

# District 2168, NRHEG Public Schools

## 2024-2025 Literacy Plan

*Minnesota districts and charter schools are required to annually submit a local literacy plan to MDE, and data on student performance in kindergarten, grade 1, 2 and 3 on foundational reading skills including phonemic awareness, phonics, decoding, fluency and oral language; students who demonstrate characteristics of dyslexia; and students in grades 4 to 12 who are identified as not reading at grade level [Minn. Stat. 120B.12, subd. 4a \(2023\)](#).*

*This submission replaces the Read Well by Third Grade (RWBTG) data and local literacy plan submission. Each district or charter school is required to complete one submission of their local literacy plan to MDE annually and post on the official school district website. For the 2024 submission, districts and charter schools will provide details from the 2023-24 school year and their 2024-25 literacy plan.*

### **Literacy Plan Summary:**

**Curriculum:** The 2024-2025 school year is one of transition as we implement the READ Act. We will be piloting different curricula in an attempt to find what works best for NRHEG; Really Great Reading and UFLI among others.

**Screening:** All students in grades K-6 will transition from using STAR assessments to using the MDE-approved FastBridge assessments. Specific interventions (Minnesota Reading Corps and Title 1 Services) are based on further diagnostic assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored weekly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to the SAT committee (Student Assistance Team) for further intervention support. Conversations regarding the next steps in assessment for special education services are also discussed. A plan of action is developed with the classroom teacher, literacy specialists, special education staff, data coordinator, and administration. Parents are kept informed of their child's progress at every step of the process.

**Professional Development:** The prek-5 grade-level teachers and select prek-12 SPED teachers will be taking part in the MDE-approved literacy training, OL&LA by CORE.

The goal of the NRHEG Public School district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a plan is in place to ensure that the standards are taught within the time available.

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

## **Literacy Plan Goals and Objectives:**

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

### **Objectives:**

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

The Literacy Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation, and intervention.

Curriculum resources will be aligned to the most current standards. Standards have been prioritized and pacing guides will be developed. Teams review their Essential Learner Outcomes and Target Skills annually. Formative and summative assessments have been developed and are used at each grade level.

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

Grade-level teams will analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

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

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

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

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

## **Process of Assessment:**

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

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

Based on these diagnostic assessments, instruction and interventions will be matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

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

Parents will have the opportunity to visit about their child's educational needs and ask if they have any questions. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

Progress monitoring data will be collected and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 6 data points have been plotted and a trend line has been generated.
- B. Change the intervention or choose a new intervention if a student has 6 data points clearly and consistently below the aim line.
- C. Continue the intervention until the student meets the grade-level benchmark if the student has 6 data points on or above the aim line.
- D. Refer the student to the SAT committee if the student has 6 data points below the goal line for the second intervention.
- E. Discontinue the intervention when the student has met the grade level benchmark. Exit criteria: 3-4 data points above the aim line with one data point at or above the next benchmark target.

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

## **Parent Communication and Involvement:**

Parent Communication plan:

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

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

## **Multi-Tiered Systems of Support:**

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

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

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

Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision-making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children being referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

## **Scientifically Based Reading Instruction:**

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

## **Professional Development:**

The NRHEG Public School District will have time available for full-staff Professional Development. The Teaching and Learning Coordinator, along with the Staff Development Committee, will help facilitate these meetings. Professional Development is provided through:

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

### **READ Act Phase 1 Professional Development**

- CORE OL&LA
- August 2024 - May 2025
- PreK-5 grade level teachers
- Select preK-12 SPED teachers
- Reading Interventionists
- Elementary principal

## **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 the 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 student's progress in acquiring academic English.

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

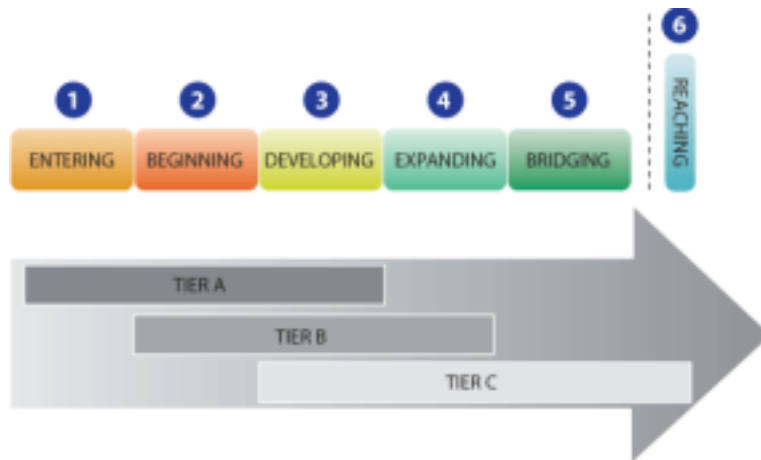
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

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

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

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



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

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

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

Training / Coaching / Resources available for all school staff:

- Title III Activities:
- Integration Activities:

- ESL teachers take on trainer/coaching roles with regular education teachers •

Outside expert comes in to train staff

- Sending lead teachers to appropriate training

The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FAST, STAR, Fountas and Pinnell, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs. The Literacy Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.