

**ECCS LITERACY PLAN
2018-2019**

**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.

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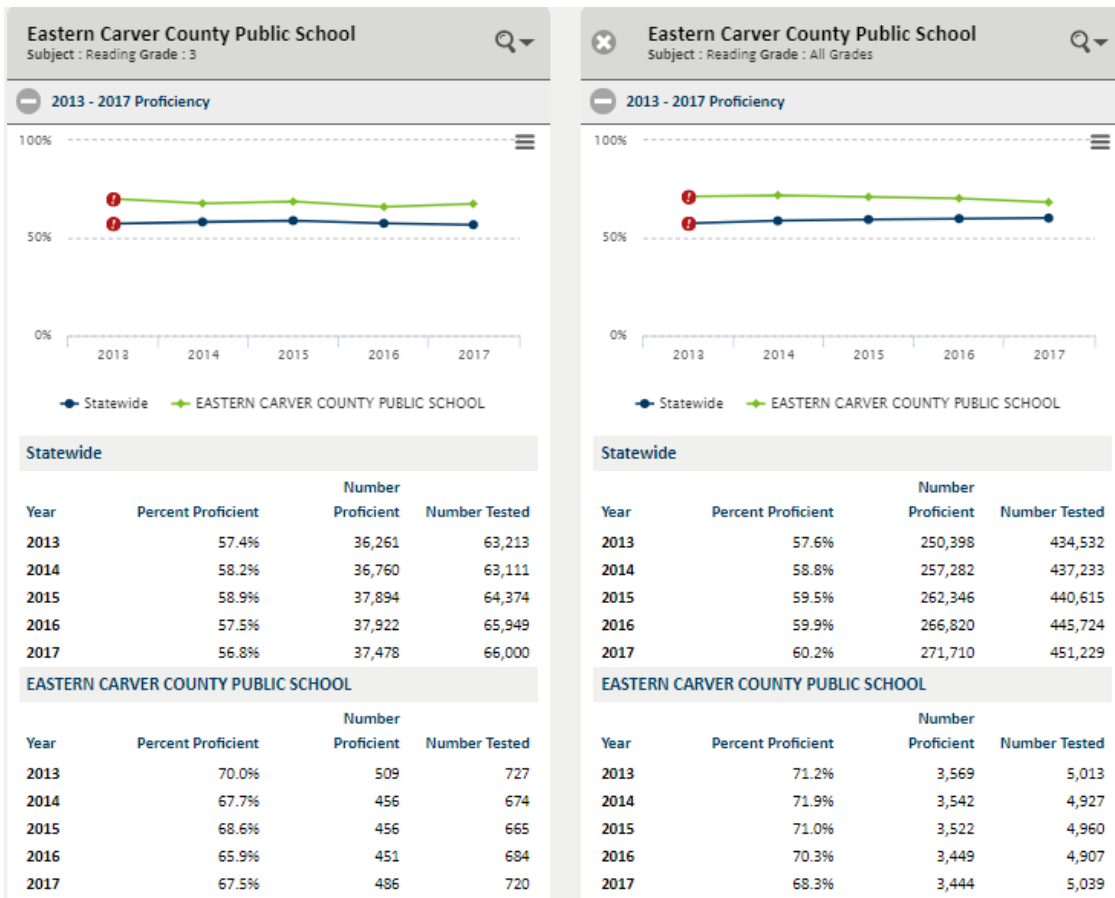
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I. Statement of Goal

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. 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*. This model of 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 Minnesota ELA Academic 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 benchmark reading records and frequent formative assessments.

For a curriculum resource, the district selected the basal program; Houghton Mifflin – (**Journeys or Senders 2017**), which is aligned to the Minnesota ELA Academic Standards. Our District

Elementary Language Arts Committee continues to refine power standards and learning targets to support our standards-based learning 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.

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.

III. 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. Our plan includes NWEA/MAP testing of all kindergarten through grade 3 students two times a year- in September and May. We also complete benchmark reading record assessments each trimester with all K-5 students using the *Fountas & Pinnell Benchmark Assessment System*, Third Edition as our assessment tool. Each student is individually administered the reading record by their literacy teacher. During administration teachers have the opportunity to listen to students read aloud for word accuracy and assess comprehension of reading. Instructional level results are recorded in Infinite Campus. Students identified as "at-risk" – or performing below benchmark expectations, 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 3rd Grade MCA Reading test and our leveled reading record assessments 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 *Senders* series. Additionally, in the fall and winter of each school year, kindergarten, first and second grade students complete a common literacy screener (see section below).

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), which is in compliance with state statute. **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 (1-3*)

Upon completion of the screening assessments and reading 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 Sunday 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.

A vision screening with a district-employed registered nurse is completed for all 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 process. 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” for 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.

IV. 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 the *Balanced Literacy Instructional Model* approach and HMH (Journey's or Senderos) language arts curriculum resource, which is all aligned to the 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):

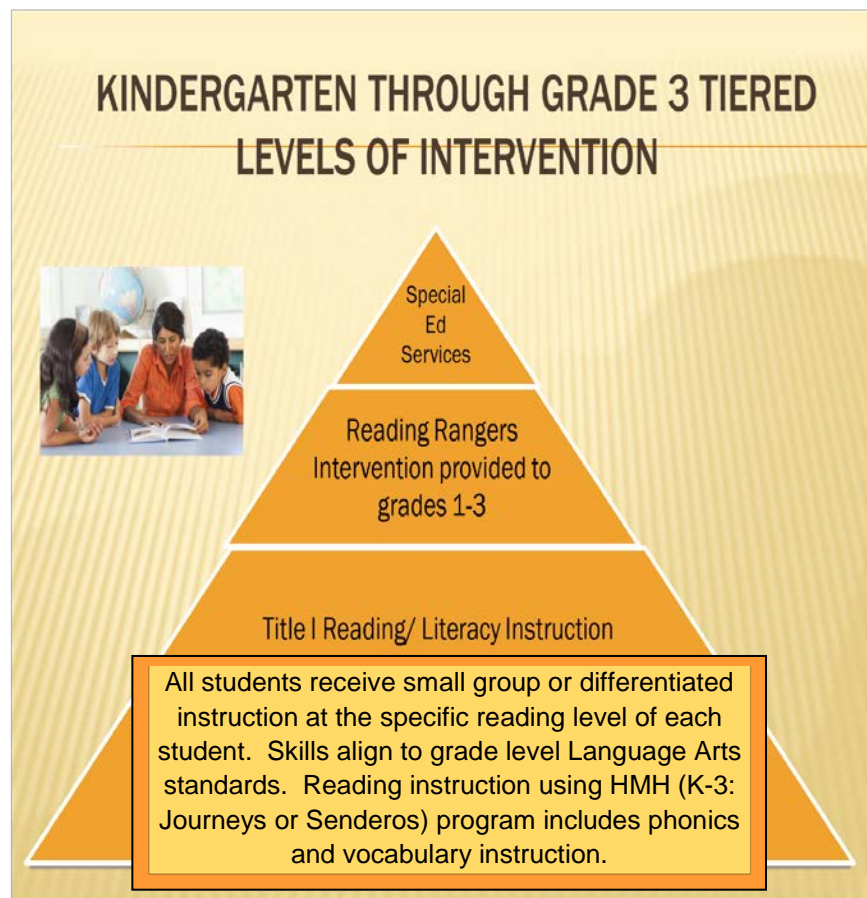
Kindergarten: <http://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/reading/journeys-common-core/scope-and-sequence-2014-journeys-grk.pdf?la=en>

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

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. Each elementary site has established a 30 minute daily WIN (What I Need) time to provide interventions for all learners. 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. WIN time also supports this intervention work.
3. **Tier III Interventions & 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.

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 two weeks after the testing window 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.

Parents/Guardians are included in the iTeam process. Parents/Guardians are notified when their child will be included in iTeam discussions; this would not be the first time information is shared regarding a concern about their child’s reading. Parents/Guardians are valued partners in this process and provide information and insights about their child as a learner. Throughout the intervention process, progress is monitored and shared with the partnered team – by phone, in person and/or writing. Following an intervention, parents/guardians continue to participate in discussions about the results and the follow-up measures that will be put in place to continue monitoring the learner’s progress. This could include a referral for a possible educational assessment. In order for a child to complete an educational assessment, parents/guardians must

give consent. If an educational assessment is conducted, conclusions are reported to the iTeam. 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 documented in the ECCS Title I Plan, which can be found on the district website at <http://www.district112.org/academics/title-i/>.

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 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 conversation administered as part of benchmark reading records based on the *Fountas & Pinnell Benchmark Assessment System*. These reading records are administered three times a year within a defined assessment calendar and are also one of the reported assessments in Infinite Campus, the district student information 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 Senders) is aligned to grade level standards and differentiated for student's reading ability.

V. Professional Learning

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 2018-19 school year focusing on:

1. The district has a dedicated Elementary Literacy Coach to provide ongoing training and support to teachers, as well as consistency in assessment across elementary buildings.
2. 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 benchmark reading records administration with concentration on the implementation fidelity, using the data to inform high quality instruction and effective parent/guardian communication.
3. Provide ongoing fidelity training for literacy interventionists with F&P Leveled Literacy Intervention Program to support Tier 2 needs in grade K-3.

4. Provide training and resources for the Orton-Gillingham based *Sunday System* to selected primary teachers from each elementary site. The Elementary Literacy Coach will connect regularly with *Sunday* interventionists to ensure fidelity in implementation and gather learner progress data twice a year (January & June).
5. Work with K-2 teachers and administrative deans 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 and student need.
6. Ongoing training will be provided to peer instructional coaches on the *Balanced Literacy Instructional Model*, *Gradual Release of Responsibility*, *Literacy Classroom Visits*, and other relevant literacy practices to support their work with teachers.
7. Language Arts curriculum work will be focused on Minnesota ELA Academic Standards and the *Balanced Literacy Instructional Model* of instruction for reading and writing. 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.
8. Continuing in the 2018-19 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.

VI. Instructional Support for EL Learners

Language Arts instruction is provided to all students, including English Learners. EL instruction is personalized to each student's language proficiency level. Teachers are provided with WIDA Performance Definitions, which detail the amount and complexity of academic language students are expected to use at their proficiency level; WIDA Can-Do Descriptors, which provide a sampling of the language that students can process and produce at different proficiency levels in domains of reading, writing, speaking, and listening; and WIDA Language Supports to help students access content and develop academic language in English.

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 as part of the district's "World's Best Work Force" annual report. 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 1st of each year.