

# LOCAL LITERACY PLAN

## WINDOM AREA SCHOOLS DISTRICT 177 June 2017



## Overview

School districts are required to develop a local literacy plan to ensure that all students are reading well by no later than the end of third grade. The 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 (Minn. Stat. § 120B.12).

The purpose of this literacy plan is to outline how Windom Area Schools addresses legislative requirements related to literacy development to ensure that ALL students, including English Learners, achieve grade level proficiency and read well no later than the end of third grade.

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand his or her understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

-Minnesota Department of Education

## LITERACY PLAN SUMMARY:

The literacy program for Windom Area Schools strives to develop independent, lifelong readers with positive reading attitudes and habits. Successfully achieving the Minnesota Academic Standards in English Language Arts (2010) is a primary avenue for students to develop reading proficiency. With the state standards at the forefront of instruction, district staff provided seamless and coherent instructional opportunities to support literacy development. Teachers created curriculum maps with comprehensive aligned instruction, assessments, and resources to help ensure rigor, relevance, and appropriate pacing of student learning. Literacy is the cornerstone of all learning and encompasses communication through understanding language in both written and spoken form.

Differentiated instruction targeted to students' needs and focused on the critical elements of fluency, phonemic awareness, phonics, comprehension, and vocabulary provides the basis for all students to read well by third grade and beyond. Using the gradual release model within the Balanced Literacy Framework, students are challenged and actively engaged in their literacy development through whole group and small group instructional activities at their level. Ongoing and varied formative and summative assessment tools are used to inform, guide, and measure instruction. A variety of genres and new technologies are incorporated across content areas for all learners. Successful literacy development helps create a love of learning, prepares students for postsecondary education, and paves the way for meaningful employment and a productive, successful, and rewarding life.



## **MISSION OF WINDOM AREA PUBLIC SCHOOLS:**

It is the mission of the Windom Public Schools to create a positive learning environment where we, as lifelong learners, have the opportunity to develop to our highest potential and to meet the challenges of an ever-changing world.

### **Vision/Motto:**

Inspire the desire for lifelong learning.

## **2016-2017 Demographics of Windom Area Public Schools:**

1052 PreK-12 students

## **LITERACY PLAN GOALS AND OBJECTIVES**

Reading proficiency at grade three means that the student can read confidently, fluently, and accurately as well as communicate understanding of grade level fiction and non-fiction material.

**Overarching Goal:** ALL students, including English Learners, will achieve grade level reading proficiency and read well no later than the end of third grade.

### **Objectives:**

- Frequent and consistent review of disaggregated reading data that includes multiple measures in grades K-3. Proficiency, growth, and data trend analyses are used to determine learning targets for individuals and cohorts of students. PreK data is accessed and utilized, when available.
- Pedagogical practices are reviewed weekly to determine the effectiveness of core instruction, differentiation, remediation, and interventions.
- Curriculum maps are living documents and include resources, instruction, and assessment practices aligned to the most current standards.
- The process to assess reading level proficiency includes screening assessments, diagnostic assessments, and progress monitoring. Formative Assessments are used to inform and modify instruction, provide feedback to students and teachers, and help identify students who are not on pace to meet proficiency. High-quality, targeted interventions are delivered to students below proficiency levels.
- Professional Learning Communities (PLCs) analyze the effectiveness of current literacy practices. Data-driven decisions are made to close achievement gaps. Best practices are researched, shared collaboratively, and implemented with fidelity.
- High-quality core instruction for all students with tiered interventions for students not making adequate growth to meet grade level proficiency.
- Communication about literacy development is transparent to students and families.

## **Strategic Goals:**

The following are long-term district achievement and professional development goals followed by some key targets and initiatives related to each goal. These goals are also noted and updated annually in the World's Best Workforce report and the district's Q COMP plan.

### **District goals:**

The percentage of all students in grades 3-8 and 10 enrolled October 1 in the Windom School District who meet or exceed on the reading MCA-IIIs including all accountability tests will increase from 56.5% in 2016 to 59.8% in 2017.

The percentage of all students in grades K-11 enrolled October 1 in the Windom School District who achieve an SGP of 35 or better on the STAR Early Literacy or STAR Reading Assessment will increase from 81.67% in 2016 to 82.67% in 2017.

### **Bridges/ECSE (Early Childhood Special Education) goal:**

Windom students enrolled in the Early Childhood Center will maintain 100% proficiency in reading readiness by scoring emergent in 2 of 3 components of the ECI by spring 2017.

### **Winfair Elementary goal:**

The percentage of all students in grades K-3 enrolled October 1 in Winfair Elementary who achieve an SGP of 35 or better on the STAR Early Literacy or STAR Reading Assessment will increase from 83.25% in 2016 to 84.25% in 2017.

### **2017 Results:**

<b>Grade</b>	<b>Total # tested students</b>	<b>Number SGP below 35</b>	<b>Percent SGP below 35</b>	<b>Number SGP 35 or better</b>	<b>Percent SGP 35 or better</b>
K	79	17	21.52%	62	78.48%
1	73	4	5.48%	69	94.52%
2	74	3	4.06%	71	95.94%
3	83	4	4.82%	79	95.18%
<b>TOTAL</b>	<b>309</b>	<b>28</b>	<b>35.88%</b>	<b>281</b>	<b>91.03%</b>

## **WINDOM PUBLIC SCHOOLS ASSESSMENTS:**

Windom Area Schools has a strong comprehensive assessment program that includes a balance of screener, diagnostic, formative, and summative assessments. These assessments are used to inform instruction, diagnose gaps in learning, and help gauge the effectiveness of our school district curriculum and programs. All teachers administer and use a variety of assessments to monitor student progress and adjust instruction to meet the needs of each and every student. Teachers examine multiple measures to inform instruction, tier students, and deliver targeted and specific interventions based on individual student needs. This process assists in closing the achievement gap and helps sustain Windom's high graduation rate as required by the World's Best Workforce.

### **1. General Reading Assessments**

#### **a. Formative Assessments:**

Formative assessments are used to assess learning, guide instruction, and provide students with feedback to improve learning. This type of assessment is ongoing and helps to ensure that understanding happening while the learning is occurring. Some examples include FastBridge CBMR Progress Monitoring, Oral Reading Records, and other classroom formative measures. Tier 2 students are progress monitored bi-weekly and Tier 3 students are progress monitored weekly.

The Formative Assessment:

- takes place *during* the learning process
- informs both teachers and students
- allows teachers to adjust instruction
- involves students
- cannot be separated from the instructional process
- is classroom assessment *for* learning
- provides feedback that moves the learner forward

#### **b. Summative Assessments:**

Summative assessments are used to assess achievement at a particular point in time. This form of assessment occurs after the learning has happened and is used to measure achievement status for the purpose of reporting and accountability. Students in grade 3 are given the Minnesota Comprehensive Assessments (MCA-IIIs) in the spring. Students who *meet* or *exceed* proficiency measures on the MCA-IIIs are considered to be at grade level and are likely to need only core instruction augmented by enrichment challenges. Summative assessment

results are used for many reasons including compliance with external agencies, providing accountability, measuring district achievement over time, and comparing student achievement to state and national scores.

## **2. Universal Screening**

- STAR Reading is an online assessment for grades 1-12 that identifies which skills students know and what they are ready to work on next. It measures students' understanding of multiple reading skills across a variety of domains. This assessment helps educators maximize instruction and practice with state-specific resources to guide students on a successful path to reading proficiency. Educators have access to reports and dashboards to track student mastery and success.
- STAR Early Literacy provides research-based, state-specific learning data on students' pre-reading and numeracy skills. Educators are able to personalize learning based on student records from this data that is collected three times per year.

## **3. Diagnostic Assessments**

Diagnostic assessments provide information about a student's prior knowledge and misconceptions before instruction has taken place. Diagnostic assessments can be used to determine specific skill deficits and can also function as a baseline of learning. Diagnostic data help teachers plan what to teach and how to teach it.

## **4. Progress Monitoring**

Progress monitoring is completed using the FastBridge Learning system that identifies words read correctly per minute. Progress monitoring is used in conjunction with STAR Reading assessments to set goals for a student's learning growth and assess academic performance. It is given to Tier 2 and Tier 3 students weekly or bi-weekly. This tool allows teachers to be responsive and quickly adjust instruction as needed for each student.

## **PROCESS OF ASSESSMENT**

Windom Public Schools utilizes an assessment process that facilitates short-term and long-term instructional planning based on the Minnesota Academic Standards. Results also assist with student placement, special programming, and to guide curriculum and instruction at all levels. In order to measure student learning and growth, multiple types of assessments are used to guide instruction and determine students' progress within the curriculum frameworks of Windom Public Schools.

Reading proficiency levels are determined using a variety of assessments including classroom formative and summative assessments, STAR Early Literacy or STAR

Reading Assessment, MCA III, and FastBridge. Students who do not meet target scores will participate in a diagnostic assessment to determine specific skill deficits. Tier 2 students are progress monitored on a bi-weekly basis and Tier 3 students are progress monitored weekly. Teachers regularly meet to examine data and create or modify intentional interventions to further student learning and assist students in successfully achieving their learning goals.

Assessment results are communicated with parents during parent/teacher conferences, quarterly progress reports, and other verbal or written communications as needed. For students not making adequate progress, information is shared with parents on a more frequent and ongoing basis. Tier 2 students are progress monitored bi-weekly using the FastBridge Progress Monitoring tools. Tier 3 students are progress monitored weekly using these same tools.

**Timeline for assessment dates:**

<b>Assessment Window</b>	<b>Assessment</b>	<b>Assessment Purpose</b>	<b>Grade Levels</b>
Administered throughout the school year as needed	<b>Oral Reading Records</b>	Used to determine each student’s instructional reading level, guide instruction, and match students to developmentally appropriate reading materials. Guided Reading instruction is a prescriptive response to students’ needs.	K-3
9/6/16-9/23/16	<b>STAR Early Literacy</b>	Adaptive test to measure progress over time; informs classroom instruction	K-1
	<b>STAR</b>	Adaptive test to measure progress over time; informs classroom instruction	1-3
	<b>FastBridge</b>	Universal Screener and progress monitoring tool	K-3
1/9/17-1/27/17	<b>STAR Early Literacy</b>	Adaptive test to measure progress over time; informs classroom instruction	K-1
	<b>STAR</b>	Adaptive test to measure progress over time; informs classroom instruction	1-3
	<b>FastBridge</b>	Monitor progress	K-3
4/24/17-5/12/17	<b>STAR Early Literacy</b>	Adaptive test to measure progress over time; informs classroom instruction	K-1
	<b>STAR</b>	Adaptive test to measure progress over time; informs classroom instruction	1-3
	<b>FastBridge</b>	Monitor progress	K-3
4/17-5/17	<b>MCA-IIIs</b>	State accountability; directly measures student performance on state academic standards; informs content alignment decisions system-wide	3

## **COMMUNICATION WITH FAMILIES**

Parents play a vital role in ensuring student success. There are many things that parents can do to help their children with literacy development. School staff communicates with parents about how to foster literacy in their children, including but not limited to:

- Student growth and achievement
- Assessment data
- Targeted interventions
- Tips for parents to develop and maintain student interest in reading
- Ideas for exposing children to more literature in the home
- Lists of grade-level sight words shared with parents for at-home practice
- Community resources that are available for families
- Age-appropriate incentives implemented by teachers to encourage home reading

To strengthen literacy communication and skills, families are invited to participate in Family Fun Nights hosted by Title I. These school gatherings are opportunities for families to develop strategies for supporting the literacy skills of their child and build relationships with the school staff.

Other literacy communications include conferences, phone calls, individual student meetings, classroom newsletters, school website, and school social media platforms.

## **WINFAIR ELEMENTARY'S MULTI-TIERED SYSTEM OF SUPPORT**

### **A Model of Multi-Tiered Systems of School Supports and the Problem Solving Process**

Windom Area Schools uses a Multi-Tiered Systems of Support to ensure successful learning of all students. This framework begins with strong core reading instruction for all students. FastBridges is used as a universal screener to “tier and steer” support for students. Students are identified as reading at grade level (Tier 1), in need of strategic support (Tier 2), or in need of intensive support (Tier 3). Professional Learning Communities (PLCs), consisting of classroom and intervention teachers, analyze each student’s data to identify learning gaps and to design appropriate interventions to address those gaps. Tier 2 students are progress monitored bi-weekly and Tier 3 students are progress monitored weekly. PLC groups review the results on a weekly basis. If a student is not responding to interventions, the student is brought to the Problem Solving Team.

Winfair Elementary’s Problem Solving Team meets each week to assist teachers in designing appropriate interventions and supports for students. The focus is



academic, behavioral, social, or any combination of these. The team consists of the classroom teacher, principal, school psychologist, counselor, special education teacher, interventionist(s), and EL teacher. When a teacher has concerns about a student, the teacher contacts the Problem Solving Team (PST) leader. A meeting is scheduled and the PST referral form is shared electronically with the appropriate teachers. Concerns, data, and background information are entered into the form for the team to review. Collaborative decisions are made as to which research-based intervention to implement. The interventions are put into place by designated stakeholders. After a sufficient amount of time, the Problem Solving Team reviews the data to determine the effectiveness of the intervention. The intervention is continued, changed, or discontinued based on the data review. If two interventions fail to equip the student with the strategies needed to achieve success, the intervention data is referred to the Special Education Evaluation Team. In many cases, interventions are successful and minor changes are made as the child progresses.

### **Tier 1 Core Instruction:**

Core instruction is delivered to all students using a gradual release model within a Balanced Literacy Framework. To accomplish this, teachers align lessons to the MN Academic Standards and use resources such as Benchmark Literacy and Reader's Workshop along with strategies such as Read Aloud or Sharing and Conferring to aid in the delivery. A typical reading block includes:

- 30 minutes whole group instruction
- 60 minutes Guided Reading: small group targeted instruction
- 20 minutes Phonics Block
- 30 minutes Writer's Workshop

Universal Screening and Benchmark assessments are administered three times per year.

### **Tier 2 Strategic Intervention Support:**

Tier 2 students participate in all Tier 1 instruction, but need extra support to be successful. Tier 2 students participate in targeted interventions based on student needs. The targeted interventions are delivered in small groups for 30 minutes four days per week and progress monitored bi-weekly. PLC groups examine progress-monitoring data on a regular basis to determine the effectiveness of the intervention. Instructional adjustments are made based on the data.

### **Tier 3 Intensive Intervention Support:**

Tier 3 students participate in all core instruction. In addition, Tier 3 students participate in intensive interventions based on individual student needs. Interventions are delivered by classroom teachers, members of the intervention team, and/or special education staff members. Tier 3 students are progress monitored weekly. PLC groups examine progress-monitoring data on a regular basis to determine the effectiveness of the intervention. Instructional adjustments are made based on the data. In order to exit an intervention, students must have 3 to 4

data points consecutively above the Aim Line, with one data point at or above the next benchmark target. If 4 data points are consecutively below the Aim Line, the intervention is changed.

### **Efforts to Screen and Identify Students for Dyslexia and Convergence Insufficiency Disorder**

Windom will use the reading screeners currently in place to determine if there are concerns about Dyslexia or Convergence Insufficiency Disorder for a student. Students may need interventions to further clarify a concern. Programming supports, interventions, or possible referrals to primary medical care may be necessary to assist in the overall screening process. Dyslexia is not a vision disorder, but rather a processing disorder. Convergence Insufficiency Disorder is a vision disorder. Symptoms and educational impact for either disorder will be treated as they relate to the eligibility criteria for Minnesota's disability categories. Tiered intervention supports will be put into place based on individual need.

## **LITERACY AT WINFAIR ELEMENTARY Curriculum and Instruction System**

First and foremost, Winfair Elementary teachers use a standards-based approach to learning, assessment, and grading. The MN English Language Arts Standards are at the heart of every lesson. Learning targets, lessons, and assessments are anchored to the standards. Furthermore, a Balanced Literacy Framework is used to teach reading to students in grades K-3, using Benchmark Literacy as a resource. Components for this program include guided reading, reading aloud, shared reading, and independent reading. Reading strategies from the Daily 5 and CAFÉ are also used. 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 and interest levels. In addition, teachers have access to a leveled library filled with literature and informational text to ensure students are reading good fit books. Individual classrooms have a variety of leveled texts for students to practice reading at their individual level.

All K-3 students receive classroom reading instruction for a minimum of 90 minutes. This includes 10 minutes for the Interactive Read Aloud, 20 minutes for Share Reading, and 60 minutes for Guided Reading. In addition, students participate in 30 minutes of Writers Workshop, 20 minutes of phonics or word study, and 30 minutes of differentiated reading interventions. In addition to Core Instruction, K-3 teachers have access to several research-based interventions to address learning gaps for every student. These interventions include Benchmark Literacy Phonics Intervention, Leveled Literacy Intervention (LLI), Read Naturally, Road to the Code,

and Repeated Reading. Interventions target key strands of reading: phonemic awareness, phonics, fluency, and comprehension.

**A Typical Reading Block**

Approximate Time	Instruction
60 minutes	Guided Reading Small Group Target Instruction
10 minutes	Teacher Modeled Read Aloud
20 minutes	Shared Reading
20 minutes	Phonics Instruction
30 minutes	Writing Instruction
30 minutes	Intervention Block

**RECOGNIZING DIVERSE NEEDS  
ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS**

ELs are currently identified using the Home Language Questionnaire and the WIDA W-APT. This will change to the WIDA Screener for Grades 1-12 and the WIDA MODEL for Kindergarten in the fall of 2017. The district annually assesses all English Learners using the ACCESS for ELLs (2.0) and Alternate ACCESS for ELLs. The ACCESS and the Alternate ACCESS for ELLs are assessments developed to measure the English language proficiency of English learners in grades K-12. Students eligible to take the Alternate ACCESS are those who have significant cognitive disabilities and are identified in MARSS as receiving special education services through an Individualized Education Program (IEP).

Windom is the fiscal host for a consortium that began in 2005 and consists of the following school districts: Windom, Heron Lake Okabena, Round Lake Brewster, Hendricks, Lynd, and Jackson County Central. Districts in this consortium receive Title III funds to help ensure that English Learners attain English proficiency and meet the same challenging state standards required of all other students. Title III funds supplement the resources of local districts to provide quality education to ELs. Disaggregated data compiled from STAR, FAST, MCA III, and ACCESS assessments are used to drive program improvements, strengthen core instruction, and accelerate the acquisition of oral language, academic vocabulary, and literacy skills of ELs.

**SCIENTIFICALLY-BASED READING INSTRUCTION  
PROFESSIONAL DEVELOPMENT**

Windom Area Schools uses a Professional Learning Community (PLC) model to facilitate and encourage collaboration of teachers and specialists across grades, subjects, disciplines, buildings, and district to promote the development of

competent use of effective literacy practices and instructional strategies. PLCs meet weekly to research best-practice strategies; ensure alignment of resources, instruction, and assessments to the Minnesota Academic Standards; address instructional, learning, and achievement gaps; and to analyze the effectiveness of literacy instruction using classroom and district data. Instructional decisions are based on student data.

Using both internal and external experts, Windom teachers are provided with high-quality professional development and trained to deliver core instruction and instructional interventions with scientifically-based reading practices embedded within them. In-house English Learner teachers regularly provide training to assist teachers with effectively recognizing students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students. An Instructional Coach and two teacher leaders further assist staff in implementing core instruction and interventions as intended. Regular analysis of student performance data by classroom teachers, PLC groups, intervention teams, and administration informs prioritization and selection of learned strategies for effective instruction.

Professional development initiatives are ongoing and determined by a process that includes input from staff via various avenues that include leadership teams, QComp and PLC committees, and staff surveys.

## **COMMUNICATION SYSTEM FOR ANNUAL REPORTING**

### **Annual Reporting**

Minnesota Statute 120B.12 requires that all districts annually adopt and post a Local Literacy Plan that ensures all students are reading at or above grade level by the end of third grade. The Windom Local Literacy Plan satisfies the requirements of the Read Well by Third Grade legislation. The plan will be approved by the district school board prior to posting on the district website and be included as an integral part of the Windom World's Best Workforce Plan.

For further information or questions about the Windom Area Public School District Local Literacy Plan, please contact:

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