONAL DEVELOPMENT ON SCIENTIFICALLY-BASED READING INSTRUCTION (SBRI):

The Adrian District provides Professional Development for all staff throughout the school year. The primary level will focus on data driven small group instructional interventions. They will also continue their education on the Daily Five model, updating grading practices, formative assessments, and running a successful and meaningful OT meetings. We will also be continually learning how to better implement reading instruction in the areas of: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Opportunity Team Meetings (OT)
- Regional Professional Development
- Outside Resources/Consultants
- Mentoring

Data will be looked at and analyzed in a timely manner as results become available. The K-2 and 3-5 OT teams will meet and discuss best practice options for instruction and interventions.

VI. CURRICULUM AND INSTRUCTION SYSTEM

Our district is currently using MacMillian/McGraw Hill, a balanced literacy 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-5 students receive classroom reading instruction/opportunities for a minimum of 120 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. Currently, Adrian Elementary implements The Daily 5 model, a framework for creating station-based, independent learning in language arts. We will continue to use this model, so teachers are able to continue differentiating learning for all students and provide more opportunities to support at risk-students, while enriching learning for high-achieving students. We also have implemented WIN time (What I Need Time) in K-2 to further differentiate the various reading levels within each grade level.

Daily 5 Literacy Model

Daily 5 is our approach in teaching literacy with a focus on moving away from whole-group instruction that is teacher driven to a model that is student driven and more individualized. Each K-5 classroom will implement at least an 80-minute block each day that will have the students working in small groups, with a teacher and paraprofessional managing the instruction. In order for this to work in a classroom of 20-25 students, we have invested a substantial amount of time in teaching our students how to work within a small group or independently, and each phase of this program has to be modeled and taught to the students. During this time, students are engaged in the following literacy activities:

1. **Read to Self:** Students spend part of this time independently reading books at their reading level. This looks different depending on the grade level.

2. **Read to Someone:** Students spend part of this time reading with a partner in a comfortable spot in the classroom, taking turns reading to each other. One student acts as the "reader" and the other student will act as the "checker" and re-tells what was read by the "reader" - this skill is called "checking for understanding."

3. **Work on Writing:** Students spend part of this time completing a writing lesson or using their writing journal to write about different topics (both personal and teacher choice). "The writing component provides additional support children require to become effective writers. Its purpose is to provide daily writing practice."

4. **Listen to Reading:** Students spend part of this time at a guided reading center, hearing a book read to them by the teacher while they follow along, responding to questions, and offering insights. Listening to reading is valuable for developing fluency and vocabulary.

5. **Word Work:** Students spend part of this time using different means to create words or use different learning strategies, such as sorting words or putting them in ABC order. "Creating and maintaining a time during each literacy block to focus on words is critical to developing readers, writers and communicators."

In addition to this 80-minute block, each classroom has an additional 60 minutes of literacy instruction during which time the teacher instructs the whole group using the textbook resources. A detailed description of the Daily Five model is available upon request. For more information please contact the school office for this information.

Wonders by 2017 MacMillian McGraw Hill

The scientifically-based reading curriculum Adrian uses is Wonders which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction and differentiating in Daily 5 is used to differentiate for our diverse learners.

VII. Student support system for EL Learners

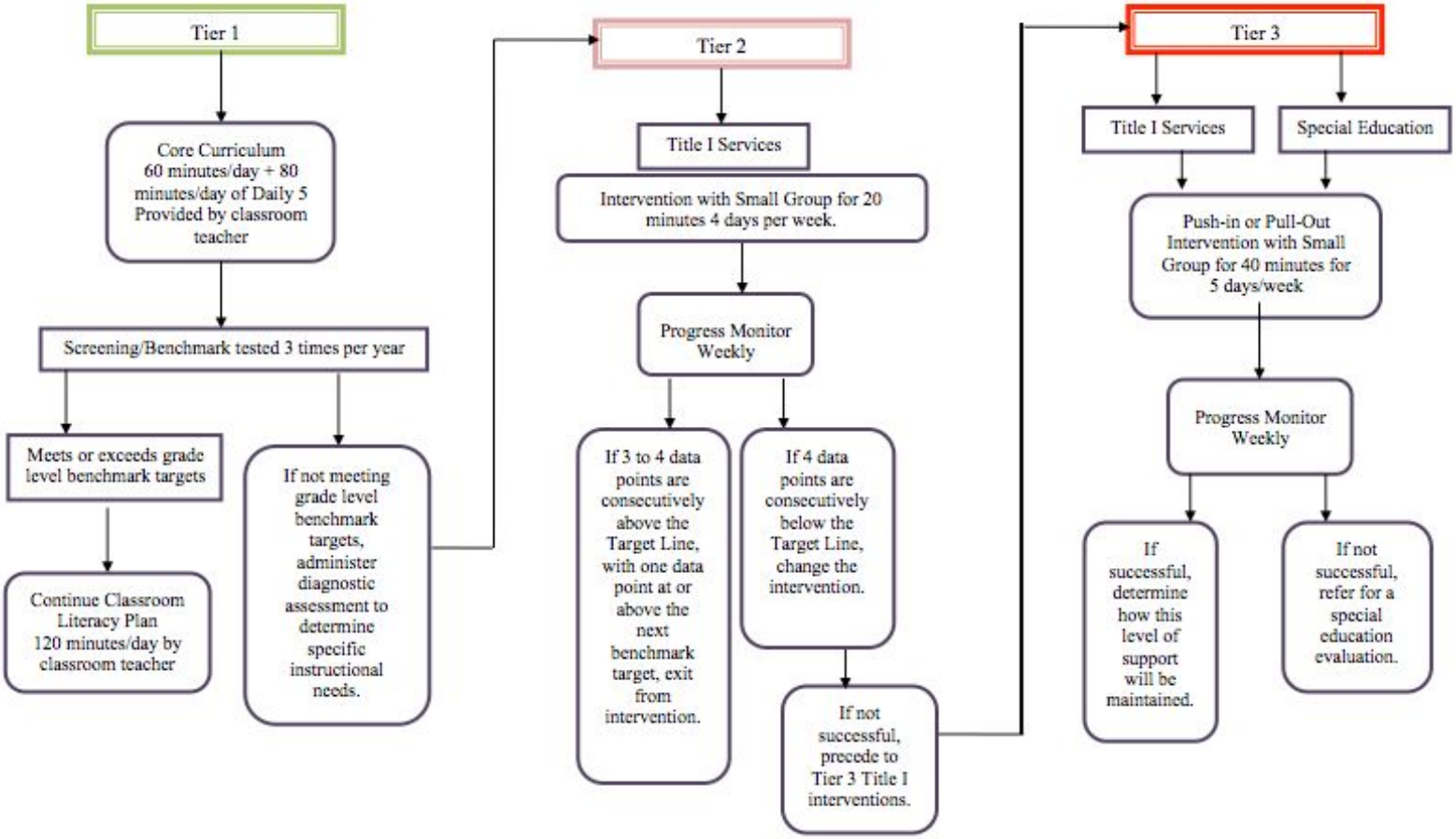
District 511 provides an ELL program for the students daily. All ELL testing is done by District 511. All staff will receive training and an in-service regarding effectively meeting the needs of all students. This will also meet the new requirement for licensure.

VIII. Communication system for annual reporting:

Results of kindergarten through third grade reading assessments are reported by July 1 to the Minnesota Department of Education.

In our annual parent survey, we will ask specific questions relating to K-3 literacy instruction to help us determine the success of our plan.

Parents will be able to access our District's Local Literacy Plan by going to our District's official webpage http://www.isd511.net.


Tier 1
Core Curriculum 60 minutes/day + 80 minutes/day of Daily 5 Provided by classroom teacher
Screening/Benchmark tested 3 times per year
Meets or exceeds grade level benchmark targets
Continue Classroom Literacy Plan 120 minutes/day by classroom teacher
If not meeting grade level benchmark targets, administer diagnostic assessment to determine specific instructional needs.
Tier 2
Title I Services
Intervention with Small Group for 20 minutes 4 days per week.
Progress Monitor Weekly
If 3 to 4 data points are consecutively above the Target Line, with one data point at or above the next benchmark target, exit from intervention.
If 4 data points are consecutively below the Target Line, change the intervention.
If not successful, precede to Tier 3 Title I interventions.
Tier 3
Title I Services
Special Education
Push-in or Pull-Out Intervention with Small Group for 40 minutes for 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.

Student Resources

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:

Moby Max (usernames and passwords already set up with the school)

http://www.mobymax.com/

For grades K-5. The kindergarten, 1, and 2 haven't done much with this program, but they are included.

Reading Eggs (usernames and passwords already set up with the school)

http://readingeggs.com/

For K-2 students.

Khan Academy (usernames and passwords already set up with the school)

https://www.khanacademy.org/

For grades K-5. The kindergarten, 1, and 2 haven't done much with this program, but they are registered for it.

AR (usernames and passwords already set up with the school)

https://hosted239.renlearn.com/324844/

For grades K-5. The kindergarten haven't done much with this programs, but they are in it. You can read with your kindergarten child and then they can quiz on the computer, but you must mark read to.

AR quizzes can only be taken on the Adrian or Worthington library computers. This is the way Renaissance Place wants it, so we do it that way.

AR Home-Connect

https://hosted239.renlearn.com/324844/HomeConnect/Login.aspx

This is a tool you can use as parents to keep track of your child's AR progress. Log in with your child's username and password. After logging in there is a link to click on called "E-mail Set-up." This will allow you to receive messages when your child has taken an AR quiz.

Barnes and Nobles Summer Reading Program

http://www.barnesandnoble.com/u/summer-reading/379003570/

Parents can download a reading log and bring it back to Barnes and Nobles for a free book (there are about 6 -8 choices, depending on age)

Parent Resources

Engaging Parents Through Technology: Minnesota Parents Know Parent Resources on Reading and Literacy Development
www.MNParentsKnow.info

Pearson Perspective site for Minnesota. This site has thousands of learning resources to help students improve and achieve.
mn.pearsonperspective.com

US Department of Education
https://www2.ed.gov/parents/landing.jhtml?exp=4

NEA (National Education Association) http://parents.nea.org/

Parent Toolkit https://www.parenttoolkit.com/

Helpful Links for Parents

http://www.helpfullinks.org/helpfullinks/index.cfm?catID=2

Back- to-School Resources for Parents

https://www.edutopia.org/article/back-to-school-resources-parents