

2017-
2018

ISD 402, Hendricks Public School
Local Literacy Plan

SUPERINTENDENT: BRUCE HOUCK
ELEMENTARY PRINCIPAL: PAUL CHICK

DISTRICT 402, HENDRICKS PUBLIC SCHOOL LOCAL LITERACY PLAN

To be approved July 18, 2018 by Hendricks' Board of Education

The purpose of this literacy plan is to ensure that students will achieve grade-level proficiency and read well by Grade 3.

LITERACY PLAN SUMMARY:

Our district is currently using Houghton-Mifflin, a basal-based program to teach reading in Kindergarten through grade 3. Included in this program are components for guided reading, read aloud, shared reading and independent reading during the Daily 5. 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 90 minutes each day. 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. K-6 will begin implementing a new McGraw-Hill reading curriculum called Reading Wonders during the 2016-2017 school year. It also includes guided reading, read aloud, shared reading and independent reading for Daily 5. Reading Wonders is aligned to the 2010 Minnesota K-12 English Language Arts Standards.

All students in grades K-3 are given STAR Early Literacy and/or STAR Reading assessments one to three times throughout the course of the year in fall, winter, and spring. Using this data, struggling and at-risk students are identified and referred for interventions. Specific interventions are implemented through the collaborative efforts of the classroom teacher and TAT team, as needed. Each student's progress is monitored regularly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to our Child Study Team. Parents are kept informed of their child's progress at every step of the process. Mandatory conferences are also held twice per year where teachers can update the parents during a face-to-face meeting.

The goal of the Hendricks 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 map is being developed 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 Hendricks's literacy program, please contact: Bruce Houck at 507.275.3115 or bruce.houck@hendrickspublicschools.org.

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 Hendricks staff reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention. Practices include strategies to address unique reading difficulties such as dyslexia and convergence insufficiency.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides 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 analyze the effectiveness of current literacy practices. Special attention will be paid to achievement gaps. Best practices will be shared.

Extended day programs will be utilized to provide targeted assistance to help students in grades K-12 who are struggling and at-risk students achieve grade-level proficiency.

PROCESS OF ASSESSMENT:

The Classroom Teachers will administer the screening and diagnostic assessments listed below.

Students who do not meet the target score as listed below will undergo a diagnostic assessment to determine specific skill deficit(s):

STAR Early Literacy—benchmark set at 51st percentile for both Kindergarten and Grade 1.

- Domains
 - Word Knowledge and Skills
 - Comprehension Strategies and Constructing Meaning
 - Numbers and Operations
- Sub-Domains
 - Alphabetic Principle
 - Concept of Word
 - Visual Discrimination
 - Phonemic Awareness
 - Phonics
 - Structural Analysis
 - Vocabulary
 - Sentence-Level Comprehension
 - Paragraph-Level Comprehension
 - Early Numeracy

STAR Reading—benchmark set at 40th percentile for Grade 1, Grade 2, and Grade 3

- Reading Comprehension

- Reading Achievement

Based on these diagnostic assessments (STAR & core curriculum pre- and post-tests), 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 assessment, parents will be informed of the results, supports, interventions and further diagnostic assessments during conferences. The results 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 ask any questions they may have. A list of potential supports (websites) that the parent can access to assist the child in achieving grade-level proficiency will be provided.

Entrance criteria are based on a triangulation of assessment data with classroom teacher input. When the student meets grade-level proficiency, as assessed by the STAR, the student will be exited from the intervention plan.

Kindergarten STAR Early Literacy 2016 -2017

Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 487	Early Emergent Reader	1	8.3
488 - 674	Late Emergent Reader	3	25.0
675 - 774	Transitional Reader	6	50.0
775 - 900	Probable Reader	2	16.7
Number of Students: 12			

1st Grade STAR Early Literacy 2016-2017

Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 487	Early Emergent Reader	0	0.0
488 - 674	Late Emergent Reader	0	0.0
675 - 774	Transitional Reader	1	12.5
775 - 900	Probable Reader	7	87.5
Number of Students: 8			

1st Grade STAR Reading 2016-2017

PR Distribution Summary

Percentile	Students	Percent
Below 25th	0	0.0
25th to 49th	0	0.0
50th to 74th	2	25.0
75th & Above	6	75.0
Number of Students: 8		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	12.5
2.0 - 2.9	4	50.0
3.0 - 3.9	2	25.0
4.0 - 4.9	1	12.5
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	2	25.0
2.0 - 2.9	3	37.5
3.0 - 3.9	3	37.5
4.0 - 4.9	0	0.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^c This student was given additional time to complete their test.

^d Non-Enterprise test

Historical data included.

2nd Grade STAR Reading 2016-2017

PR Distribution Summary

Percentile	Students	Percent
Below 25th	3	30.0
25th to 49th	0	0.0
50th to 74th	5	50.0
75th & Above	2	20.0
Number of Students: 10		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	10.0
2.0 - 2.9	3	30.0
3.0 - 3.9	5	50.0
4.0 - 4.9	1	10.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	1	10.0
1.0 - 1.9	2	20.0
2.0 - 2.9	1	10.0
3.0 - 3.9	5	50.0
4.0 - 4.9	1	10.0
5.0 - 5.9	0	0.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^c This student was given additional time to complete their test.

^d Non-Enterprise test

Historical data included.

3rd Grade STAR Reading 2015-2016

PR Distribution Summary

Percentile	Students	Percent
Below 25th	1	10.0
25th to 49th	3	30.0
50th to 74th	4	40.0
75th & Above	2	20.0
Number of Students: 10		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	10.0
3.0 - 3.9	4	40.0
4.0 - 4.9	3	30.0
5.0 - 5.9	1	10.0
6.0 - 6.9	1	10.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	1	10.0
3.0 - 3.9	4	40.0
4.0 - 4.9	4	40.0
5.0 - 5.9	1	10.0
6.0 - 6.9	0	0.0
7.0 - 7.9	0	0.0
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.
^c This student was given additional time to complete their test.
^d Non-Enterprise test
 Historical data included.

PARENT COMMUNICATION AND INVOLVEMENT:

Teachers make contact with the parents as needed throughout the year. Contact is made through phone calls, emails, and progress reports, which are sent out 4 times per year. Report cards also provide information to parents regarding their student's proficiency 4 times per year. Conferences are held twice per year to engage with parents in a face-to-face meeting.

Parent Communication plan

1. Assessment results will be provided to parents following STAR assessments.
2. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for a conference with the student's teacher.
3. Additional explanation of the literacy program and supports, if needed, will occur in October during fall parent/teacher conferences.
4. Parents of students receiving interventions will receive progress reports every 4 ½ weeks.
5. All parents will receive a parent letter at least three times a year with suggestions on how to help strengthen their child's literacy skills.

The following are websites for parents, caregivers, and/or community members to use in support of literacy practices at home:

Online Resources for Home Practice:

- <http://www.starfall.com/>
- <http://www.spellingcity.com/>
- <http://www.fcrr.org/Curriculum/studentCenterActivities.shtm>
- <http://www.readingrockets.org/>
- <http://www.abcya.com/>
- <https://www.reflexmath.com/>
- <http://readingeggs.com/>

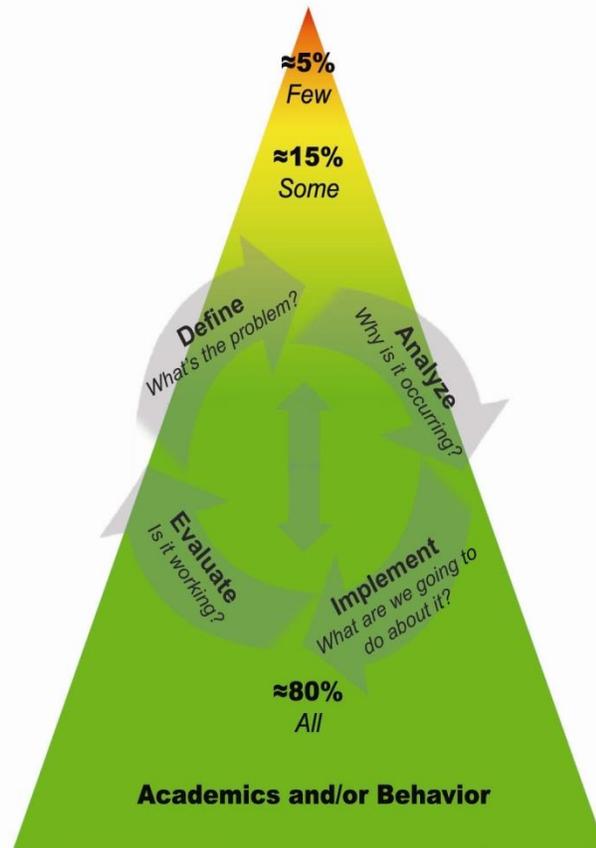
MULTI-TIERED SYSTEMS OF SUPPORT

A Model of School Supports and the Problem Solving Process

Tier 3
Intensive, Individual Interventions
Students who need individualized instruction

Tier 2
Targeted Group Interventions
Students who need more support in addition to the core curriculum

Tier 1
Core Curriculum
All students



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). This level of support will be provided by the classroom teachers, on a daily basis.

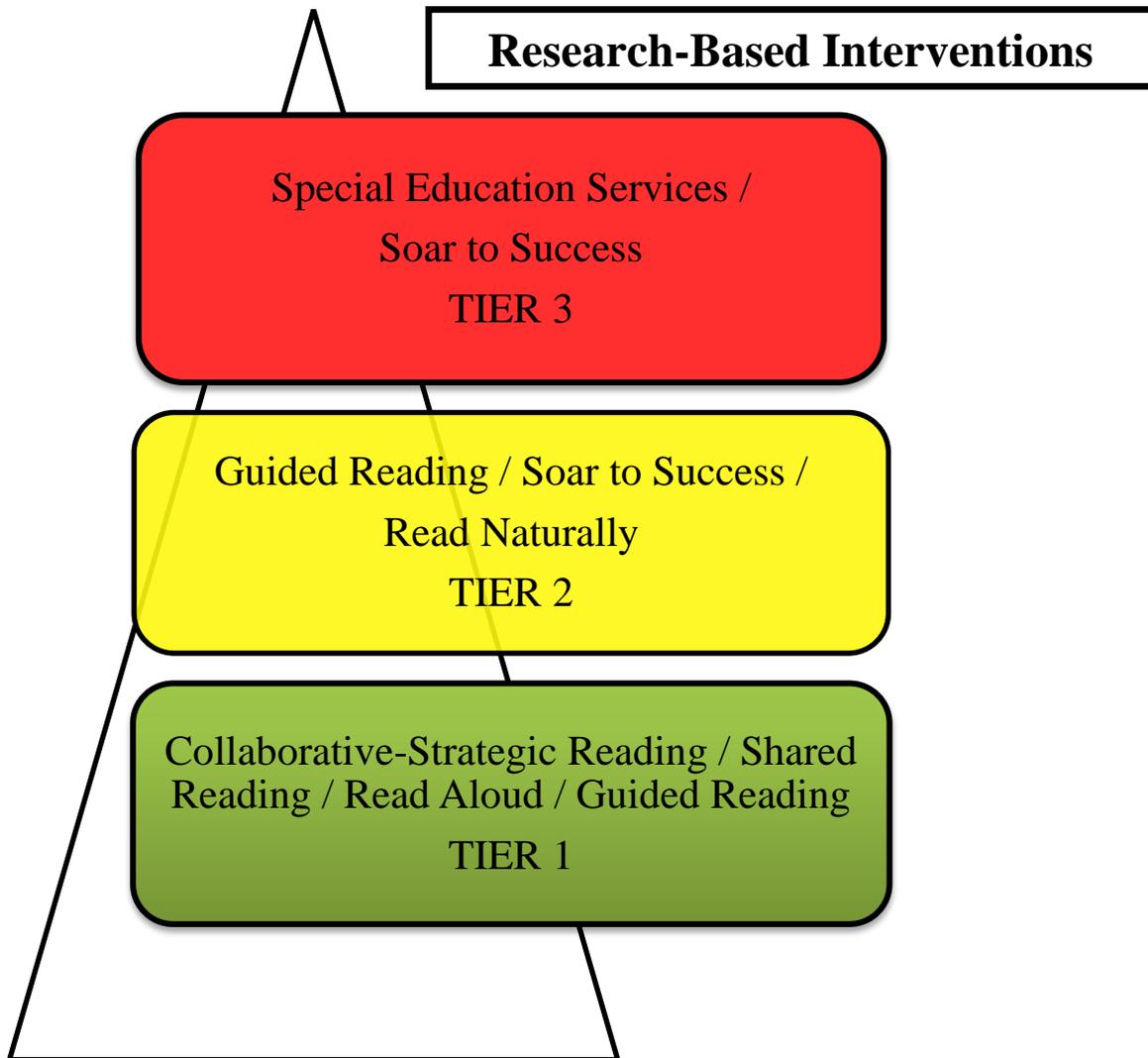
Students not responding well to the interventions provided at the second level are referred to the TAT and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

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-based reading curriculum Hendricks currently uses is Houghton Mifflin, which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). K-6 implemented a new McGraw-Hill reading basal call Reading Wonders during the 2016-2017 school year. Small group instruction is used to differentiate for our diverse learners.



PROFESSIONAL DEVELOPMENT:

The Hendricks District will provide Professional Development to its entire staff on literacy. Teachers will have the opportunity for training in assisting students with reading difficulties, dyslexia and convergence insufficiency. Based on student performance data, the district has determined the staff will continue to strengthen instruction on foundational skills and comprehension for their Reading/Literacy Professional Development focus for the 2016-2017 school year.

Professional Development is provided through:

- Professional Learning Communities (PLCs)
- Regional Professional Development
- Peer Coaching

- Outside Resources/Consultants
- Mentoring

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

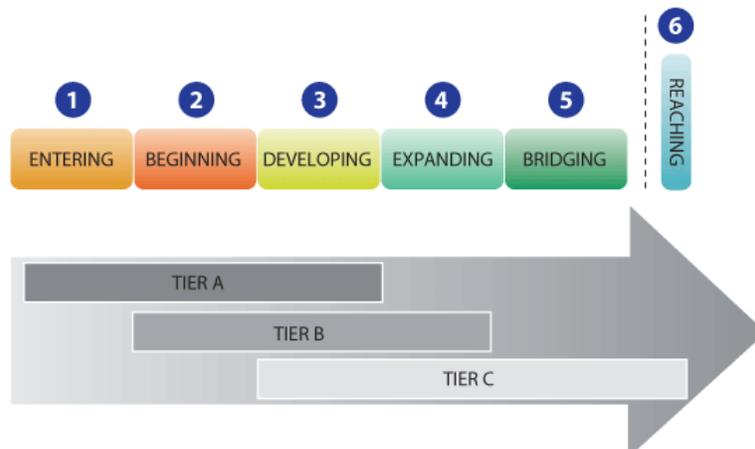
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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.

During the 2016-2017 school year, the Hendricks Public School District had 2 English Learners and 2 students that were 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:

- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used specifically with EL students. MCAs 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 administrator is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

COMMUNICATION SYSTEM FOR ANNUAL REPORTING:

The annual report containing the number of students that are at or above grade level in grades K – 3 was submitted to the Minnesota Department of Education on June 29, 2017.

STAKEHOLDER FEEDBACK:

1. Was the information easy to find?
2. Is this document useful?
3. Were the reading strategy links easy to access and use with your child?
4. Did you feel supported by the school district to help your child read well by 3rd grade?

Hendricks is constantly looking for feedback from its families and community. If you would like to address any of the questions mentioned above or provide some reflective insights, please contact Bruce Houck , Hendricks Public School Superintendent, at 507.275.3115 or bruce.houck@hendrickspublicschools.org

