

District 2754, Cedar Mountain Public Schools Local Literacy plan

Approved May 21, 2012 by Cedar Mountain's Board of Education
Updated annually in July

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency by Grade3.

Literacy Plan Summary:

Our district purchased in 2021 the 2020 MacMillan/McGraw-Hill Wonder basal program to teach English Language Arts in kindergarten through grade 5. Included in this program are components for phonemic awareness, phonics, vocabulary, comprehension, fluency, writing and grammar. 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. In 2016, each grade level added \$400 of additional books to their classroom libraries. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. 25 of those minutes (five times a week) will be in an ability based reading group. During that time students will use leveled readers from the curriculum and novels to enhance and/or remediate their reading skills. Specific skills are taught and remediated based on student's scores on benchmark assessments. 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. Each classroom has 1:1 iPads which are used for instruction, review, assessment, and individualized reading. 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. A school wide reward system encourages students to participate in this program. Students in K-5 use Freckle to spiral review and reinforce grade level standards.

All students in grades K-5 are given the STAR CBM screening/benchmarking assessment three times throughout the

course of the year in fall, winter, and spring. Using this data, along with data from STAR Reading assessments struggling and at-risk students are identified and referred for interventions. The problem solving team assists classroom teachers on specific interventions that 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 (weekly) and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Cedar Mountain district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts 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. Starting in 2018-19 school year – trimester report cards started reporting specific achievement on the essential standards taught at each grade level.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about Cedar Mountain's literacy program, please contact: Tabatha Millert at 507-557-2251(phone) or tmiller@cedarmt.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-5. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each classroom. These learning targets will be shared with parents in the fall and reviewed periodically with students throughout the year. Pre-K data will be accessed and utilized and shared with parents during January conferences.

The reading teacher's review, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention. Curriculum resources are aligned to the most current standards. Standards have been prioritized and pacing guides have been developed.

Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities are held weekly to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices in reading, technology and instructional strategies

will be taught and shared. Staff members have been trained in the Guided Reading model in the summer of 2019 and have implemented these strategies in their instruction.

Current practices and supports that have demonstrated success/data leading to improved results for groups of students not yet proficient:

- **Wonders reading curriculum (McMillan McGraw Hill – implemented 2021-22)**
- **Reading WIN (What I need) time is used for ability grouping for all students**
- **SMART boards utilized for reading instruction**
- **90 minutes of reading per grade level**
- **Weekly or Bi-weekly Assessments**
- **1:1 ipads in every classroom**
- **Accelerated Reading encouraged and monthly rewards given**
- **FRECKLE a computerized program that reviews grade level standards is used in K-5**
- **Reading Nights held at two different times throughout the year to promote reading**
- **Scholastic Book Fairs held twice a year**
- **Library time weekly where students read independently or are read to**
- **Students who do not reach their “target data points” receive additional reading support from Title I staff and/or the licensed reading teacher.**
- **Interventions that focus on specific learning needs are provided for targeted students**
- **Reading Corps literacy tutors work with students in grades K-3.**
- **Materials from PRESS (University of Minnesota) program are used in Interventions.**

SMART GOAL FOR THIRD GRADE

By the spring of 2024, 70% of third graders will meet or exceed the grade level standards as tested on the MCA Reading tests.

By the spring of 2024, 70% of the third graders will be at or above grade level as measured on the Oral Reading Fluency.

By the spring of 2024, 70% of the third graders will be at or above grade level as measured on the STAR assessment.

Process of Assessment:

The classroom teacher will administer the screening and diagnostic assessments listed below.

STAR assessments for grades 2-5 and Early Literacy for grades K-1 are used as benchmark assessments. They are adaptive and sequential tests used to measure student growth. The 2017 Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end of year performance goals. The Benchmark scores for each grade level are listed in the following charts:

2017 Reading Status Norms			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	499	570	643
1	611 (Early Literacy)	82 (STAR)	105 (STAR)
2	182	230	279
3	323	360	392
4	424	455	479
5	525	555	584

STAR CBM is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

Kindergarten STAR Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Early Reading Composite Score 34	Early Reading Composite Score 52	Early Reading Composite Score 65

First Grade STAR CBM Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [23] (Oral Reading Fluency)	Reading – CBM [35] (Oral Reading Fluency)	Reading – CBM [49] (Oral Reading Fluency)

Second Grade STAR CBM Assessments		
Fall	Winter	Spring
Assessment Name [Target Score]	Assessment Name [Target Score]	Assessment Name [Target Score]
Reading – CBM [81] (Oral Reading Fluency)	Reading – CBM [91] (Oral Reading Fluency)	Reading – CBM [102] (Oral Reading Fluency)

Third Grade STAR Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [106] (Oral Reading Fluency)	Reading – CBM [112] (Oral Reading Fluency)	Reading – CBM [118] (Oral Reading Fluency)

Students who do not meet the target score as listed above will undergo a diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: curriculum based diagnostic tests, intervention based pre- and post-tests, STAR goal strands, or the Gallistel-Ellis - Revised (GE-R) test of Coding Skills.

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, parents will receive notification 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

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

- A. Based on prior spring STAR data points, students will be placed in differentiated reading groups based on their abilities. Students in the "approaching" group will be progress monitored weekly.
- B. Examine the student chart after 4-6 data points have been plotted and a trend line has been generated.
- C. Implement an intervention if a student has 4 data points clearly and consistently below the aim line. (Title I, classroom teacher, or AmeriCorps)
- D. Continue the intervention until the student meets the grade-level benchmark (if the student has 4 data points on or above the aim line.) If the child has not met the criteria in the set amount of time, a new intervention or a change in duration of the intervention will be put in place.
- E. Refer the student to the problem-solving team if the student has 4 data points below the goal line for the second intervention.
- F. 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.
- G. 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.

Parent Communication and Involvement:

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will 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. The purpose of providing additional time on task, through these intensive interventions, is to effectively accelerate student achievement to match grade level expectations.

Parent Communication plan

1. In the beginning of the year 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.

(Handout)

2. Assessment results will be provided to parents within 10 days. (STAR)
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and goals will be explained at parent teacher conferences.
4. An additional explanation of the literacy program and supports will occur in November and February during parent/teacher conferences.
5. Parents of students receiving interventions will receive monthly progress reports.
6. All parents of K and 1 students will receive a parent letter at least three times a year with suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.
7. A reading tab on our district's website will provide parents with resources and internet links that will provide extra practice opportunities for students.
8. FRED (Fathers Reading Every Day) event will be held annually to promote reading literacy with fathers and male figures in our district. Resources and tools will be provided and good reading strategies will be modeled.

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:

Could include Webinars & Websites

- Accelerated Reading Program
- Scholastic.com
- Freckle
- www.starfall.com
- www.scholastic.com
- Timberwolves Reading Program
- Morgan Public Library reading program
- Community Education programs

Multi-Tiered Systems of Support:

A Model of School Supports and the Problem Solving Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual

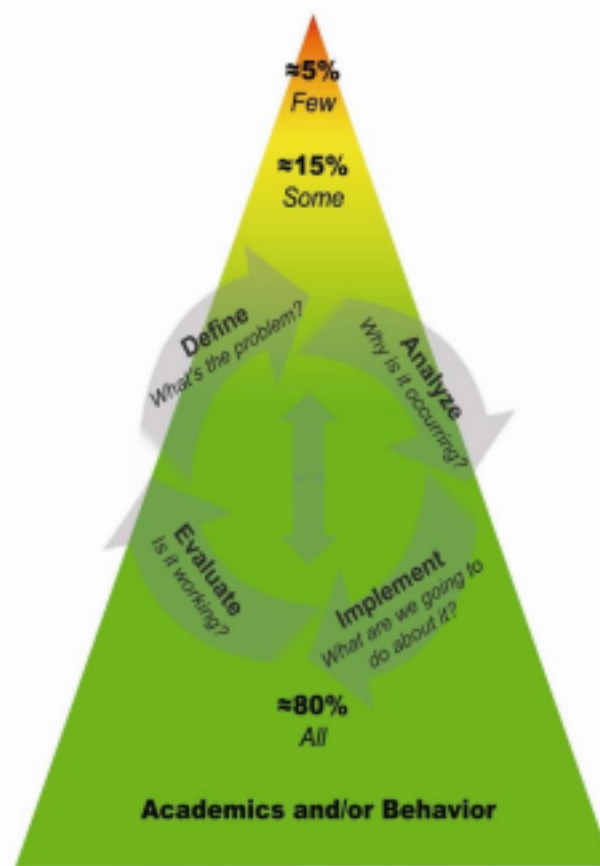
Interventions *Students who need individualized interventions.*

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 during a "WIN" model. A daily 25 minute block will be utilized to teach students in each grade at three different ability based groups taught by classroom teachers, a reading teacher, and Title I staff.

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 Title I paraprofessionals, classroom teachers, volunteers, an AmeriCorps literacy tutor, or reading teacher. Frequency and duration will be determined by the classroom teacher and/or Problem Solving Team.

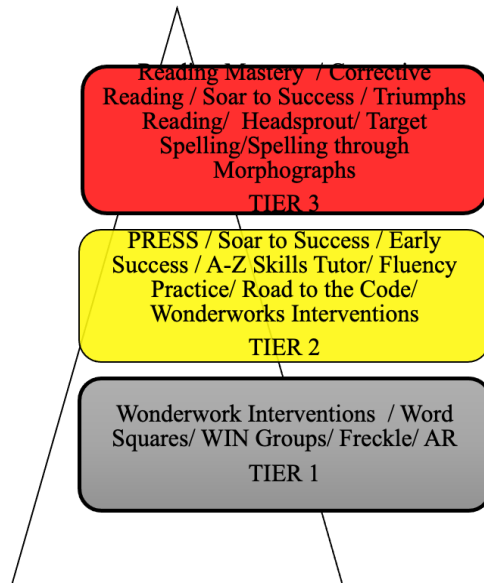
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. This instruction could be provided by the Reading teacher or Title I staff. Students receiving 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 Cedar Mountain uses is MacMillan/McGraw-Hill Wonders which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.

Research-Based Interventions



Professional Development:

The Cedar Mountain District has several options available for Professional Development.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development offered by Coop
- Peer Coaching/observations
- Basal Training from Company Representative
- RtI intervention support from RtI specialist from Coop
- Mentoring provided to non-tenure teachers

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with the district staff development team, 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

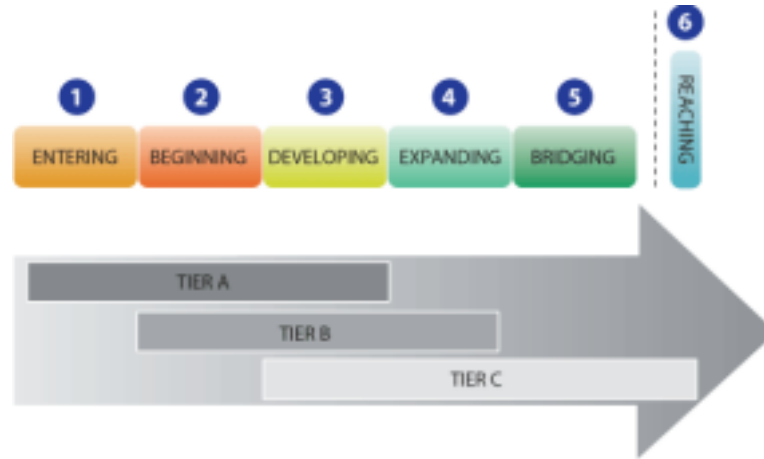
Test forms are divided into five grade-level clusters:

- 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 1 English Learners and 21% of our students that are non-white. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

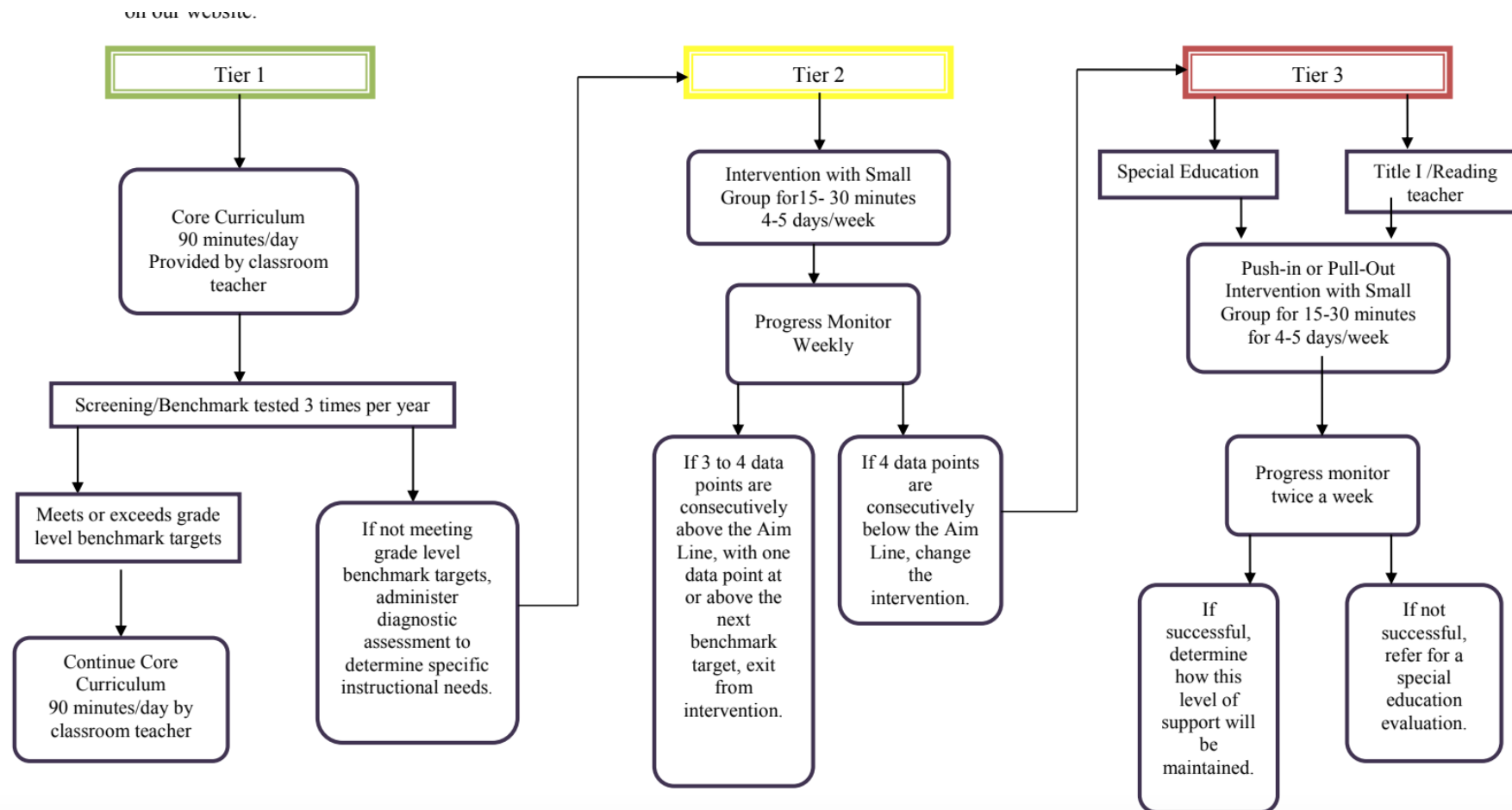
Training / Coaching / Resources available for all school staff:

- Integration Activities offered through the Cottonwood River Integration Collaborative
- EL 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: AIMSweb, 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 reading teachers are responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

Communication system for annual reporting:



Student assessment data will be submitted to the Minnesota Department of Education annually and will be updated on this document and posted on our website.

