

District 487, Upsala Area Schools

Local Literacy Plan

Introduction

The International Reading Association defines literacy as “the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society defines literacy.” The Local Literacy Plan developed by the Upsala Area School District contains the elements consistent with Minnesota Statute 120B.12 in a manner that is accessible and relevant to ensuring that all district students will be reading well by the end of third grade.

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

Literacy development is one of the most important goals of the Upsala Area School District. Our commitment is to build and sustain a culture of literacy throughout the district in which high quality literacy instruction is a high priority. The goals of the local literacy plan for the Upsala Area School District are to ensure that all district students are reading at or above grade level by the end of 3rd grade as measured by the Minnesota Comprehensive Assessments. These goals also include meeting proficiency levels on benchmarks described in the Minnesota State Literacy standards.

To effectively assess our progress towards these goals, we will continually monitor the effectiveness of our core literacy program through assessments to collect student data. We will analyze and interpret this data in order to make instructional decisions based on the results obtained. These results will also be supported by scientifically based reading and literacy research.

The data collected from instructional assessments will also be analyzed to monitor the success of all students. If there are groups of students that are not making satisfactory progress, specific interventions will be applied to provide the appropriate supports necessary to assist these students in reaching their grade-level goals.

Statement(s) of process to assess students’ level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

The assessments that will be implemented will help our staff determine which students are reading at grade level, monitor the progress of students, and inform instruction. All students will be assessed frequently throughout the year with various formative and summative assessments.

The screening assessments that will be used will be administered three times each year, occurring during the Fall, Winter, and Spring. The Measures of Academic Progress (MAP) assessments, along with the Standardized Test for the Assessment of Reading (STAR), will be used for screening purposes. The data collected from these assessments will assist staff in identifying and supporting the students, who may be at-risk or experiencing difficulties, and who may need targeted instruction to achieve grade-level proficiency.

The diagnostic assessment process will provide data that will be used to plan more effective instruction and intervention for target students. The assessments used in this process will provide additional data beyond screening that will provide a more accurate picture of a student's needs. This data will help staff members provide targeted instruction and interventions in order to accelerate a student's progress towards grade level expectations. Reports from STAR Reading Enterprise assessments, along formative assessments within the reading curriculum, will provide data to assist staff in developing differentiated instructional plans for targeted students.

Progress monitoring assessments provided within STAR Reading Enterprise Assessments and Accelerated Reader assessments will be administered frequently to determine the rate of progress toward grade level outcomes. These assessments will also provide data regarding the effectiveness of any intervention plans, and if modification to the interventions is necessary. These assessments will be matched to the interventions that are in place for each student.

The data and results for all assessments will be shared with the parents or caregivers of all students during our annual parent teacher conferences. These conferences occur twice each school year in the Fall and Spring. Communication with the parents or caregivers of students not meeting grade level expectations will occur more frequently through email, phone calls, or conferences established between the staff and parents or caregivers.

Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.

The core instruction and intervention supports will be aligned with the grade level goals found in the Minnesota State Literacy standards. The formative and summative assessments used for screening, diagnostic, and progress-monitoring purposes, will enable staff to match student needs to instruction. The effectiveness of the instruction and intervention supports will also help to identify students that are in need of additional instruction to accelerate achievement towards grade level goals, and evaluate the effectiveness interventions that may be in place.

Communication regarding the data and existing supports will be shared with parents and caregivers through conferences and individual communications with staff members.

This communication will enable staff members to assist parents and caregivers in understanding the data and the purpose of any intervention plans.

Entrance into any instructional intervention plans will be based on data obtained from the formative and summative screening assessments. While engaging in instructional intervention plans, students will continually have their progress monitored by various formative and summative assessments to determine whether to continue the instructional interventions or to exit the students from this plan. Students will exit instructional intervention plans when the assessment data indicates that they have reached a proficiency level that is appropriate for that grade level at that time.

The core literacy curriculum, along with various other sources provided by the school district, will provide many literacy resources that parents and caregivers may use to support literacy development with their children at home. The staff members will identify these resources, and provide guidance in their application, to parents and caregivers during conferences and through individual communications.

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.

The professional development of our staff has been focused on ensuring that the Minnesota English Language Arts Standards are aligned with our curriculum. This process will be continuing as we implement a new curriculum during the 2012-2013 school year. The standards provide the grade level outcomes that our students will achieve at the end of each year, and this will enable us to develop a proper scope and sequence for our English/Language Arts curriculum.

Intervention supports will be aligned specifically to student needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students that are identified as not making satisfactory academic achievement will be referred for intervention. These students will receive instructional support from Title 1 services or from a Minnesota Reading Corps Literacy Tutor. Students that are significantly below grade level may be referred for special education services.

The diagnostic assessments used will enable staff members to determine which interventions students will receive. Student progress will be monitored by progress monitoring assessments to determine the effectiveness of the interventions. The interventions are research-based and designed to accelerate student achievement in order to achieve grade level outcomes. The interventions that students receive may occur within or outside of the daily literacy block of instructional time, as determined by the needs of the student.

The local literacy plan will be presented annually to the Upsala School Board and shared with all school staff. The plan will be placed on the district's website for the community

to review. Parents and caregivers will be informed of student progress through established parent-teacher conferences, or through individual communication as necessary.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically based reading instruction.

Professional development on scientifically based reading instruction is critical to the success of any literacy program. The adoption of a new Reading/Language Arts curriculum will also require professional development time in order to provide teachers with the necessary skills and resources to effectively implement instruction. This professional development will be scheduled as needed to ensure that all teachers are proficient at delivering the core curriculum to all students successfully. In addition to this professional development, teachers will meet frequently to collaborate on the effectiveness of instructional strategies and students that are in need of instructional interventions. This collaboration will occur during designated in-service time outlined in the district calendar.

Professional development in the effective use of assessment tools, and the interpretation of data obtained from these tools, will also be necessary. This professional development will be scheduled during district workshop days, with ongoing support occurring throughout the school year, and will enable teachers to make data-driven decisions regarding student achievement and any interventions students may be receiving.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06; subdivision 4 is consistently implemented throughout elementary grades.

The strategies that will be provided in the core curriculum, and interventions, will be based on scientifically based reading research. The new curriculum adopted for the 2012-2013 school year, and beyond, is grounded in research-based instructional practices. Any teaching strategies currently in place that are not supported by scientifically based research will be removed from the curriculum and replaced. The progress of student receiving interventions and instructional support will be monitored by assessments that are research-based and provide scientific data regarding the progress of the student. Ongoing professional development and support will be provided for teachers and staff to ensure that all are proficient in the implementation of these strategies, interventions, and assessments.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.

The Upsala School District does not currently have a large EL population. We will address the oral language and linguistic needs of EL students by utilizing current district resources. This would include additional training for staff as needed to address any

needs the district would have in the future. EL students would be included in all core instruction, and interventions, with appropriate EL supplemental services provided as necessary. The district would evaluate and determine the necessary action steps on a case-by-case basis.

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3.

The data obtained from screening, diagnostic, and progress monitoring assessments will be used to inform the decision making process outlined in this literacy plan. The screening assessments will identify students that are achieving below grade level and assist in developing intervention plan to accelerate their achievement.

Screening data will be collected from all students three times during the school year to determine progress toward grade level outcomes. Students that are below grade level will be assessed with diagnostic assessments to determine the specific interventions necessary to accelerate achievement. Progress monitoring assessments will be conducted to determine student progress during the implementation of the interventions. Students far below grade level expectations may be referred for special education testing and services.

Students in grade 3 will complete the Minnesota Comprehensive Assessments each spring to measure proficiency in reading. The data from these assessments is published by the media and is also part of the districts Annual Report on Curriculum and Instruction. This data, along with data collected from all assessments, is analyzed and interpreted by all teachers, staff, and administrators in order to monitor student progress and achievement. This data will also be used to evaluate the core curriculum, instructional strategies, interventions, and support services that are included in the local literacy plan. Adjustment and modification to this plan will occur as necessary. This plan will be subject to continual review as data is obtained and analyzed.