

New Richland-Hartland-Ellendale-Geneva  
ISD 2168

Local Literacy Plan  
NRHEG Elementary  
2021-2022 School Year



**DISTRICT 2168, NRHEG PUBLIC SCHOOLS  
LOCAL LITERACY PLAN**

Expected to be approved on June 21, 2021 by NRHEG's Board of Education

*The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.*

## **LITERACY PLAN SUMMARY:**

Our district is using the Fountas & Pinnell Classroom a balanced literacy program to teach reading in kindergarten through grade 5. Included in this program are components for guided reading, reading aloud, shared reading and independent reading. To enhance this curriculum, our district has an extensive Leveled Guided Reading Library and an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. The Leveled Library provides all students with instructional texts to best meet their academic needs. 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 for a minimum of 120 minutes each day which includes whole group instruction, interactive read aloud, guided reading instruction, independent reading and word work. 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.

All students in grades K-5 are given the STAR assessments. Specific interventions (Minnesota Reading Corps and Title 1 Services) are based on further diagnostic assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored 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 SAT committee (Student Assistance Team) for further intervention support. Conversations regarding next steps in assessment for special education services are also discussed. A plan of action is developed with the classroom teacher, literacy specialists, special education staff, data coordinator, and administration. Parents are kept informed of their child's progress at every step of the process.

The goal of the NRHEG Public School 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 plan is in place to ensure that the standards are taught within the time available.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about NRHEG's literacy program, please contact the NRHEG Elementary School at 507-684-3181.

## **LITERACY PLAN GOALS AND OBJECTIVES:**

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

**Objectives:**

Each year educators will review and disaggregate reading data at grade levels K, 1, 2, & 3. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized each year to ensure kindergarten readiness. The NRHEG District has established a Kindergarten Readiness Team who developed an assessment tool used to measure phonemic awareness for ALL incoming kindergarten students.

The 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 have been prioritized and pacing guides will be developed. Teams review their Essential Learner Outcomes and Target Skills annually. Formative and summative assessments have been developed and are used at each grade level.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. An individual intervention plan will be created for those students not meeting grade level proficiency.

Professional Learning Communities will analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

Extended day and/or extended year programs (Panther Power Up and Power Hour) will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

NRHEG Elementary School has a 0.75FTE Reading Interventionist who works closely with individual students and small groups. Our interventionist works extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. An interventionist addresses the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. Our interventionist will:

- 1. Consult frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instrument as a base.***
- 2. Design interventions and write lesson plans detailing methods and materials.***
- 3. Assist in the evaluation of on going programs and make recommendations for change.***
- 4. Assist teachers and other administrators and/or supervisors in implementing the school reading program. (Fountas and Pinnell)***
- 5. Help teachers diagnose reading strengths and weaknesses and match these skills with the appropriate techniques and materials.***
- 6. Keep the parents informed as to the purposes and progress of the reading program.***

- 7. Work with support staff and school administrators to facilitate the coordination of the reading program with the total curriculum.*
- 8. Consult with curriculum committees studying such topics as textbook selection, vocabulary development, concept development, supplementary materials and the development of study skills.*
- 9. Promote interest in reading.*
- 10. Work with the classroom teacher and district personnel to coordinate reading instruction designed to meet the individual needs of students.*
- 11. Work with the classroom teacher to monitor student progress.*
- 12. Teach remedial reading as needed.*
- 13. Perform other responsibilities as may, from time to time, be assigned by the supervisor.*
- 14. Familiar with the RTI process and Tiered Instruction.*



## **PROCESS OF ASSESSMENT:**

Administration of the screening and diagnostic assessments listed below will be completed by: classroom teachers, paraprofessionals, literacy interventionists, data coordinator, literacy tutors, literacy coach, RtI interventionist, and special education staff.

Students in Grades K- 3 will be given the STAR Reading assessment. Scaled scores are reviewed as well as Instructional Reading levels. At the winter benchmark we also look at the MN Predictor to help give us a better picture on where the students' scores fall in correlation to the Minnesota Comprehensive Assessments.

Based on these diagnostic 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 (Minnesota Reading Corps data and Title 1), parents will receive a letter informing them of the results, supports, interventions and further diagnostic assessments that will be used to help their child meet the reading goals for their grade level. Parents will have

the opportunity 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 and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 6 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 6 data points on or above the aim line.
- D. Refer the student to the SAT committee if the student has 6 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.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student scores three to four data points above the aim/goal line with one data point at or above the next benchmark target, the student will be exited from the supplemental intervention services.

## **PARENT COMMUNICATION AND INVOLVEMENT:**

Parent Communication plan:

1. Assessment results will be provided to parents through parent teacher conferences, phone calls, emails, and letters sent home.
2. Their classroom teacher will inform parents of students who need supplemental instruction, that their child is receiving these services.
3. An additional explanation of the literacy program and supports will occur in November during fall parent/teacher conferences.
4. Parents of students receiving interventions will receive timely progress reports.

Resources and tools, based on the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) for parents, caregivers, and/or community members to use in support of literacy practices at home will be shared with families.

## **MULTI-TIERED SYSTEMS OF SUPPORT:**

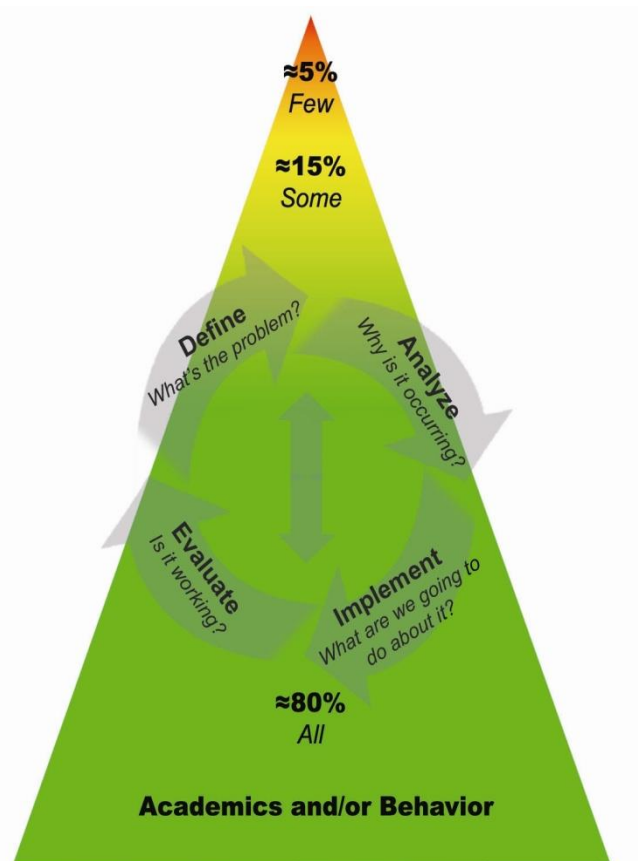
### **A Model of School Supports and the Problem Solving Process**

## ACADEMIC SYSTEMS

**Tier 3: Intensive, Individual Interventions** *Students who need individualized interventions.*

**Tier 2: Targeted Group Interventions** *Students who need more support in addition to the core curriculum.*

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



The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). Classroom teachers, paraprofessionals, literacy interventionists, the data coordinator, literacy tutors, the literacy coach, the RtI interventionist, and the special education staff will provide this level of support.

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

The Multi-tiered systems of support can be traced to the work on data-based decision-making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties.

among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

## **SCIENTIFICALLY BASED READING INSTRUCTION:**

The scientifically based reading curriculum NRHEG Public School uses is the Fountas and Pinnell Classroom for literacy instruction. Small, instructional group instruction is used to differentiate for our diverse learners. Response to Intervention, for both reading and math, are included in each day's schedule.

## **PROFESSIONAL DEVELOPMENT:**

The NRHEG Public School District will have time available for Professional Development. The Director of Curriculum and Instruction, along with the Staff Development Committee, will help facilitate these meetings. Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer Coaching and Mentoring, Teacher Development and Evaluation
- Outside Resources/Consultants
- Literacy Team

## **ENGLISH LEARNERS AND OTHER DIVERSE POPULATIONS:**

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

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

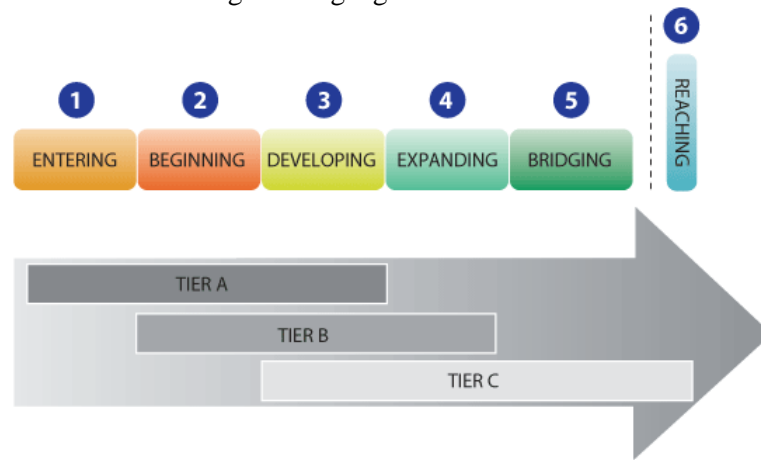
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.



Based on the W-APT and ACCESS assessments, students who qualify for ESL support will receive the intervention of focused language skill development from a licensed ESL teacher, in addition to the core instruction.

This district has 2 English Learners and 17 students that are non-white. Based on these demographics, resources will be allocated and the Literacy Team will determine professional development 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:

- Title III Activities:
- Integration Activities:
- ESL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FAST, STAR, Fountas and Pinnell, , 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 Literacy Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

### **Dyslexia Screening**

Minnesota school districts are currently required to develop a local literacy plan to ensure that all students are reading well by no later than the end of third grade ([Minn. Stat. § 120B.12](#)). Minnesota school districts are also now required to report K-2 summary reading data, reading disability identification efforts and provision of alternate instruction along with their Local Literacy Plans to the Minnesota Education Commissioner by July 1 of each year.

During the 2017 legislative session, new language was added to the “Reading Well by Third grade” law ([Minnesota Statutes, section 120B.12](#)) that included three new school district requirements:

- Reporting of districts’ efforts to screen and identify students with dyslexia (a reading disability related to an inability to sound out [decode and encode] words).<sup>1</sup>
- Reporting of districts’ efforts to screen and identify students with convergence insufficiency disorder (a condition in which your eyes are unable to work together when reading).<sup>2</sup>
- Provision of alternate instruction before special education assessment referral consistent with [Minnesota Statutes, section 125A.56](#) for students not reading on grade level.<sup>3</sup>

Minnesota Statutes, section 120B.122 was also recently signed into law. This statute requires the Minnesota Department of Education (MDE) to employ a dyslexia specialist to provide technical assistance for dyslexia and related disorders to schools and to serve as the primary source of information and support for schools in addressing the needs of students with dyslexia and related disorders.

The Minnesota Department of Education’s (MDE) latest guidance titled, Revising Local Literacy Plans to Include “Efforts to Identify Students with Dyslexia” encourages early identification. The MDE emphasizes that unlike other students who may be learning English or who have had limited exposure to reading instruction, students with dyslexia do not respond to the same instruction delivered within in the classroom even when provided with additional instruction time. Students with dyslexia need explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidence-based practice with word sounds and word recognition to make appropriate progress.

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

Reported annually at the June School Board meeting.

## **STAKEHOLDER FEEDBACK:**

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



