

# ISD 2364, Belgrade-Brooten-Elrosa

(BBE) Public Schools

Local Literacy Plan

2023-2024

Elementary Principal: Josie Dingmann

# District 2364, Belgrade-Brooten-Elrosa Public Schools Local Literacy plan

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

## **Literacy Plan Summary:**

Our district just completed using the SRA Open Court by McGraw Hill Education curriculum for the second year. This curriculum was chosen for its alignment with the Science of Reading and its well respected reputation for teaching students how to read. Teachers focused largely on the Foundational Skills strand and continue to improve, develop and understand how these skills are imperative to teaching students to learn to read. Teachers will continue to become familiar and gain proficiency in the Reading and Responding, as well as, the Language Arts strands.

As stated in the previous year, the goal of *Open Court Reading* is for all students to be confident readers by grade 3, as well as strategic readers and thinkers:

- Inquiry forms the heart of the program as students apply what they have learned in the unit to find out more about a topic that interests them.
- Reading strategies align with the inquiry process in each unit as students use the content as the basis for research.
- A focus on skill-building gives students the tools they need to be successful at any inquiry task.
- Unit Inquiry activities require students to research and explore using a variety of media to build deep knowledge about a topic of their choice.

All K-3 students receive classroom reading instruction for a minimum of 120 minutes each day. To utilize technology, students use iPads to reinforce reading skills including Open Court Digital Access, EPIC books, Newsela, BrainPop Jr, and various other platforms. Students also utilize IXL to practice their reading skills. Second and third grade levels may have students complete the IXL reading diagnostic practice to help students focus on the skills they need support in. The district 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

partner 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 majority of our K-3 staff have been trained through the LETRS training cohort through MDE along with local trainers. Based on this training, our staff focuses more on the science of reading using systematic sequential phonics instruction. Our new staff will be given the opportunity to complete this training as well, in addition to being mentored by one of our previously trained teachers. Continued professional development is also offered and provided throughout the summer for teachers to take advantage of. This summer we have teachers reading *The Writing Revolution* and participating in a book study offered through the SWSC cohort. McGraw Hill also has several PD trainings that both, our new and current staff will be partaking in.

All students in grades K-3 are given the STAR360 screening/benchmarking assessment at least three times throughout the course of the year in fall, winter, and spring. The results of these assessments help to place the students into appropriate intervention groups. Specific interventions 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 one to two times a month and if the intervention selected is not working, it is modified, changed, or an additional intervention is added to fit the individual needs of the student. Students not responding to these interventions are referred for special education. Parents are informed of their child's progress.

The goal of the BBE District is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2020) 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.

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about BBE's literacy program, please contact: Josie Dingmann, BBE Elementary Principal at 320-254-8211 ext. 1319 or [jdillingmann@bbejaguars.org](mailto:jdillingmann@bbejaguars.org) or Kristine Bents, BBE Title I Teacher at 320-254-8211 ext 1003 or [kbents@bbejaguar.org](mailto:kbents@bbejaguar.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 K-3 Problem Solving Team meets once a month to review the effectiveness of the current pedagogical practices including core instruction, differentiation, remediation and intervention.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed. Monthly professional development is also designated to continue to develop our teacher's understanding of our new Open Court curriculum and how we fully take advantage of all the program has to offer to best meet the needs of our students.

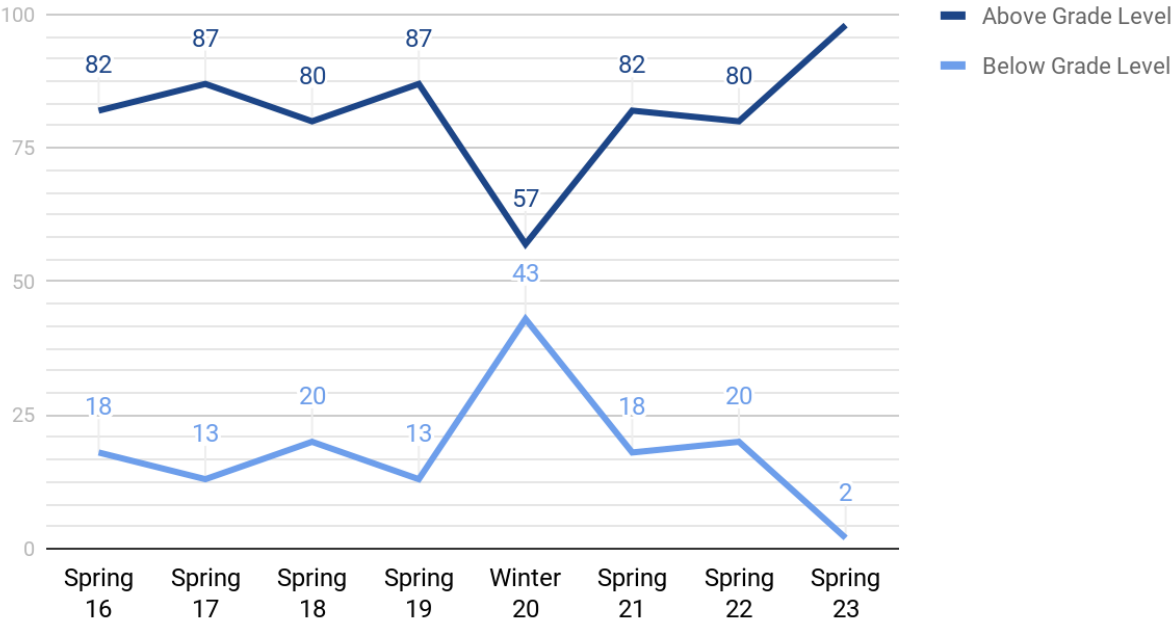
Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow our local Response to Intervention (RtI) Plan.

Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

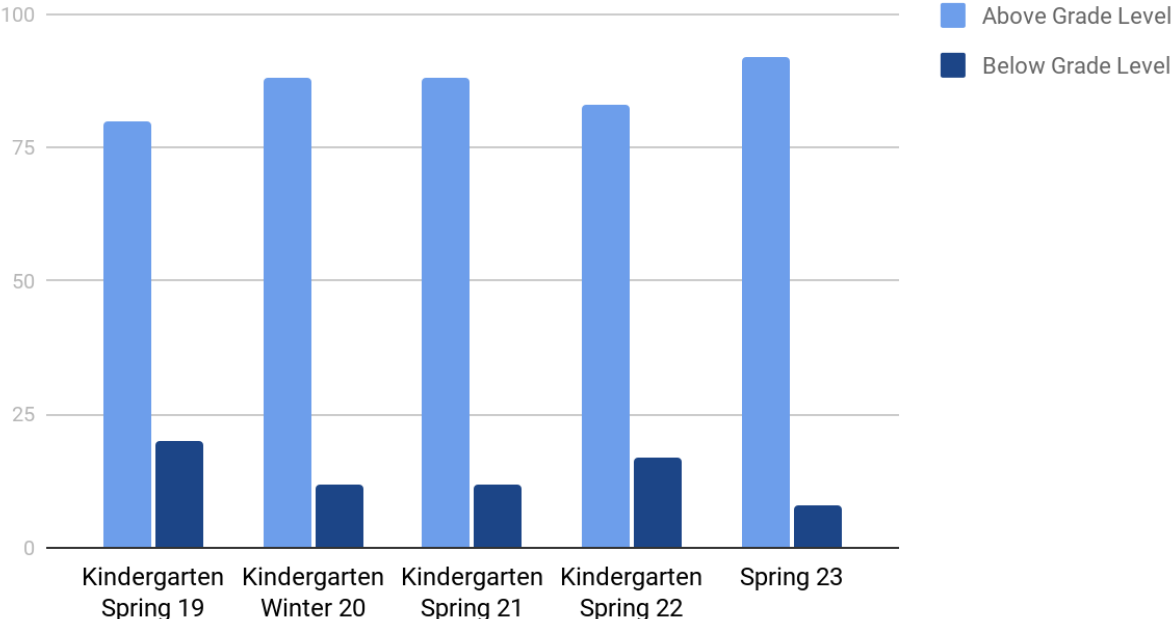
Students in 4-8th grade that demonstrate a reading difficulty will be put into a reading group to work on their reading deficit skill to help improve their overall reading ability. If they do not make adequate progress, they will be discussed at grade level and problem solving where additional reading screening could be recommended and differentiated interventions implemented. If they still are not making progress, they could be recommended for special education testing.

**The Jaguar Steps to Success Program will be offered daily after school from 3:45-5:30** starting the first day of school and concluding on the last day. This program will provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency. This program will also be offered for six weeks in June and July, three hours per day, three days per week.

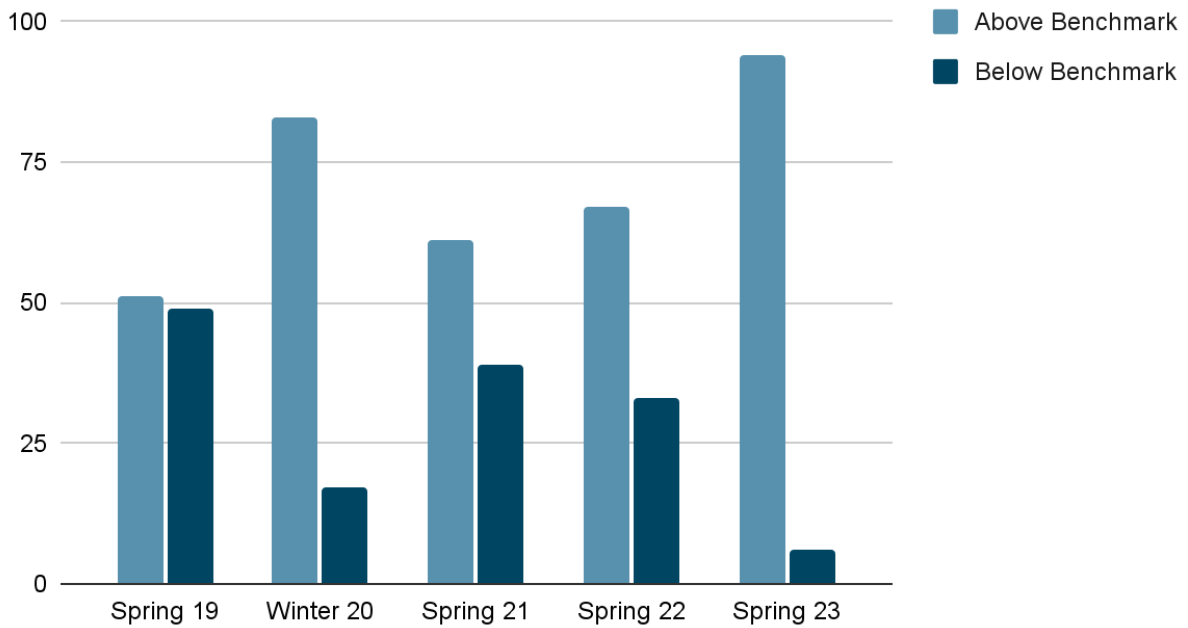
### Kindergarten Nonsense Words



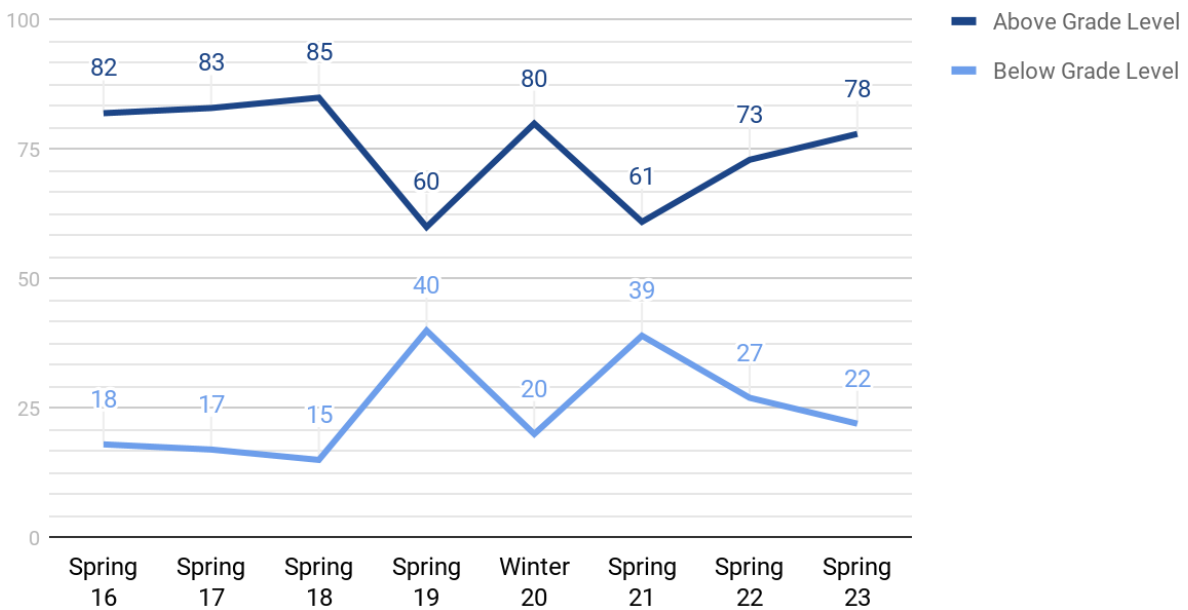
### Kindergarten Early Reading Composite/Early Literacy



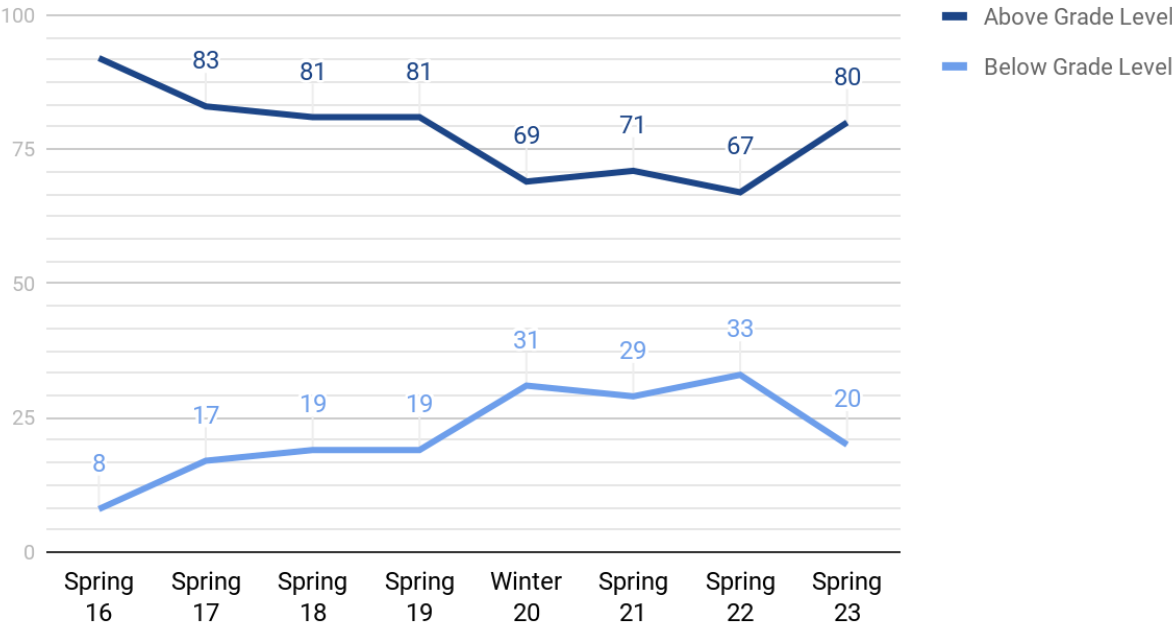
## 1st Grade Early Reading Composite/Early Literacy



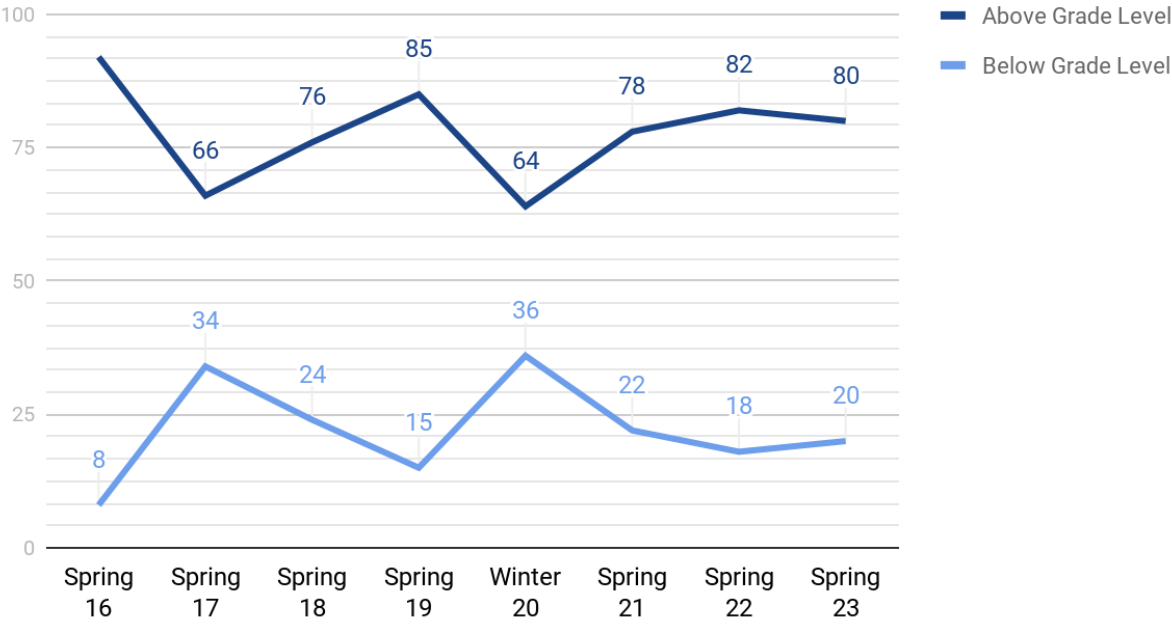
## 1st Grade Oral Reading Fluency



### 2nd Grade Oral Reading Fluency

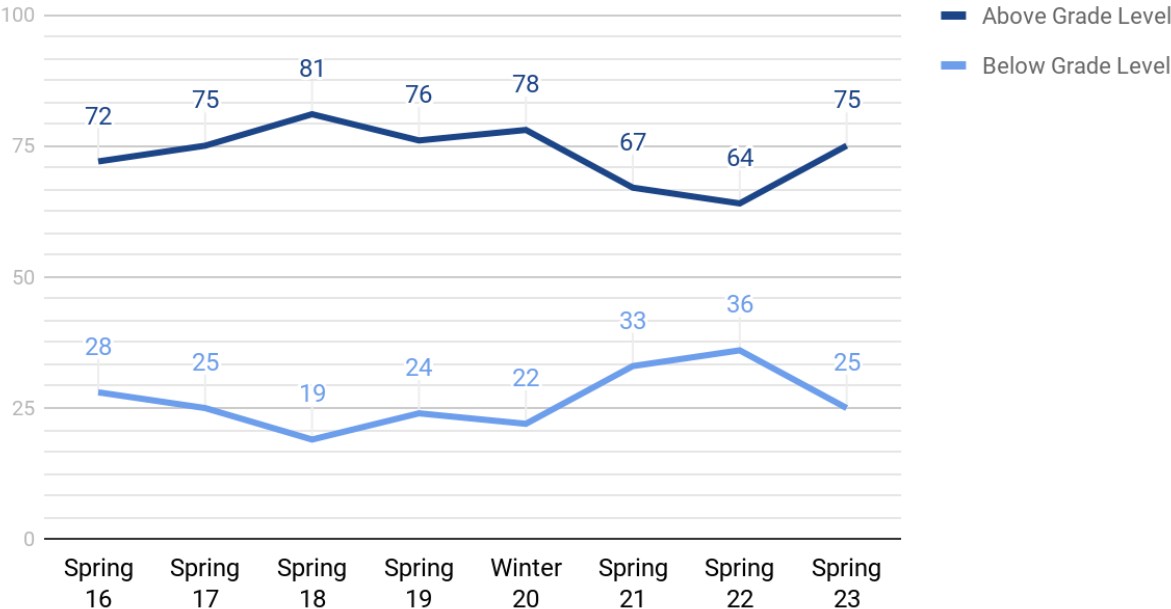


### 2nd Grade STAR Reading Comprehension

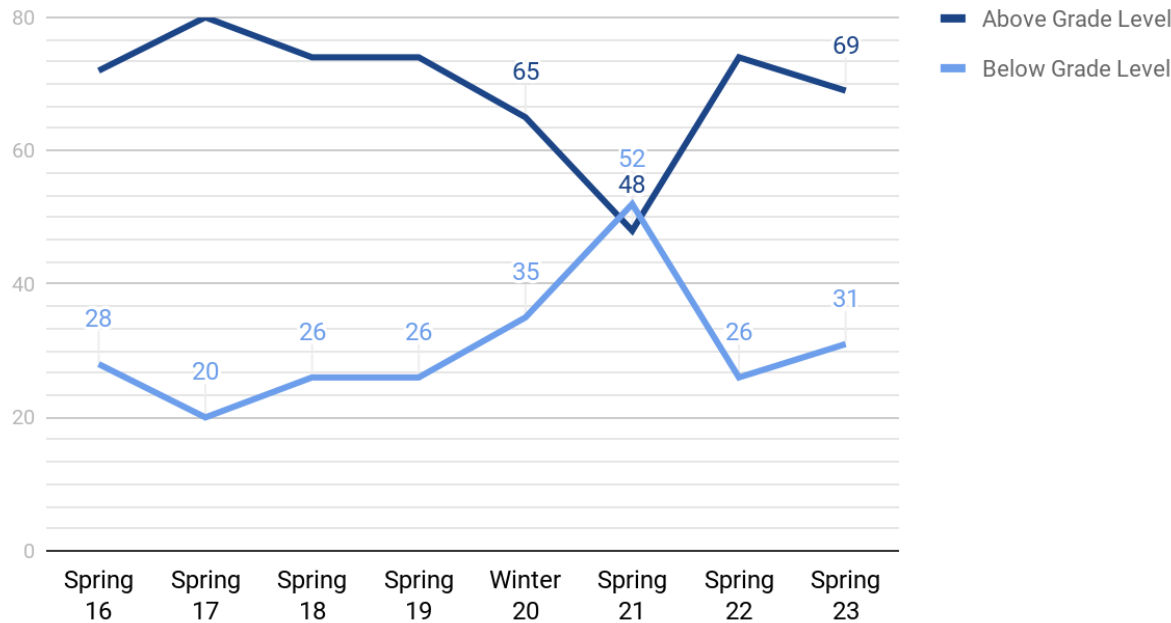


\*Spring of 2022 - 2nd graders took the aReading by FASTbridge instead of STAR

### 3rd Grade Oral Reading Fluency



### 3rd Grade STAR Reading Comprehension





**Process of Assessment:**

The Title I staff will administer the screening and diagnostic assessments listed below.

STAR360 by Renaissance Learning will be used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

<b>Kindergarten Assessments</b>			
Fall Assessment Name [Target Score]	November Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
STAR360 Phoneme Segmenting (0)	STAR360 Phoneme Segmenting (6)	STAR360 Phoneme Segmenting (11)	STAR360 Phoneme Segmenting (16)
STAR360 Letter Naming Fluency (15)	STAR360 Letter Naming Fluency (22)	STAR360 Letter Naming Fluency (30)	STAR360 Letter Naming Fluency (41)
STAR360 Letter Sound Fluency (0)	STAR360 Letter Sound Fluency (11)	STAR360 Letter Sound Fluency (22)	STAR360 Letter Sound Fluency (34)
STAR 360 Receptive Nonsense Words (5 words)	STAR 360 Receptive Nonsense Words (6 words)	STAR 360 Nonsense Word Fluency (8 words)	STAR360 Nonsense Word Fluency (11 words)
Early Literacy (455) Unified (662)		Early Literacy (520) Unified (702)	Early Literacy (593) Unified (742)

<b>First Grade Assessments</b>		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
STAR 360 Letter Sound Fluency (34)	STAR 360 Letter Sound Fluency (41)	
STAR 360 Phoneme Segmentation Fluency (17)	STAR 360 Phoneme Segmentation Fluency (19)	STAR 360 Phoneme Segmentation Fluency (21)
STAR 360 Expressive Nonsense Words (10 words)	STAR 360 Expressive Nonsense Words (13 words)	STAR 360 Expressive Nonsense Words (18 words)
Oral Reading Fluency (16)	Oral Reading Fluency (25)	Oral Reading Fluency (39)
Early Literacy (570) Unified (730)	Early Literacy (636) Unified (765)	Early Literacy (699) Unified (800)

<b>Second Grade Assessments</b>			
Fall Assessment Name [Target Score]	November Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Oral Reading Fluency (61)		Oral Reading Fluency (74)	Oral Reading Fluency (85)
STAR Reading (182) Unified (868)	STAR Reading (205) Unified (880)	STAR Reading (230) Unified (893)	STAR Reading (279) Unified (918)

<b>Third Grade Assessments</b>			
Fall Assessment Name [Target Score]	Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Oral Reading Fluency (88)		Oral Reading Fluency (95)	Oral Reading Fluency (101)
STAR Reading (323) Unified (939)	STAR Reading (342) Unified (947)	STAR Reading (360) Unified (955)	STAR Reading (392) Unified (970)

Based on these diagnostic assessments, students who do not meet the target score as listed above will be put in RTI groups. The students will be given research-based interventions and will be progress monitored two to three times a month to see if the inventions are successful.

Following the assessments, parents will receive a letter informing them if their child is in an RtI intervention group. Once a child progresses from one RTI group to another, parents will receive a letter explaining the RtI group their child is now in. Any data that has been collected will also be shared with the parents. If the parents have any questions or concerns, they will be welcomed to call or come into school to talk about their child’s progress. Assessment results and detailed explanations will be shared at conferences in October and March.

Progress monitoring data will be collected one to two times per month and analyzed on a monthly basis. The following process will be used:

- A. Examine the student chart after 2-5 data points have been plotted and a trend line has been generated.
- B. Discontinue the intervention when the student has 2-5 data points on or above the aim line with at least one of the scores being at or above the next benchmark target score.
- C. Change the intervention or choose a new intervention if a student has 2-5 data points clearly and consistently below the aim line.

D. Refer the student to the problem-solving team if the student has 3-5 data points below the goal line after the second intervention.

## **Parent Communication and Involvement:**

### Parent Communication plan

1. In the beginning of the year, parents of students in grades K through 3 will receive information about our RTI program. There will be an explanation of what RTI is, the core principles, and the problem solving model.
2. Parents will receive a parent letter three times a year with assessment results and suggestions on how to help strengthen their child's literacy skills, based on the results of their diagnostic assessments.
3. An additional explanation of the literacy program and support will occur in October during the Title I Informational Meeting and/or during fall parent/teacher conferences.
4. Parents of students receiving interventions will receive reports when their child exits or enters a new RTI group.
5. The Literacy Plan is presented and feedback is sought at the DAC (District Advisory Council) meeting in May. This council includes administration, school board members, teachers, parents, and community members.

## Multi-Tiered Systems of Support:

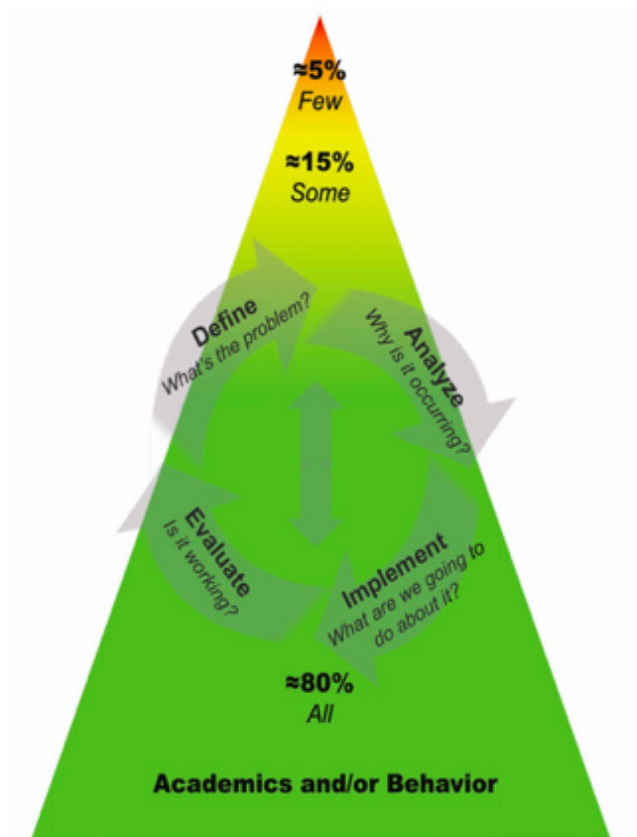
### A Model of School Supports and the Problem Solving Process

#### 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 120 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2020 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 classroom teachers and/or Title I staff.

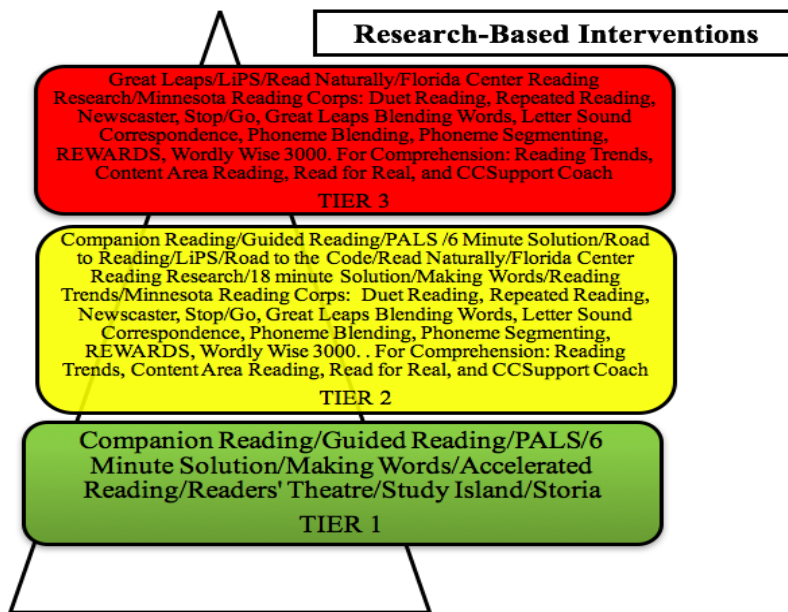
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 120 minutes of core instruction. Students receiving Special Education services are included at this level.

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 BBE uses is McGraw Hill SRA Open Court, which has been aligned with the Minnesota Academic Standards in English Language Arts (2020) & is based on the Science of Reading. Small group instruction is used to differentiate for our diverse learners.



### Professional Development:

**The BBE District has 13.5 days available for professional development.**

Based on student performance data, the district has determined the science of reading will continue to be the Reading/Literacy Professional Development focus for the 2023-2024 school year. We will continue to meet once a month to continue our growth and understanding of the Science of Reading and our Open Court Curriculum and practices.

In the 20-21 school year we had 2 kindergarten, 1 first grade, 1 second grade, 1 fourth, 1 5th/6th teacher, and our 4-6 special education teacher take the LETRS Units 1-4 training through MDE. This professional development in the area of reading amounts to 110 hours of instruction.

In the summer of 2021, we had our new 1st grade teacher, our 2nd grade teacher take Units 5-8 along with our new 4-8 interventionist take Units 1-8. We then had two of these teachers take the training to train others for units 5-8.

In the 21-22 school year we had seven teachers take the Units 5-8 training through MDE & our two local trainers. This professional development in the area of reading amounts to 110 hours of instruction.

In the 22-23 school year we had 3 teachers take the Units 1-4 training through MDE and our local trainer.

Looking into the future, it would be great to continue the LETRS training journey and have all of our K-5 teachers trained in all units of LETRS. This can be expensive, but well worth the time and money and our BBE students deserve to be taught by SOR trained teachers.

Continued professional development is also offered and provided throughout the summer for teachers to take advantage of. This summer we have teachers reading *The Writing Revolution* and participating in a book study offered through the SWSC cohort. McGraw Hill also has several PD trainings that both, our new and current staff will be partaking in.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Peer Coaching
- Outside Resources/Consultants
- Problem Solving/Literacy Team
- Mentoring
- Technology Ignite Sessions

## **English Learners and Other Diverse Populations:**

The district currently assesses all English Learners using the World-Class Instructional Design, Measure of Developing English Language and Assessment (WIDA) assessments (ACCESS and Screener).

Assessing Comprehension and Communications in English State-to-State for English Learners (ACCESS for ELs) is the Minnesota standard assessment to measure English proficiency in Kindergarten through 12th graders who have been identified for English Learners (ELs). It is given annually (within the window of February to March) in Minnesota to monitor students' progress in acquiring academic English. The Belgrade Brooten Elrosa district uses the WIDA Screener assessment annually to monitor students' progress in acquiring academic English in the fall and/or if the student arrives in the district after the ACCESS for ELs window has closed, it may also be administered in the spring and summer.

WIDA Screener and ACCESS for ELs are very similar in several ways.

Both the ACCESS for ELs and the WIDA Screener are written from the performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics

- Language of Science
- Language of Social Studies

Both the ACCESS for ELs and the MODEL are divided into five grade-level clusters:

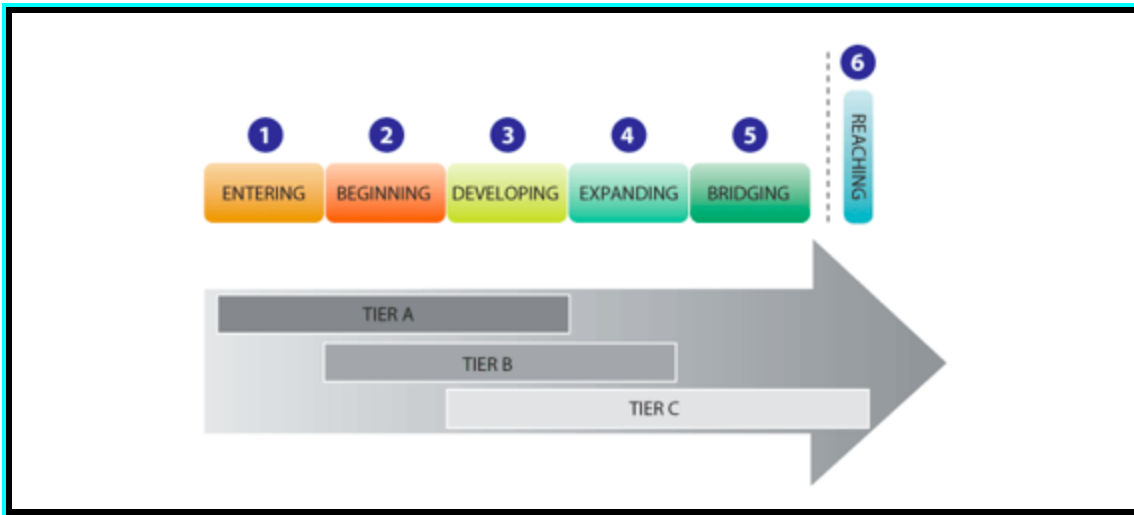
- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Both the ACCESS for ELs and the WIDA Screener test to assess the following domains:

- Listening
- Reading
- Writing
- Speaking

Finally, both the ACCESS for ELs and the WIDA Screener consists of three forms:

- Tier A (Beginning)
- Tier B (Intermediate)
- Tier C (Advanced)



Based on the WIDA Screener and/or 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.

The BBE school district's EL population is highly transient, because the majority of students are from migrant families. They are in our district in the fall and the spring. The amount of time migrant EL students spend in our district each year is directly connected to agricultural conditions. Each year there are a few families that stay year-round.

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 to support students in their development of academic language.

Training / Coaching / Resources available for all school staff:

- Integration Activities:
- ESL teachers take on trainer/coaching roles with teachers
- Sending lead teachers to appropriate trainings

The WIDA Screener 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: FASTbridge, STAR Renaissance, 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 ESL teacher is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

## Communication system for annual reporting

Annual report on Curriculum, Instruction, and Achievement will be discussed at BBE District Advisory Council Meeting. Results are presented at a BBE School Board Meeting. This report is posted on the BBE School Website.

