ISD 85, SPRINGFIELD PUBLIC SCHOOLS

DISTRICT LITERACY PLAN

"LEARNING FOR ALL"

Jeff Kuehn, Elementary Principal

Keith Kottke, Superintendent

DISTRICT 85, SPRINGFIELD PUBLIC SCHOOLS
LOCAL LITERACY PLAN

Approved by Springfield's Board of Education

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level reading proficiency by Grade 3 and in the years thereafter.

LITERACY PLAN SUMMARY:

Our district is currently using the Macmillan McGraw Hill Reading and Language Arts series,aliterature-based basal program to teach reading in kindergarten through grade 6. Included in this program are components for guided reading, read aloud, shared reading, leveled 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-3 students receive classroom reading instruction for a minimum of 85 minutes each day.Relevant technology engages students in meaningful learning activities. A variety of technologies including SMARTboards, iPads, Nook e-Readers, computers, listening stations, etc. have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district also usesAccelerated 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. Our district also utilizes the online reading program Study Island which assesses students in all state reading standards, strands, and strategies.

All students in grades K-3 are given theAIMSwebscreening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with data from Measures of Academic Progress (MAP), struggling and at-risk students are identified and referred 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. Each student's progress is monitored regularly during a daily 25-minute intervention period and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to after-school tutoring, Reading Mastery small groups, Minnesota Reading Corps, and/or special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Springfielddistrict is toensure 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 of "essentials or power standards" is in place to ensure that the standards are taught within the time available. This outline of curriculum and essential learning outcomes can be accessed under the curriculum tab of the elementary school website.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Springfield's literacy program, please contact: Elementary Principal Jeffrey Kuehn at 507-723-4286 (phone) or jeff.kuehn@springfield.mntm.org(email).

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, when available.

The K-3 Reading Department and administrationannually review 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 essential standards/pacing guides developed.

Common formative assessments will be developed and 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.

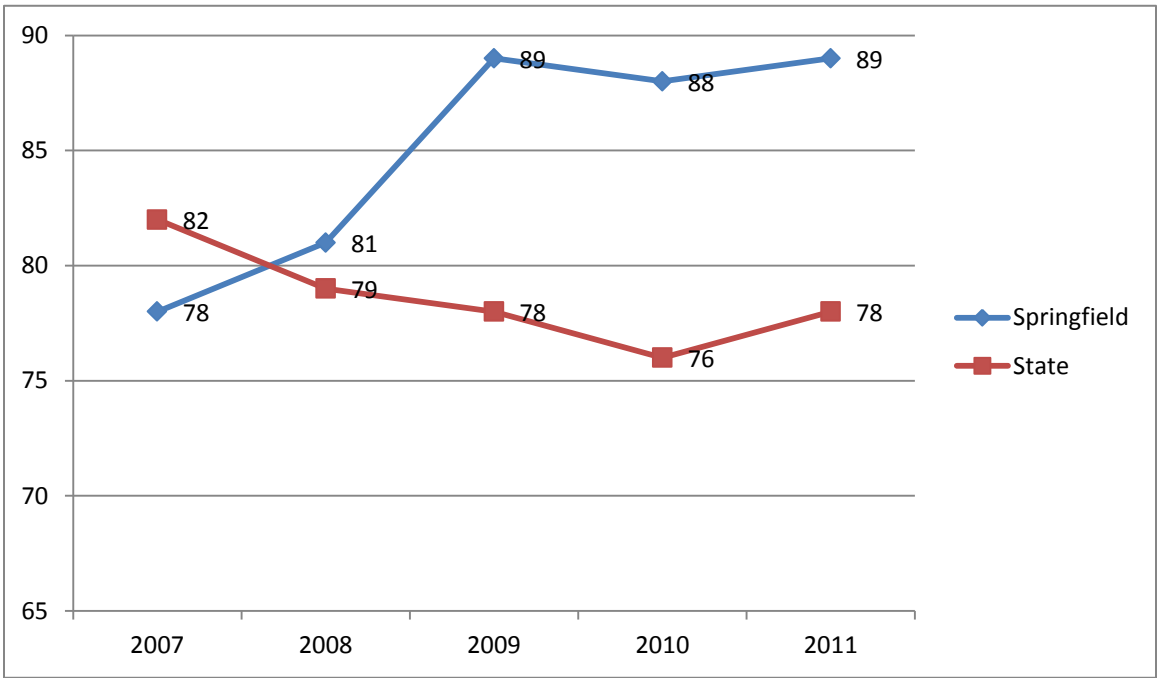
Professional Learning Communities (PLC's) will continue to function to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps between existing subgroups. Best practices will be shared and ongoing staff development will be utilized to train staff in the scientifically research-based, instructional strategies.

Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency. Students will be referred to these programs if they meet Title I criteria or fail to meet the necessary benchmarks on NWEA (MAP) testing.

Below is a list of currently utilized practices, supports, and/or assessment tools that have yielded improved results in student learning:

- Common Formative Assessments (PLC team-developed tests and quizzes)
- NWEA (also known as MAP—Measures of Academic Progress)
- AIMSweb Fluency Probes
- Minnesota Reading Corps
- Reading Mastery
- Study Island
- Read Naturally (K-3 SPED)

Proficiency measures for our district will be assessed by AIMSweb (K-3 reading fluency), NWEA (K-3 reading and language usage norms), and MCA (3rd grade reading). The graph below reflects our school's past performance (percentage of students meeting proficiency) for 3rd grade students on the Minnesota Comprehensive Assessment (MCA Reading) in comparison with state averages:



PROCESS OF ASSESSMENT:

Classroom teachers and teacher assistants will administer the screening and diagnostic assessments listed below.

Measures of Academic Progress (MAP) and MAP for Primary Grades are used as benchmark and diagnostic assessments. They are adaptive and sequential tests used to measure student growth. The 2011 NWEA RIT Scale Norms provide growth and status norms in the following content areas: Reading, Language Usage, Mathematics, General Science, and Science Concepts and Processes. The RIT scores for each grade level in Reading and Language Usage are listed in the following charts:

2011 Reading Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7

5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 Language Usage Status Norms (RIT Values)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	223.7	223.3

AIMSweb is also used as ascreening/benchmark assessment. The target scores for each grade level are listed in the following charts:

Kindergarten AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [16]	Letter Naming Fluency [39]	Letter Naming Fluency [48]
Letter Sound Fluency [4]	Letter Sound Fluency [23]	Letter Sound Fluency [36]
NA	Nonsense Word Fluency [21]	Nonsense Word Fluency [34]

First Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading—CBM [?] (Oral Reading Fluency)	Reading—CBM [22] (Oral Reading Fluency)	Reading—CBM [52] (Oral Reading Fluency)

Second Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [43] (Oral Reading Fluency)	Reading – CBM [72] (Oral Reading Fluency)	Reading – CBM [90] (Oral Reading Fluency)

Third Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [70] (Oral Reading Fluency)	Reading – CBM [91] (Oral Reading Fluency)	Reading – CBM [109] (Oral Reading Fluency)

Assessment results for all students will be reviewed to determine specific skill deficits in the five strands (phonemic awareness, phonics, fluency, vocabulary, and comprehension) of reading. Interventions will be administered based upon skill level and need during the daily RIP (Reading Intervention Period). Students in need of more intensive intervention will be referred to other additional services.

Following the assessments, parents will receive letters informing them of the results and further supports that will be used to help their child meet the reading goals for their grade level. Parents will be invited in to visit with staff about their child's educational needs and asked if they have any questions. A complete outline of the parent communication and involvement section is below.

Students not achieving grade-level proficiency targets will be progress monitored on a weekly basis following the initial assessment. Progress monitoring data will be collected weekly and analyzed on a monthly basis. The following process will be used:

A. Examine the student chart after 4-6 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 4 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 4 data points on or above the aim line.
D. Refer the student to the problem-solving team (grade-level team members, principal, reading specialist/SPED reading teacher, MRC tutor, and school psychologist) if the student has 4 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 arebased on a triangulation of assessment data with classroom teacher input. When the student scoresthree 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:

The district has developed parent communication letters that willsharethe state-identified grade-level standards and how their child is progressing toward meeting these standards. Theseletterswill include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication plan

1. Beginning of the year in pre-school (fall packet) 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 an explanation of entrance and exit criteria for students needing interventions, 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 within 14days.
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and offered an invitation for a conference with the student's teacher.
4. An additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive quarterly progress reports. Parents will also receive quarterly emails from the elementary principal highlighting assessment windows, school-wide results, and suggestions for strengthening their child's literacy skills.

The following are online resources and tools, based on the five pillars (phonemic awareness, phonics, fluency, vocabulary, and comprehension) of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

http://education.state.mn.us/MDE/EdExc/ReadWell/FamEngagReadK3/index.html
http://www.parentsknow.state.mn.us/parentsknow/index.html
http://thinkfinity.org/
http://www.readwritethink.org/
http://www.studyladder.com/
http://freereading.net/index.php?title=Main_Page
http://www.studyisland.com
http://www.springfield.mntm.org/17461081218620320/site/default.asp

MULTI-TIERED SYSTEMS OF SUPPORT:

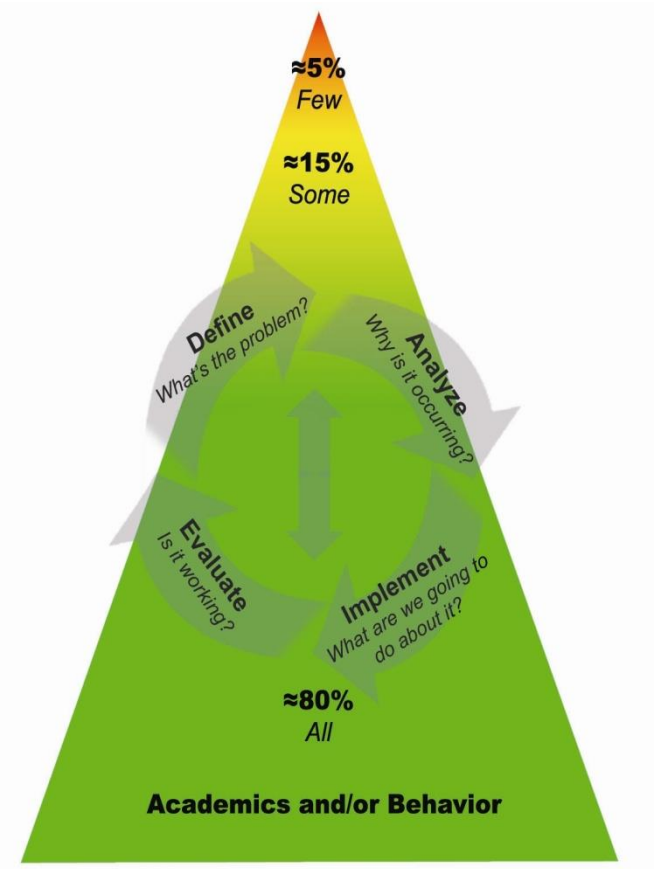
A Model of School Supports and the Problem Solving Process

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 a minimum of 85 minutes of core instructiondelivered 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 the needs of their diverse learners.

Based on benchmark 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 classroom teachers, specialist staff, and teacher assistants during RIP time (25 minutes) each day. Students that qualify for Tier 2 services may also be referred to intervention support by the Minnesota Reading Corps tutor.

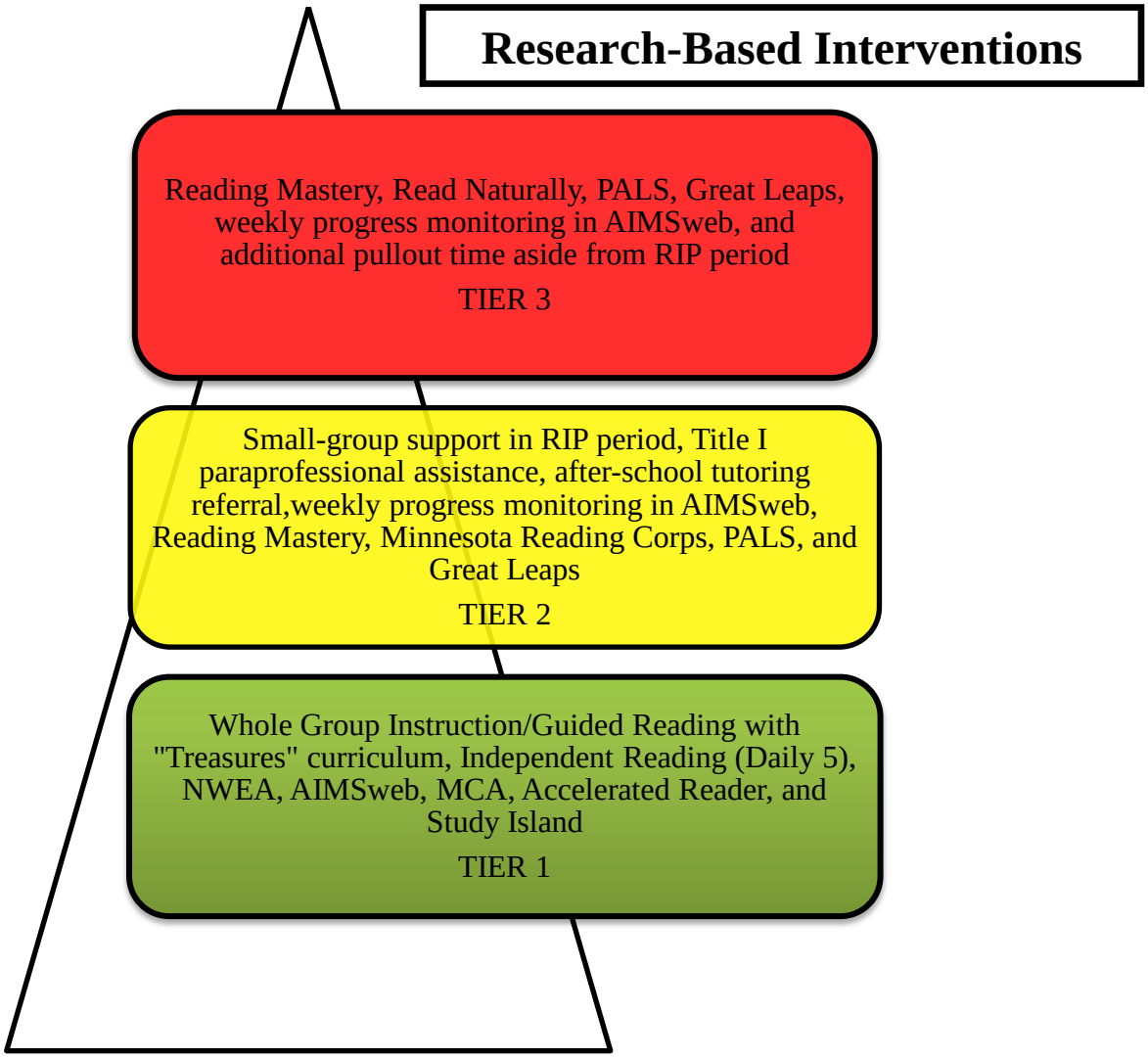
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

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 research-based reading curriculum that Springfield uses is"Treasures" (Macmillan McGraw Hill)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.



PROFESSIONAL DEVELOPMENT:

The Springfield District has 5days available for professional development. Based on student performance data, the district has determined that small group instructionvia the Daily 5 and Café model will be the Reading/Literacy Professional Development focus for the 2012-2013 school year.

Professional Development is provided through:

- Grade-Level/Department Planning Time
- Professional Learning Communities (PLCs)
    - Weekly meetings (Tuesdays at 7:25 a.m.) will be held to analyze assessment data, discuss student needs, and plan the necessary interventions.
- Regional Professional Development (FLY)
- Peer Coaching/Mentoring
- Basal Training from Company Representative
- Outside Resources/Consultants including online video instruction.

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with teachers at all levels, 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 (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:

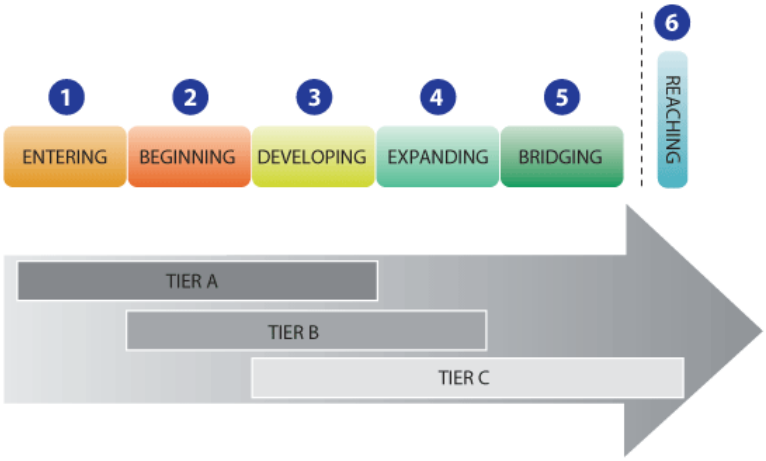
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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 noK-3 English Learners and 50 students that are non-white. Based on these demographics, resources will be allocated and professional development will be determined by the leadershipannually.

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. K-3 students in the elementary school will also receive weekly instruction in world cultures through the Global Explorations course. This course is capped by a culminating integration activity known as "World Cultures Day" in which students from Springfield connect with students of diverse populations from neighboring districts.

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. 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 school leadership is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

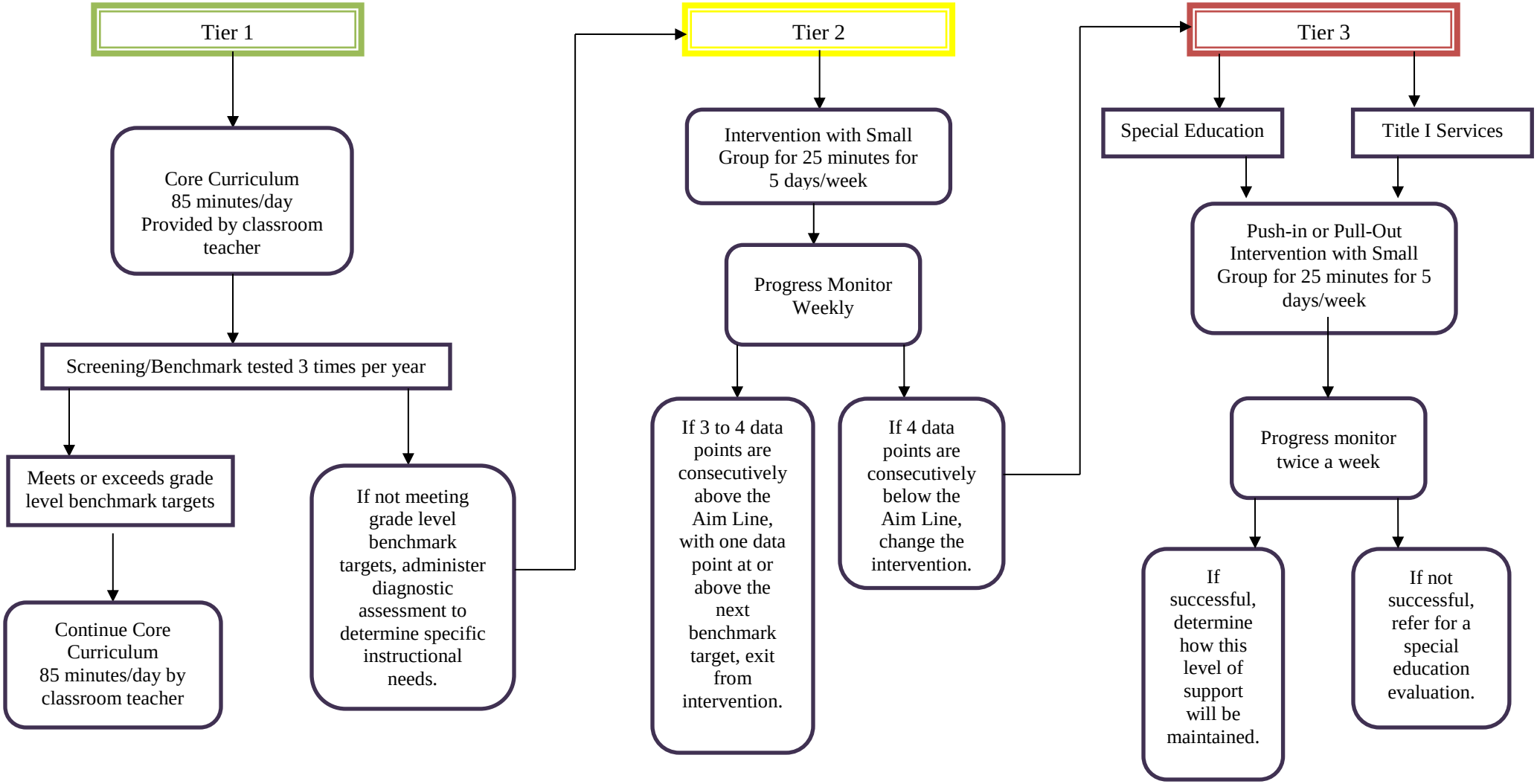
COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

Please see attached Excel document provided by MDE.

STAKEHOLDER FEEDBACK:

For stakeholders wishing to provide insight into their evaluation of this report, please refer comments tied to the below questions to Springfield Elementary Principal, Jeffrey Kuehn at 507-723-4286 or jeff.kuehn@springfield.mntm.org

1. Was the information easy to find?
2. Is 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?


Tier 1
Core Curriculum
85 minutes/day
Provided by classroom teacher
Screening/Benchmark tested 3 times per year
Meets or exceeds grade level benchmark targets
Continue Core Curriculum
85 minutes/day by classroom teacher
If not meeting grade level benchmark targets, administer diagnostic assessment to determine specific instructional needs.
Tier 2
Intervention with Small Group for 25 minutes for 5 days/week
Progress Monitor Weekly
If 3 to 4 data points are consecutively above the Aim Line, with one data point at or above the next benchmark target, exit from intervention.
If 4 data points are consecutively below the Aim Line, change the intervention.
Tier 3
Special Education
Title I Services
Push-in or Pull-Out Intervention with Small Group for 25 minutes for 5 days/week
Progress monitor twice a week
If successful, determine how this level of support will be maintained.
If not successful, refer for a special education evaluation.