

# **ECCS LITERACY PLAN 2017**

**Eastern Carver  
County Schools**



*Exceptional, personalized learning*

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## **Introduction**

### **Eastern Carver County Schools Literacy Plan**

As written in MN Statute 120B.12, a local school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. A local literacy plan must include the 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. A PowerPoint presentation highlighting this plan is posted on the District 112 website with a link to this document.

This Reading Well by Third Grade Plan was developed with contributions from the following District personnel:

Brian Beresford, Elementary Teaching and Learning Supervisor

David Brecht, Student Assessment/Testing Manager

Chris Hentges, Principal East Union Elementary School

Meg Gregory, Elementary Literacy Coach

Lori Warnberg, Principal La Academia Elementary School

Becky Sutton, EL Coordinator

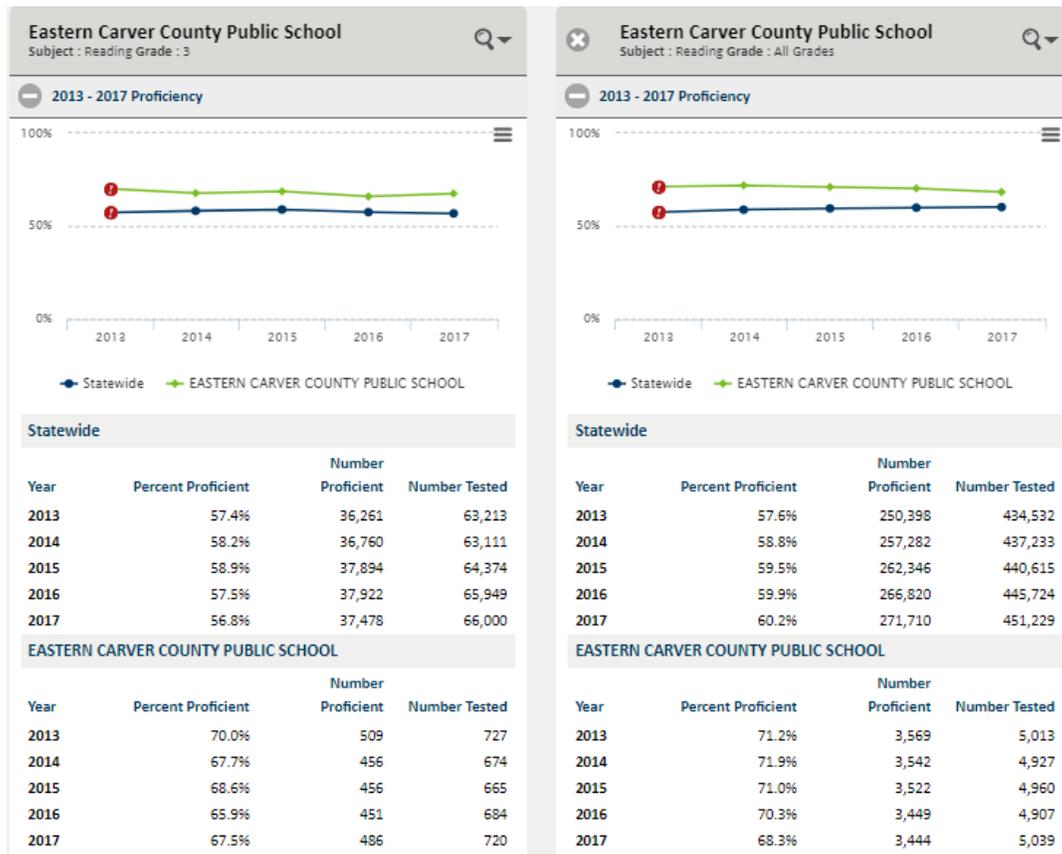
Michele Bedor, Supervisor of Early Childhood Programs

## I. Statement of Goal

The goal of this plan is to identify the reading instruction provided to students in kindergarten through third grade, identify assessment measures and benchmarks that indicate that students are on track to become proficient readers or have achieved that level of reading achievement.

**A proficient reader is defined as;** a student who demonstrates proficient performance on the MCAIII Reading Assessment administered in third grade. Assessments used in addition to the MCAIII Reading Assessment will examine the multiple factors that support reading proficiency in the classroom setting. Reading proficiency examines a student’s ability to understand and apply letter sound associations, blend sounds to create meaning from print, reading fluently, comprehend texts at multiple levels, and generalize skills to read grade level text with success. Grade level benchmarks provided later in this plan will allow district instructional staff to identify those students at risk for not meeting this definition of proficiency.

Below is our current assessment data about students in Eastern Carver County Schools who have been identified as proficient by their ability to meet or exceed proficiency on all accountability (MCA, MTAS) Reading tests.



**ECCS has a reading proficiency goal as follows:** The percentage of all students enrolled October 1 at Eastern Carver County Schools who earn an achievement level of *Meets the Standards* or *Exceeds the Standards* in reading on all accountability tests (MCA, MTAS) will increase from 68.7% in 2017 to 70.7% in 2018.

To align student achievement to the MCAIII & MTAS our district currently uses NWEA/MAP data at grades K, 1, 2, and 3 to assess student achievement leading up to meeting criteria for proficiency on the Grade 3 MCAIII & MTAS assessment. Our plan includes data specific to grades K, 1, 2 and 3 based on the definition of reading proficiency.

## **II. Statement of the Process to Assess Students**

An assessment plan must include assessment of all students to identify those students at risk for not reading well by third grade. An assessment plan must include early and regular assessment and an ongoing monitoring process.

**Pre-K Assessment:** We have identified the following information about assessment and intervention of our preschool students attending our district programs.

Most district children go through our district's Early Childhood Screening Program sometime between the ages of 3 and 5. The district uses the Pearson ESI.P and ESI.R screening tool.

Referrals are made for students in the areas of Speech or Cognitive Development. Students then receive services through our Early Childhood Special Education Department. If a student scores below average or does not qualify for special education services, parents are encouraged to enroll their child into one of the four types of early childhood programs available in ECCS.

Progress for students in our early childhood programs is evaluated using the Work Sampling Portfolio approach to assessment. The outcome of the work sampling is shared with the kindergarten program if the child remains in district for kindergarten.

**Assessment in Kindergarten through Grade 3:** ECCS currently assesses students in grades K-3 using the NWEA/MAP tests. In the fall and winter of each school year, kindergarten, first and second grade students complete a common literacy screener (see section below). Our plan includes NWEA/MAP testing of all kindergarten through grade 3 students two times a year- in September and May. We complete benchmark running record assessments each trimester with all K-5 students. The *Fountas & Pinnell Benchmark Assessment System*, Third Edition is our assessment tool. Instructional level results are recorded in Infinite Campus. The primary literacy teacher administers the running record individually to each learner. During administration teachers have the opportunity to listen to students read aloud for word accuracy and assess comprehension of reading. For students identified as "at risk" – or performing below benchmark expectations - they will also be assessed using diagnostic screeners to determine further needs. Furthermore, these students will complete an additional NWEA/MAP test in January to monitor progress. We have also reviewed our current measures of letter identification, segmenting and blending, which are now used at kindergarten and grade 1 as formative measures throughout the school year and are aligned to standards.

The grade 2 and 3 NWEA/MAP test is a different measure than the Primary NWEA/MAP, however, the benchmark data is aligned to the 3<sup>rd</sup> Grade MCA Reading test and our leveled reading running records using the **Fountas and Pinnell** leveling system. Teachers and parents are provided with alignment information between the NWEA/MAP and the leveled reading achievement. Also available are the alignment of the NWEA/MAP strand data to comprehension strategies found in the HMH Journeys or Senderos series.

**Plan for Literacy Screening - Dyslexia & Convergence:** In grades K-2 we will assess students using a universal screener (HMH Journeys) two times a year (beginning and mid-year). *\*New students in grades K-3 or students in grade 3 who have been previously identified for targeted interventions will also be screened.* The following sub-tests are used as screening assessments. These assessments are administered individually to each learner:

- Letter Naming Fluency (K-1)
- Phoneme Segmentation (K-1)
- Nonsense-Word Reading (1)
- Word Identification (1-2)
- Oral Reading Fluency (1-2-3\*)

Upon completion of the screening assessments and running records, a data review is completed for each learner. Using this body of evidence; students who perform below grade level benchmark goals will receive focused diagnostic assessments followed by targeted, specific skill intervention instruction and progress monitoring. In addition, teachers complete instructional interventions based on their formative data in targeted small group sessions. Students with needs indicative of dyslexia or other reading difficulties are matched to interventions which have been specifically designed to meet their needs. Leveled Literacy Intervention (LLI) is a Tier 2 small group intervention available in all our buildings and focuses on reading, fluency and phonics. Also, available at all our sites is the Soudy System, a structured, systematic, multisensory reading intervention using proven Orton-Gillingham methods to provide effective intervention in small group settings. Some ECCS schools also have *Americorps Reading Corps* trained tutors who work individually with K-3 students on a daily basis to build letter, word and passage fluency with targeted interventions.

Students in K,1,3,5,7, new to district, any others with a parent or teacher concern, as well as students going through *iTeam*, special education evaluation or reevaluation complete a vision screening with a district-employed registered nurse. Screenings include an updated vision history and risk assessment to identify a child/family history of any medical conditions that may be associated with eye disorders. Referrals are made if a family or personal history of associated conditions or syndromes are reported or screening results indicate a concern. Students who are experiencing difficulty reading indicated by headaches, eye strain or double vision while reading for extended periods of time may be referred to the school nurse at any time. This information will be shared with the student's parent and they may be encouraged to seek further screening.

## Kindergarten and Grade 1 Assessment Benchmarks:

Grades K-1 Fall

Grade	30%ile	60%ile
K	134	144
1	154	164

Grades K-1 Winter

Grade	30%ile	60%ile
K	145	155
1	164	175

Grades K-1 Spring

Grade	30%ile	60%ile
K	151	161
1	170	181

## Grade 2 and Grade 3 Assessment Benchmarks:

Grades 2-3 Fall

Grade	30%ile	48%ile
2	167	174
3	180	187

**Grade 3 MCA:**

Below 340 Does Not Meet  
340-349 Partially Meets

Grades 2-3 Winter

Grade	30%ile	48%ile
2	176	183
3	188	195

**Grade 3 MCA:**

Below 340 Does Not Meet  
340-349 Partially Meets

Grades 2-3 Spring

Grade	30%ile	48%ile
2	181	188
3	191	198

**Grade 3 MCA:**

Below 340 Does Not Meet  
340-349 Partially Meets

**Parent Notification and Involvement:** Parents are notified at the building level of the dates that NWEA/MAP assessments will take place. Presentations both in person and in print are provided to give parents a better understanding of the assessment plan that will impact their child. These presentations occur independently or during building level curriculum nights and/or conferences; information included is an explanation of the NWEA/MAP test and how it is administered, as well as, an explanation of how running records (which will be administered three times a year) will be used as a student growth measure. Additionally, parents have online access to language arts core materials and receive information about other measurements used during the school year to assess student reading achievement.

Student data from the NWEA/MAP assessments and the MCAIII Reading assessments are available to parents on our Parent Portal or in written form upon request.

The parents of students identified as at risk of not reading proficiently by the end of third grade are provided with student specific periodic updates, which include their progress, the current objectives, and relevant formative and summative assessment data.

Parent involvement opportunities at each site includes information about intervention programming, which includes information and materials that parents may use to support their own child's learning at home.

### **III. Intervention and Instructional Supports**

District 112 has a tiered approach to intervention and instructional supports. Standards-based instruction is provided to all students in grades K-3 using a balanced literacy approach and HMH

(Journey's or Senderos) language arts curriculum resource, which is all aligned to the 2010 Minnesota ELA Academic Standards.

**Minnesota ELA Standards:**

<http://education.state.mn.us/MDE/dse/stds/ela/>

**Journey's Curriculum Resource Maps (aligned to Common Core ELA Standards):**

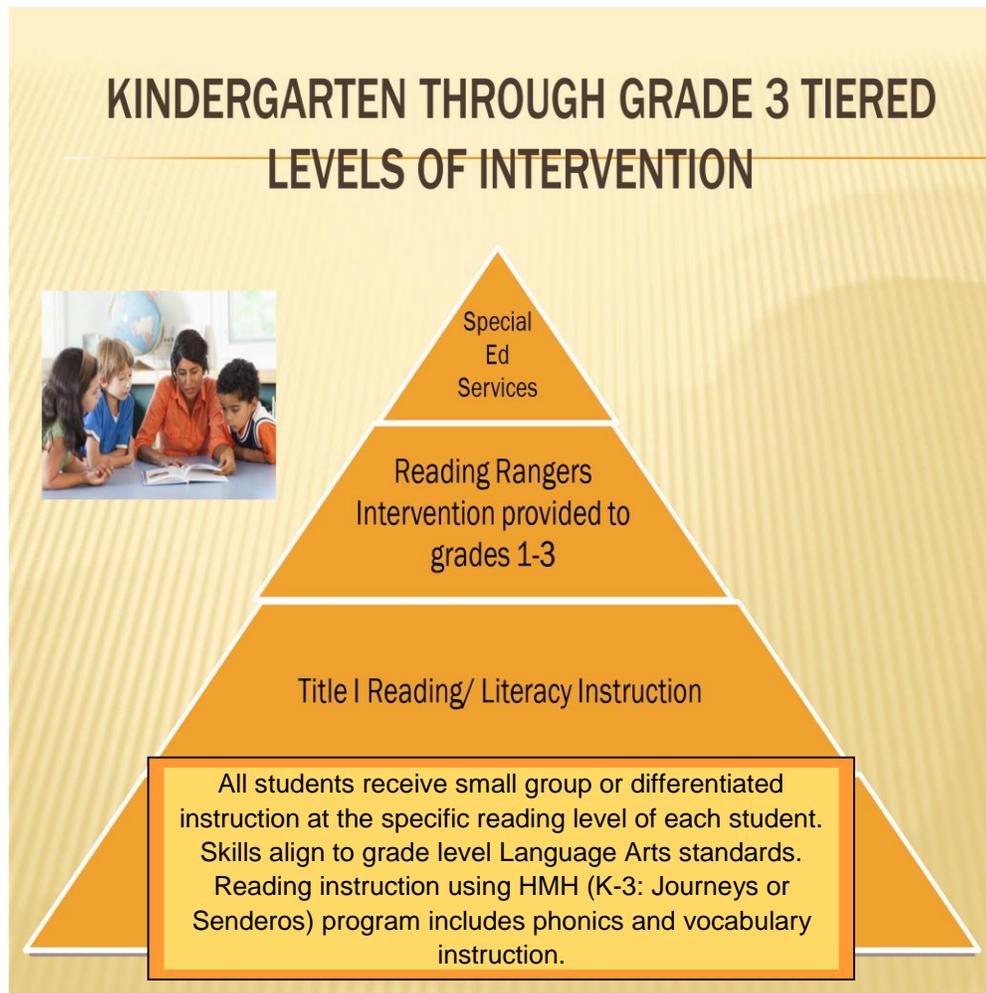
Kindergarten: <http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/reading/journeys-common-core/scope-and-sequence-2014-journeys-grk.pdf?la=en>

Grade 1: <http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/reading/journeys-common-core/scope-and-sequence-2014-journeys-gr1.pdf?la=en>

Grade 2: [http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/reading/journeys-common-core/Journeys\\_Scope-Sequence\\_2014\\_grade2-130212.pdf](http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/reading/journeys-common-core/Journeys_Scope-Sequence_2014_grade2-130212.pdf)

Grade 3: <http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/reading/journeys-common-core/scope-and-sequence-2014-journeys-gr3.pdf?la=en>

**Assessment and Intervention:**



1. **Tier I Interventions:** Using multiple screeners and formative assessments; NWEA/MAP assessments, and running records, students are provided with small group instruction targeted to their specific areas of need. These groups are provided reading and languages arts instruction in their regular classroom, in addition to Tier 1 interventions. Also, some elementary schools have integrated the MN Reading Corps program to support Tier I interventions.
2. **Tier II Interventions:** In grades K-3, students identified as continuing to be “at risk” for not meeting performance benchmarks are provided with instruction through literacy interventions. This provides students with 30-45 minutes of daily small group instruction utilizing structured phonics instruction and the use of a specialized intervention – Fountas and Pinnell Leveled Literacy Intervention Program. Students are progress monitored weekly, and the intervention period lasts up to 14 weeks. A pre-assessment and post-assessment model of review occurs two times in the intervention period.
3. **Special Education Services:** Through our building level iTeam process students are assessed at each level of the tiered intervention process. After assessing the data and intervention specifics, a student may be recommended for consideration by their building Child Study Team to be provided with an educational assessment involving parents and following specific special education guidelines for qualification for these services. If special education services are to be provided through an IEP, this instruction is specific to the needs of the students and is provided by licensed special education teachers.

**English Language Learner Services:** Students who qualify for EL Learner services receive their EL service in addition to the general classroom reading, Tier I, Tier II or special education reading interventions. Student instruction is individualized by their language learning needs and is aligned to the WIDA standards. Instruction is provided by a licensed EL teacher.

**Intervention Documentation and Parent Involvement across the Tiers of Intervention:** ECCS values the partnership and team contributions of parents. In addition to student conferences held two times a year, parents are provided with NWEA/MAP reports at least two times a year - in the fall and spring. Assessment data is accessible through the district online resource - Parent Portal. If a student is assessed in January, parents are notified and provided with student achievement information. Presentations at the building level are presented to explain the assessments used with all students.

The iTeam process includes the parents at several points. Parents are notified when a student will be included in iTeam discussions; this would not be the first time a parent is notified that there is a concern about their child’s reading. Once an intervention is identified, parents are notified by phone, in person and in writing. Periodic progress reports are provided to parents which include the success on specific measures tied to the intervention selected. If an intervention is successful, parents are invited to participate in a discussion of the success and the follow-up measures that will be put in

place to continue monitoring the student’s progress. If an intervention results in moving up on the tiered intervention pyramid, parents are provided with data about the intervention and the suggested next steps. If the move is to an educational assessment, one member of the iTeam follows the assessment through the entire educational assessment process and reports to the iTeam at the completion of the assessment. If a child qualifies for special education services, the building continues to monitor their reading progress; however, the special education case manager collects the student achievement data. If a student does not qualify for special education services, the student returns to the iTeam and continued interventions are planned, monitored and evaluated until the student is successfully able to meet the MCAIII benchmark.

Title I services are a part of the intervention system implemented at schools that are receiving Title I funding. Parent education, notification and involvement in program development is clearly documented in the ECCS Title I Plan.

**Additional Assessment and Intervention Criteria and Plans:** Although our ultimate district plan is to have all students reading proficiently by third grade, we acknowledge our responsibility to develop reading proficiency in those students who do not demonstrate that proficiency by third grade.

**Assessment and Intervention in Grades 4 and 5:** Below are the criteria and measures that will be implemented for identification and monitoring of students who continue to not demonstrate proficiently on the MCAIII reading test. The tiered intervention pyramid includes the general education language arts program, which addresses the 2010 Minnesota ELA Academic Standards. It also includes a level of intervention that is driven by student need and includes research based approaches such as differentiated intervention program materials from the HMH program and materials and teacher selected comprehension interventions based on the NWEA continuum of learning. At this level, comprehension is also monitored through the comprehension questions administered as part of benchmark running records based on of the Fountas and Pinnell Leveled Assessment System. These running records are administered three times a year (one each trimester) and are also one of the reported assessments in our Infinite Campus student management system.

**Grade 4 and Grade 5 Assessment Benchmarks:**

**Grades 4-5 Fall**

Grade	30%ile	48%ile
4	190	197
5	198	205

**Grade 4 MCA:**

Below 440 Does Not Meet  
440-449 Partially Meets

**Grade 5 MCA:**

Below 540 Does Not Meet  
540-549 Partially Meets

**Grades 4-5 Winter**

Grade	30%ile	48%ile
4	196	203
5	202	209

**Grade 4 MCA:**

Below 440 Does Not Meet  
440-449 Partially Meets

**Grade 5 MCA:**

Below 540 Does Not Meet  
540-549 Partially Meets

**Grades 4-5 Spring**

Grade	30%ile	48%ile
4	198	205
5	204	211

**Grade 4 MCA:**

Below 440 Does Not Meet  
440-449 Partially Meets

**Grade 5 MCA:**

Below 540 Does Not Meet  
540-549 Partially Meets

## GRADES 4 THROUGH 5 TIERED INTERVENTION



Special Education services- Reading Instruction using research based instruction and materials is provided.

Literacy instruction provided that is in addition to the building wide Language Arts instruction provided to all students. Research based materials and assessments specific to student needs.



General education L.A. Instruction using HMH (Journeys or Senderos) is aligned to grade level outcomes and differentiated for student's reading ability.

### **IV. Professional Development**

Professional development components include:

1. Provide training refresh for K-3 teachers on universal screener and diagnostic assessments, as well as Tier 1 intervention decision making. In addition, continue to train and support teachers in grades K-5 on running records administration with concentration on the comprehension assessment. This training will be individualized by principals and academic deans based on teacher proficiency. The work of our Elementary Literacy Coach supports consistency in assessment across elementary buildings.
2. Provide ongoing fidelity training for literacy interventionists with F&P Leveled Literacy Intervention Program to support Tier 2 needs in grade K-3.

3. Provide training and resources for the Sunday System to select primary teachers from each elementary site.
4. Work with K-3 teachers on developing a better understanding of the data review process and intervention planning. This training will continue at the individual site level based on teacher competency and strategies discussion indicated by student need.
5. Continuing in the 2017-18 school year, all elementary sites will engage in cultural competency training. School professional development representatives and the administrative teams work with staff on professional development days and late starts to develop an awareness of culturally sensitive instructional strategies. This continued emphasis on cultural awareness as it relates to instructional practice is a focus of McREL teacher evaluation professional development activities at the district level.
6. Language Arts curriculum work will be focused on Minnesota ELA standards and the balanced literacy. Training and development will continue with instructional learning targets based on the gradual release of responsibility model. Training will occur at the district level, at buildings or in individual school teams across the district. The Elementary Literacy Coach will support all trainings.

## **V. Curriculum and Instruction System**

**Early Childhood Instruction:** Four different types of Early Childhood Programs are currently available in ECCS in addition to Early Childhood Special Education Programs:

- **Taste of Preschool** - 2 ½ and 3 ½ year olds
- **Preschool Plus** - 3-4 year olds and 4-5 year olds
- **Child-Only Preschool** - 3-5 years and 4-5 year olds
- **Family Literacy Preschool** - 4 year olds

Instruction at the Preschool level includes addressing all areas of the development domains through the use of the Creative Curriculum. Creative Curriculum addresses literacy, is linked to the MN Department of Education's Early Childhood Indicators and is Parent Aware approved. Ongoing assessment of early literacy skills is addressed through the use of Teaching Strategies Gold.

## **K-5 Instruction:**

All students in grades K-3 receive a recommended 90-120 minutes of daily reading and writing instruction rooted in the balanced literacy instructional model. Instruction includes, but is not limited to phonemic awareness and phonics, vocabulary, comprehension, and fluency instruction through the development of specific reading strategies, grade level specific skills and differentiated experiences with authentic text through effective modeled, shared, guided and independent literacy tasks to achieve mastery of skills aligned to the 2010 ELA standards. In addition to the HMH language arts curriculum resource materials, students are provided with learning experiences at their instructional reading level using leveled reading materials identified through running records and frequent formative assessments.

The district selected the basal program; Houghton Mifflin – (**Journeys or Senderos 2017**), which is aligned to the 2010 ELA core standards. Our District Elementary Language Arts Committee continues to develop power standards and learning targets to support our standards-based instruction approach.

Use of NWEA/MAP RIT strand information has been aligned for use with all students and a correlation sheet is used by instructional staff to align NWEA/MAP RIT data to guided reading levels and Lexiles as a means of monitoring student growth measures.

Language Arts instruction is provided to all students and students qualifying for English Learner services. Based on EL student's language proficiency level, students are given various supports in addition to language arts instruction. Teachers are provided with "can do descriptors", which provides differentiated instructional supports for reading and writing in the literacy block.

In addition to the common understandings and expectations for general reading instruction, each building monitors the instructional proficiency of teachers. Continuous professional development in the following areas will continue during the 2017-18 school year focusing on:

- Administering and interpreting screening and running records measures
- Monitoring comprehension skills through formative assessment
- Using HMH basal and NWEA/MAP RIT guidelines to personalize student instruction.
- Implementing standards-based instruction; using power standards/learning targets and balanced literacy across the gradual release of responsibility

In addition to a solid general language arts curriculum, ECCS elementary schools are involved in developing personalized learning opportunities within a continuous improvement model that offers flexibility beyond grade level expectations. Because of this personalized learning and continuous progress model, language arts instruction has become highly individualized to the needs of all learners.

## **VI. Instructional Support for EL Learners**

Students who qualify for EL Learner services receive their EL service in addition to the general classroom reading, Tier I, Tier II or special education reading interventions. Student instruction is individualized by their language learning needs and expectations are aligned to the WIDA standards. Instruction is provided by a licensed EL teacher. A licensed EL teacher will participate in the iTeam process for determining appropriate interventions and will provide data, work samples and insight regarding the function of the language acquisition needs on the reading process.

## **VII. Communication System for Annual Reporting**

In addition to building level reporting to parents regarding their child's reading proficiency, ECCS will publish on its website a reading proficiency report including data by district for ethnic group, gender, free and reduced lunch status and individual building information about the number and percentage of students meeting the reading proficiency benchmark at the end of third grade. This information is included in a report presented to the ECCS School Board on an annual basis including all student achievement data. This report is published and available online. The ECCS Literacy Plan - Reading Well by Third Grade will be presented yearly to the Curriculum Advisory Council. This advisory council is made up of staff, parents and community members. Any changes in the ECCS Reading Well by Third grade plan will be documented in an updated version of the plan by July 1<sup>st</sup> of each year.