

# **New York Mills ISD #553**

## **Local Literacy Plan 2015-2016**

### **2011 Minnesota Statute: 120B.12**

#### **Reading Proficiency no later than the end of Grade 3**

##### **Minnesota State Literacy Goal:**

The state of Minnesota legislature seeks to have every child reading at or above grade level no later than the end of grade 3 and that teachers provide comprehensive, scientifically based reading instruction.

##### **Local Literacy Plan:**

A school district must adopt a local literacy plan to have every child reading at or above grade no later than the end of grade 3. The plan must include a process to:

1. Assess all student's level of reading proficiency K-6
2. Notify and involve parents
3. Intervene with students who are not reading at or above grade level
4. Identify and meet staff development needs

##### **Reading Proficiently by 3<sup>rd</sup> grade:**

The state mandate requires school districts to design their programming to make sure that students are reading proficiently by the end of grade 3. A review of conducted research consistently reveals a very strong correlation between children's reading proficiency at grade 3 and rate of high school graduation. Students who are reading at grade level by the end of grade 3 consistently perform better in school for the years to come as compared to those students who are not reading proficiently at the end of grade 3. It is our responsibility to ensure that our students are college or career ready when they leave our educational system.

##### **Commitment to Sound Literacy Instruction:**

New York Mills Elementary is committed to ensuring that all children read proficiently by grade 3 and are making sure that all children reach their academic potential. At New York Mills Elementary ensuring that every child can read is our #1 priority.

We recognize that we are living in the information age. Without the ability to read and understand what is being read, a person will have difficulty functioning and succeeding in our society. Over the past decade alone, the amount of information requiring more advanced levels of comprehension, writing skills, problem solving abilities and critical thinking has grown tremendously. As a result, adults with limited reading skills will have fewer opportunities for success in society. Therefore, it has never been more important to us that every child learns to read and we are committed to do whatever it takes to ensure every child in our district becomes a functional reader.

Written below are the details to the plan that New York Mills Elementary is prepared to follow to ensure that the necessary components are in place so that all children will be reading well by the end of 3<sup>rd</sup> grade.

## Sound Literacy Instruction:

During the 2012-13 and 2013-14 school years, the teachers at New York Mills Elementary conducted an extensive study of the Minnesota State Standards for English Language Arts. Using a process titled “The 6As Process for Aligning your Curriculum to the State Standards” teachers identified which standards were priority standards for their grade level and then re-wrote those standards in parent and student friendly language or “I Can Statements.” During the 2014-15 school year, our teachers committed to joining a Literacy Action Network to intensely study best practices in the area of elementary reading instruction. Though this is an on-going process, from this research, New York Mills Elementary has created a draft Universal Expectations Guide to guide literacy instruction for grades K-6 and plans to continue to modify this guide as we continue to research and attend best practice trainings during the summer of 2015. Some of the Trainings that we will be attending and reporting back on in small groups are:

1. Close Reading.
2. Formula for Success: The “What” and the “How of Effective Reading Instruction.
3. Guided Reading – Maximize Its Potential.
4. Literacy Action Network.
5. MN’s English Language Arts Standards Are for All Teachers.
6. Reader-Centered Instruction: It’s Time to Make Your Move.
7. RTI/MTSS – Multi-Tiered Systems of Support Systems Check.
8. Daily 5/CAFÉ.

The following is our draft Universal Expectations Guide for all literacy instruction K-6 at New York Mills Elementary:

- New York Mills Elementary expects that all children will be taught at their own instructional level. Differentiation is the key to student growth. (Fountas and Pinnell, 2009).
- New York Mills Elementary will use a balanced literacy approach to teach the 2010 Minnesota English Language Arts Standards with the Common Core standards embedded. (Fountas and Pinnell, 1996).
- New York Mills Elementary will provide all students with the opportunity to read texts at their independent level and of their own choice every day. (Allington, 2012).
- New York Mills Elementary expects reading instruction to include the essential pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. (National Reading Panel, 2000).
- New York Mills Elementary expects reading instruction to span up to 90 minutes daily and contain a balance of large group, small group and/or individualized reading instruction. (Allington 2002). Core whole group instruction should span 20-30 minutes daily. Small group 1:1 instruction and independent reading will be approximately 60 minutes daily.
- New York Mills Elementary expects children to have writing instruction and writing practice every day for a minimum of 30 minutes. (Research on Writing 2012). In addition, all students will write to persuade, explain and convey experiences as outlined by the 2010 Minnesota English Language Arts Standards.
- New York Mills Elementary expects all students to read a variety of texts both fiction and non-fiction. (MN ELA Standards, 2010).

- Scientific, research-based literacy interventions for selected students will be provided in addition to core literacy instruction and will directly target student needs. (Buffum, Mattos & Weber, 2010).

In addition, our elementary has a Leveled Library in which numerous books are classified according to students' individual reading levels. Each classroom has their own reading center where students can enjoy books and other resources selected by their classroom teacher. On a daily basis, our teachers use relevant technology to engage our students in meaningful literacy activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners.

### **Response to Intervention:**

At New York Mills Elementary we are committed to implementing a multi-tiered system of support for our students as follows:

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 and supplemental RTI trained paraprofessionals during a scheduled RTI time.

Students not responding well to the interventions provided at the second level 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).

### **Assessment and Intervention:**

At New York Mills Elementary, we are committed to ensuring assessments administered assist us in providing instructional changes to best meet student needs.

All students are administered the AIMSweb screening/benchmarking assessment 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 based on these assessments and the interventions are implemented through the collaborative efforts of the classroom

teacher and other specialists who meet weekly in grade level data team meetings. 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 the Student Assistance Team to determine further intervention or needs for special education services. Parents are kept informed of their child’s progress at every step of the process. Parent/Teacher conferences are also held twice per year where teachers can update the parents during a face-to-face meeting.

AIMSweb is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

**Kindergarten/First Grade AIMSweb Assessment Tests of Early Literacy:**

Fall	Winter	Spring
Assessment Name	Assessment Name	Assessment Name
Letter Sound Fluency (5)	Letter Sound Fluency (27)	Letter Sound Fluency (39)
K -Nonsense Word Fluency (0)	K-Nonsense Word Fluency (25)	K-Nonsense Word Fluency (40)
1 -Nonsense Word Fluency (34)	1 -Nonsense Word Fluency (54)	1 -Nonsense Word Fluency (68)

**Grades 1-3 AIMSweb Assessment Oral Reading Fluency:**

AIMSweb® National Norms Table  
Reading - Curriculum Based Measurement

Grade	%ile	Fall		Winter		Spring		ROI
		Num	WRC	Num	WRC	Num	WRC	
1	90	350444	66	55158	100	55158	128	1.72
	75		30		68		97	1.86
	50		13		36		67	1.50
	25		5		19		40	0.97
	10		2		11		22	0.56
	Mean		24		47		71	1.31
	StdDev		29		36		40	0.31
2	90	38282	115	38282	140	38282	156	1.14
	75		88		115		131	1.19
	50		62		88		106	1.22
	25		35		64		82	1.31
	10		17		39		59	1.17
	Mean		64		90		106	1.17
	StdDev		37		38		38	0.03
3	90	40570	143	40570	162	40570	179	1.00
	75		116		139		152	1.00
	50		87		111		127	1.11
	25		59		84		98	1.08
	10		38		56		73	0.97
	Mean		89		110		125	1.00
	StdDev		40		41		42	0.06

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

**Parent Involvement:**

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 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.

Teachers make contact with the parents as needed throughout the year. Contact is made through phone calls, emails, and Report Cards, which are sent out 3 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 AIMS-web 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 9 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.

### **Professional Development:**

Quality teachers are the single greatest determinant of student achievement. In order to remain informed and up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources, providing opportunities for teachers to learn is essential. Professional Development opportunities in reading are provided to meet universal expectations identified earlier in the Local Literacy Plan. A variety of Professional Development experiences are provided through the school year with a hybrid of traditional PD days and after school hours. In addition, professional development opportunities are part of staff meetings and Professional Learning Communities. Staff members also participate in summer learning opportunities and conferences as mentioned above and others.

### **Curriculum and Instruction**

In the past years, New York Mills Elementary has identified the need for a balanced literacy approach to teaching reading in the elementary. This work is reflected in the New York Mills Elementary literacy expectations stated above. Through the implementation of the Literacy Expectations, New York Mills Elementary staff will be trained on and will be implementing the Daily 5 literacy framework as well as small group reading instruction. In addition, we are in the beginning phases of purchasing a new reading curriculum K-6 to meet MN ELA standards. Our preschool teachers have worked with their current Indicators of Progress and have participated in Professional Learning Communities to explore and discuss Kindergarten Standards. Based on this work as well as others, the preschool staff has identified kindergarten ready expectations for those who will be beginning kindergarten.

### **English Learners**

At New York Mills Elementary we are in the process of understanding current EL learning trends and continuously identifying ways to meet the needs of these learners. An English Learner instructor will work to build opportunities for vocabulary acquisition, building of oral language and opportunities for students to be successful with reading and writing both inside and out of the traditional classroom setting.

## **Communication for Annual Reporting**

New York Mills Elementary shares annual reports in a variety of ways with stakeholders. The New York Mills Local Literacy Plan is posted on the New York Mills website. In addition, progress with literacy is reported in the World's Best Workforce plan also found on the New York Mills website.

## **Questions/Concerns About Local Literacy Report:**

If you have any further questions or concerns, please feel free to contact Superintendent Blaine Novak at [bnovak@nymills.k12.mn.us](mailto:bnovak@nymills.k12.mn.us) or call the district office at 218-385-4201.