

ISD 2898, Westbrook Walnut Grove
Public Schools Local Literacy Plan

2022-23

Superintendent: Loy Woelber

District 2898, Westbrook-Walnut Grove Public schools Local Literacy plan

Approved June 27, 2022 by Westbrook-Walnut Grove Board of Education

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 is currently using Houghton-Mifflin Harcourt Journeys, a balanced literacy, basal, literature-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. 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. Using the applications on the iPad individual students can use a variety of learning activities to foster their individual learning. The district also 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 buddy 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.

All students in grades K-3 are given the AIMSweb screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, along with classroom assessments, struggling and at-risk students are identified and referred for interventions. 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 weekly and if the intervention selected is not working, another intervention is selected and implemented. Students are encouraged to attend the After School Academy, which focuses on reading standards. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress.

The goal of the Westbrook-Walnut Grove 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, which 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 Westbrook-Walnut Grove literacy program, please contact: [Kelly Quade \(507\) 859-2141](mailto:Kelly.Quade@mn.gov)

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 Leadership 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 will be prioritized and pacing guides developed.

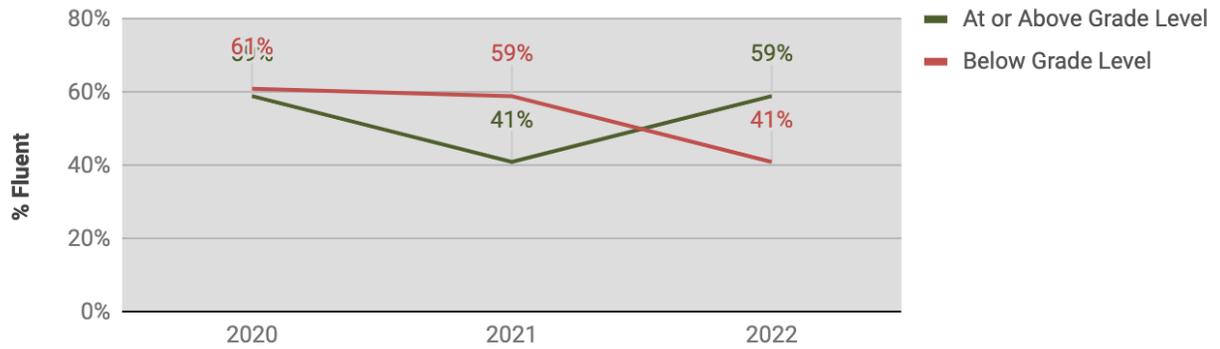
Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow the local intervention plan.

Professional Learning Communities 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.

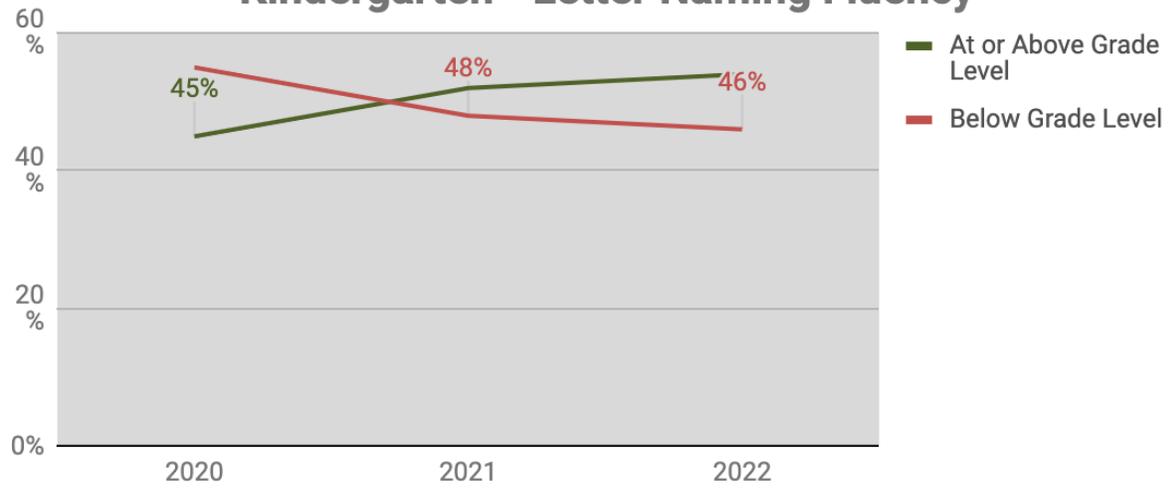
Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

Students who fall below the target score are identified and put into small intervention groups based on needs and grade level. Groups meet on a daily basis and are reassessed weekly to monitor progress.

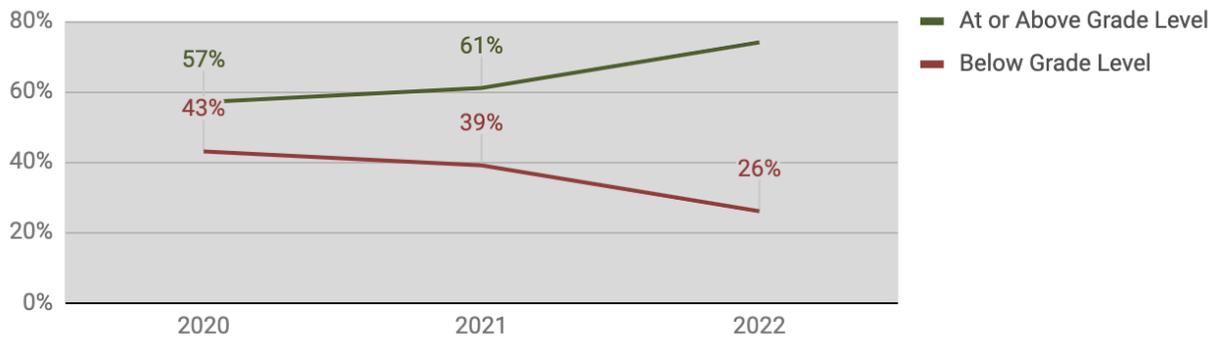
Kindergarten - Letter Sound Fluency



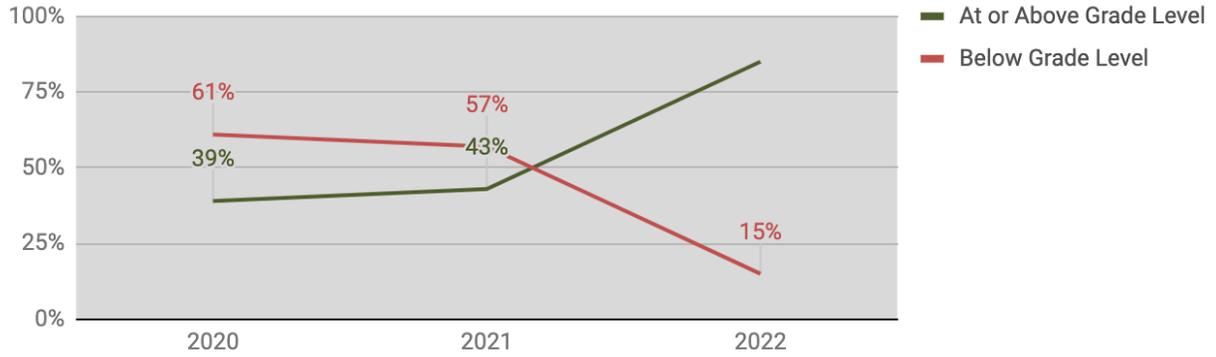
Kindergarten - Letter Naming Fluency



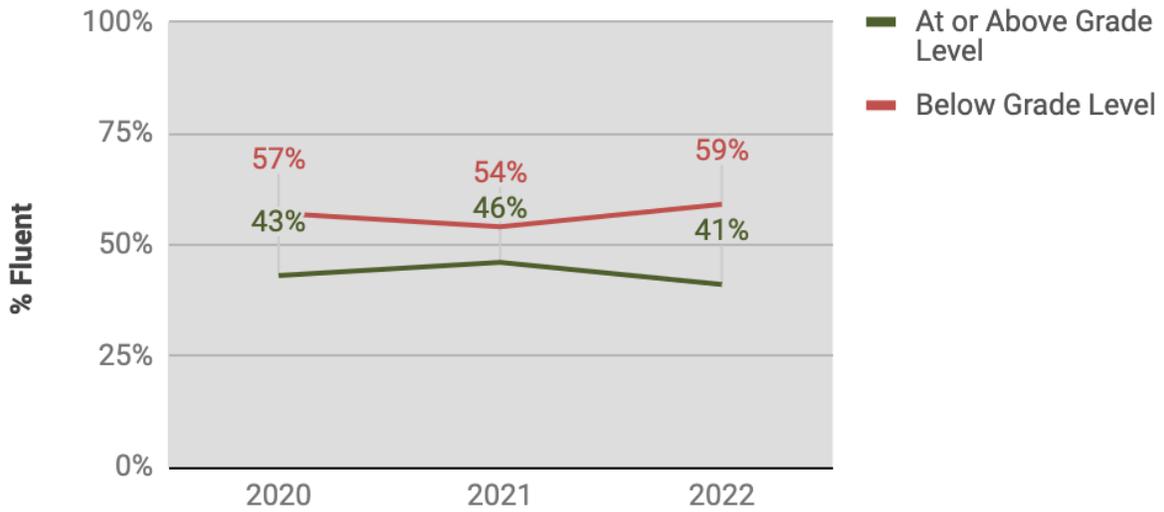
Kindergarten - Phoneme Segmentation



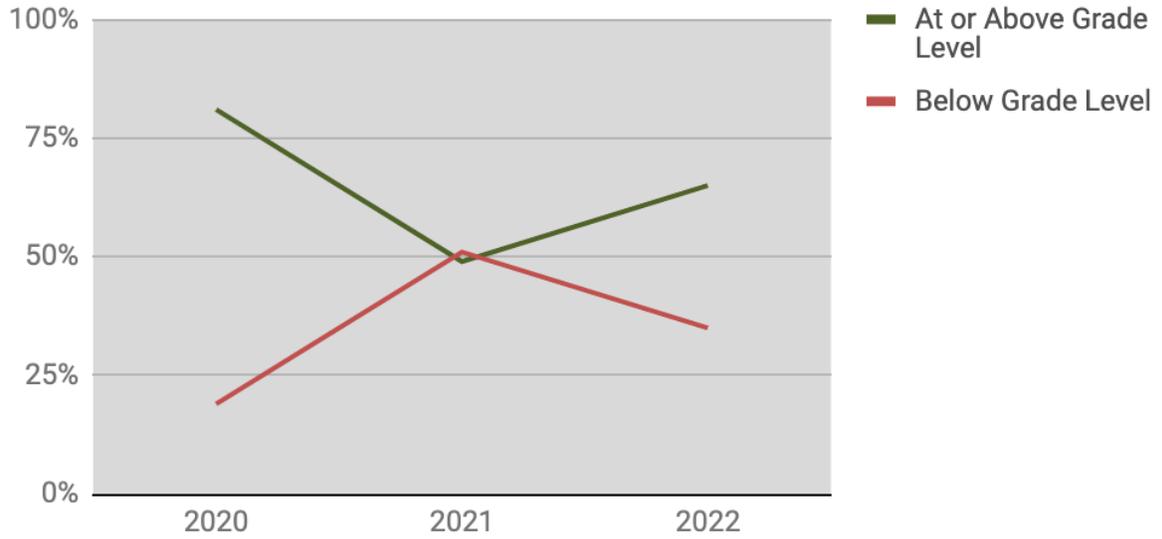
Kindergarten - Nonsense Words



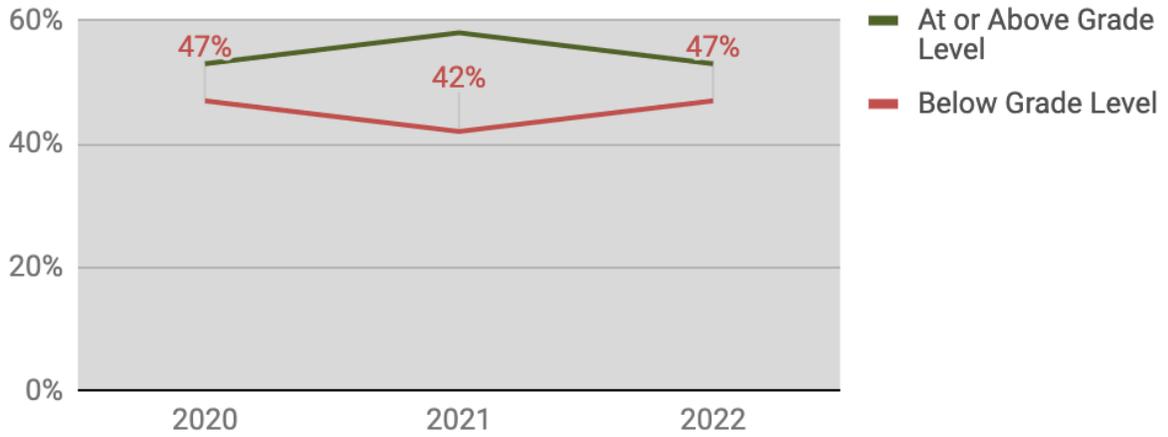
First Grade Nonsense Word Fluency



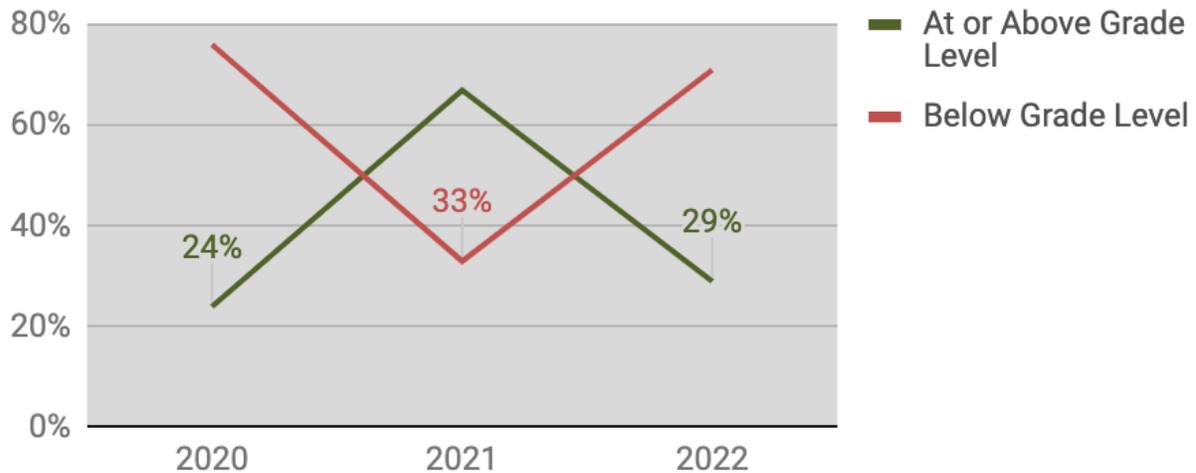
First - R-CBM



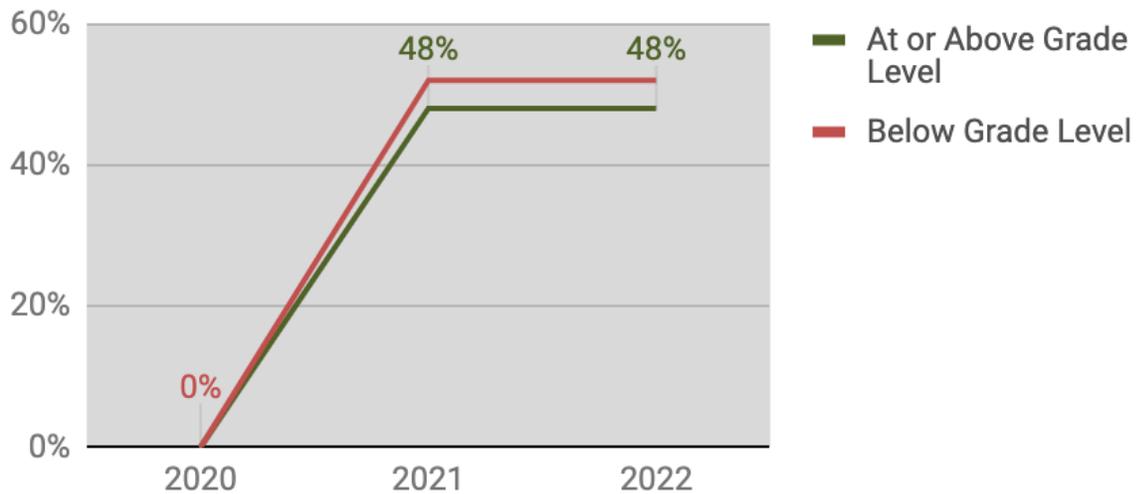
Second Grade - R-CBM



Third Grade - R-CBM



Third Grade MCA



***MCA Tests were not given in 2020 due to COVID-19

WRITE A SMART GOAL BASED ON THE THIRD GRADE GRAPH.

Our goal is to create higher test scores through working on our students reading fluency, comprehension, and vocabulary weaknesses. By the 2023 MCA testing fifth grade (Class of 2030) reading test scores will increase by 5% meets or exceeds.

Process of Assessment

The RTI coordinator and Title I paraprofessionals will administer the screening and diagnostic assessments listed below

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

Kindergarten AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [13]	Letter Naming Fluency [38]	Letter Naming Fluency [46]
Letter Sound Fluency [2]	Letter Sound Fluency [20]	Letter Sound Fluency [33]
Phoneme Segmenting Fluency [2]	Phoneme Segmenting Fluency [18]	Phoneme Segmenting Fluency [41]
	Nonsense Word Fluency [19]	Nonsense Word Fluency [33]

First Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Letter Naming Fluency [40]	Letter Naming Fluency [49]	Letter Naming Fluency [56]
Letter Sound Fluency [25]	Letter Sound Fluency [40]	Letter Sound Fluency [46]
Phoneme Segmentation Fluency [35]	Phoneme Segmenting Fluency [45]	Phoneme Segmenting Fluency [49]
Nonsense Word Fluency [27]	Nonsense Word Fluency [45]	Nonsense Word Fluency [57]
	Reading – CBM [30] (Oral Reading Fluency)	Reading – CBM [53] (Oral Reading Fluency)

Second Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [55] (Oral Reading Fluency)	Reading – CBM [80] (Oral Reading Fluency)	Reading – CBM [92] (Oral Reading Fluency)

Third Grade AIMSweb Assessments		
Fall Assessment Name [Target Score]	Winter Assessment Name [Target Score]	Spring Assessment Name [Target Score]
Reading – CBM [77] (Oral Reading Fluency)	Reading – CBM [105] (Oral Reading Fluency)	Reading – CBM [119] (Oral Reading Fluency)
Reading –Maze [11] (Comprehension)	Reading –Maze [14] (Comprehension)	Reading –Maze [15] (Comprehension)

Students who do not meet the target score as listed above will be referred to the RTI team to undergo further interventions.

Based on these diagnostic assessments (NWEA, STAR reading, Moby Max and Aimsweb), 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, parents will receive a letter during scheduled conferences 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 be invited in to visit about their child's educational needs and asked if they have any questions.

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

- A. Examine the student chart after 4-6 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 4 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 4 data points on or above the aim line.
- D. Refer the student to the child study team if the student has 4 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.
- F. Continue progress monitoring at least three times following the discontinuation of intervention to assure that progress has been maintained.

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:

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are

used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Parent Communication plan

1. At kindergarten round up (fall packet) there will be an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district.
2. Assessment results will be provided to parents upon request.
3. 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.
4. An additional explanation of the literacy program and supports will occur in September or November during fall parent/teacher conferences.
5. Parents of students receiving interventions will receive monthly progress reports (upon request).

The following are resources and tools, based on the five pillars of reading, for parents, caregivers, and/or community members to use in support of literacy practices at home:

Phonemic awareness: www.starfall.com, www.pbskids.org, www.MobyMax.com

Phonics: classroom phonics readers,

Fluency: AR reading books,

Vocabulary: www.spellingcity.com, www.MobyMax.com

Comprehension: www.mobymax.com, AR, RAZ Kids

Multi-Tiered Systems of Support:

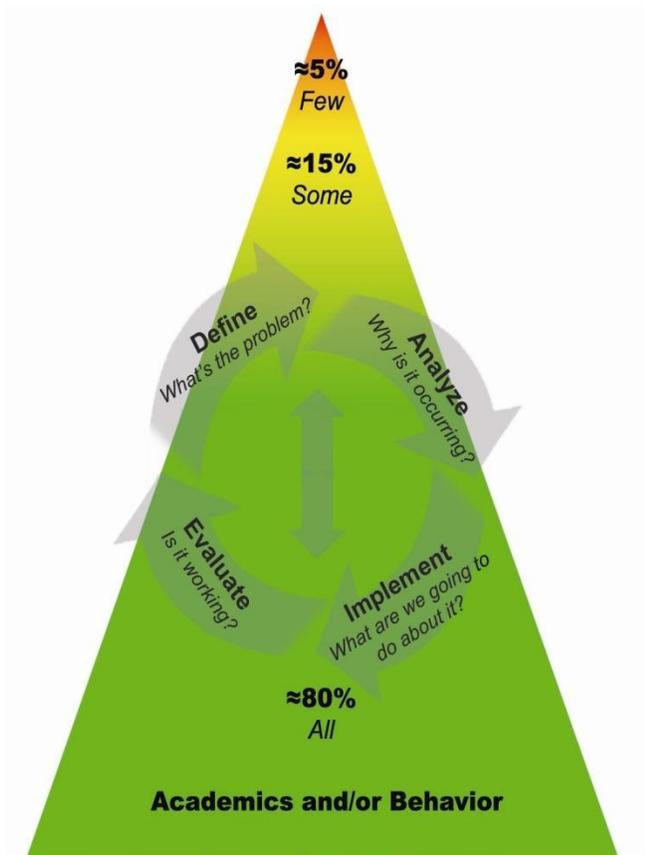
A Model of School Supports and the Problem Solving Process

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 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 RTI team daily.

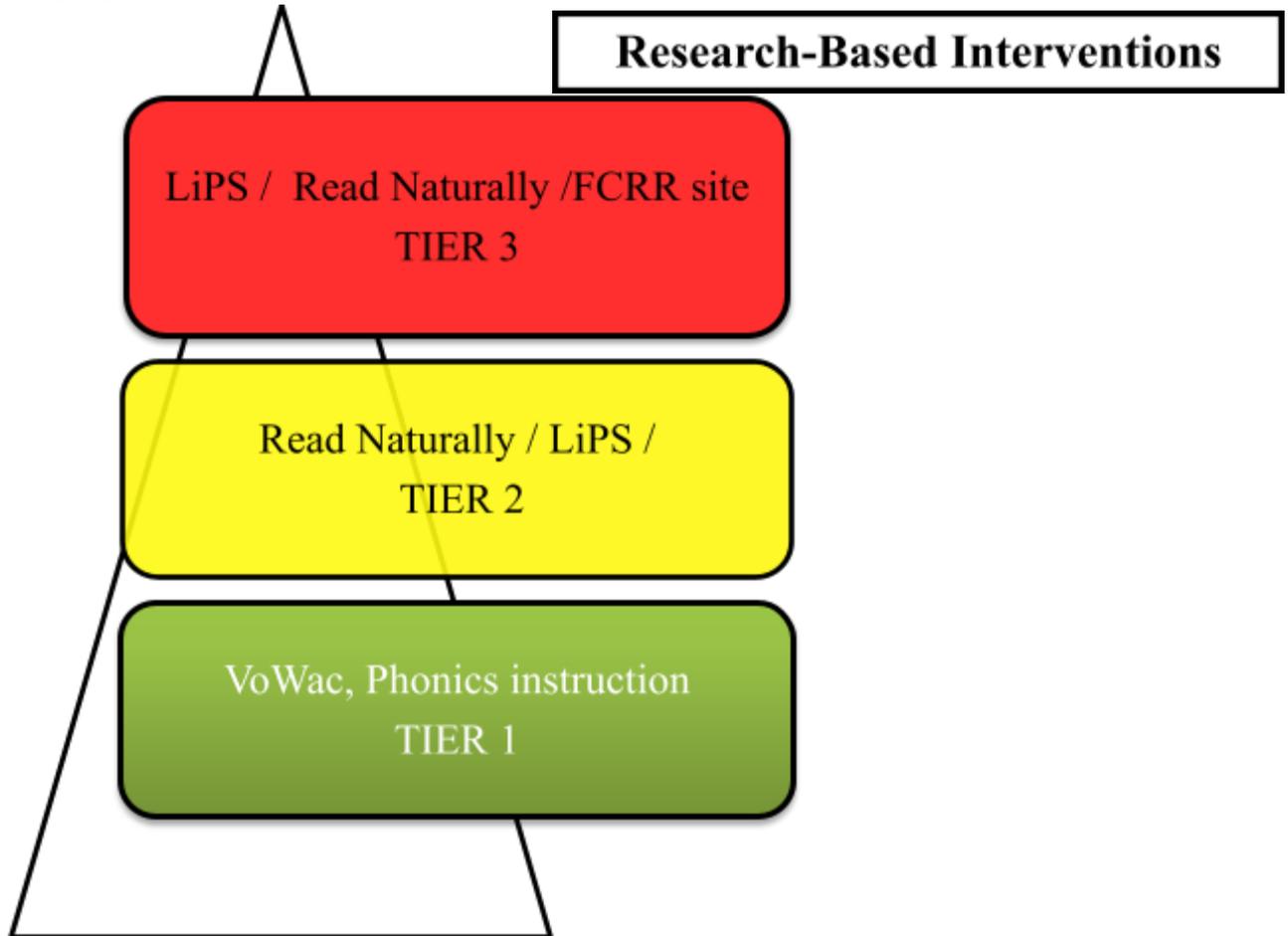
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are not included at this level.

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 Westbrook-Walnut Grove uses is Houghton-Mifflin Harcourt Journeys which has been aligned by the classroom teachers to meet the Minnesota Academic Standards. Small group instruction is used to differentiate for our diver learners.



Professional Development:

The Westbrook-Walnut Grove District has 5 days available for Professional Development. Based on student performance data, the district has determined RTI will be the Reading/Literacy Professional Development focus for the 2018-2019 school year.

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)

- Regional Professional Development
- Basal Training from Company Representative
- Outside Resources/Consultants
- Literacy Team
-

The section should be specific to literacy and instructional strategies and include:

- Regular opportunities for collaboration amongst teachers (across and within grades, subjects, disciplines)
- Ongoing job-embedded professional development should be reflected in this section
- Specify what best practice PD will be provided to veteran and novice teachers

Annually staff is given the opportunity to analyze data and develop specific goals. Results will be shared with the district staff development team, 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 all 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 2012-2013 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:

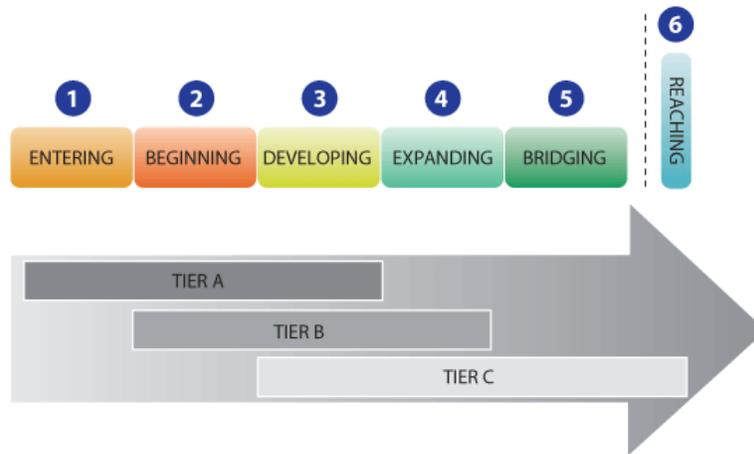
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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.

This district's K-3 has 47 English Learners and 52 students that are 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:

- 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 trainings

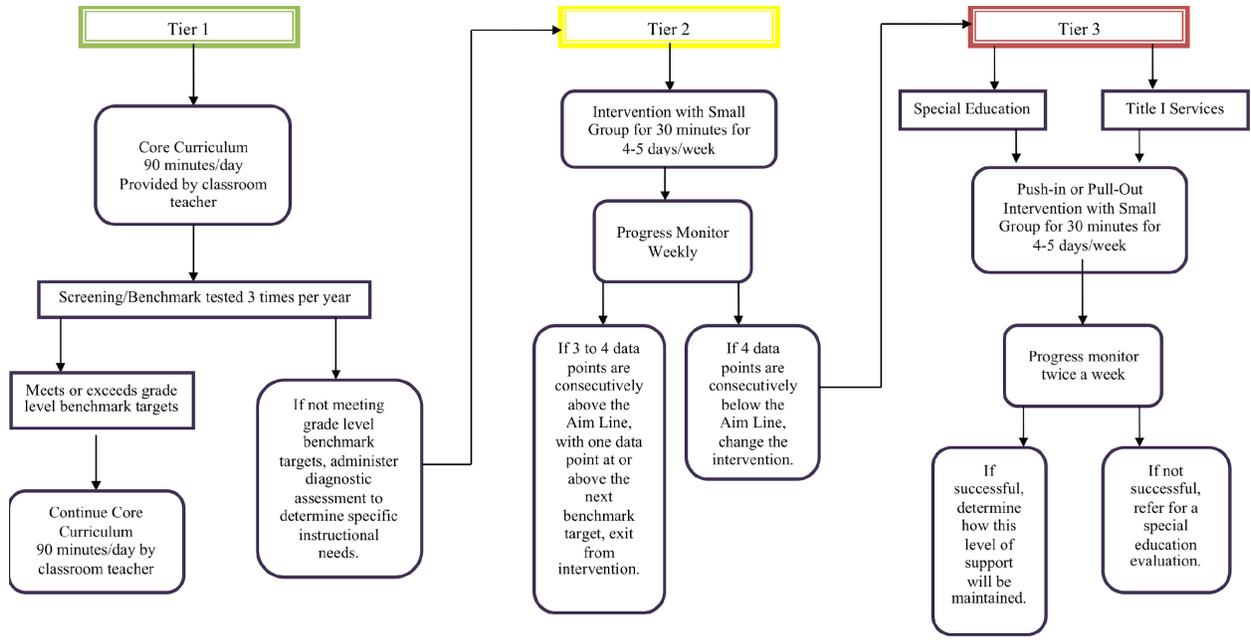
The W-APT and ACCESS assessments are used with EL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: AIMSweb, NWEA, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs,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

Communication system for annual reporting:

School principal will send documents to the state.

Stakeholder feedback:

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



Westbrook Walnut Grove School ISD

2898

Dyslexia Plan for Westbrook Walnut Grove

Dyslexia is identified as a neurobiological learning disorder. The International Dyslexia Association characterizes dyslexia as “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.” Westbrook Walnut Grove (WWG) takes the issue of all reading concerns very seriously and screens all elementary students for indicators of dyslexia in compliance with [Minnesota Statute 120B.12](#). These screening efforts are designed to identify students who may need [learning interventions](#) or further evaluation to determine eligibility for special education services.

Screening process

WWG K-3 uses Aimsweb Plus assessments* for early identification screening. Students in the WWG have a reading assessment three times a year, in the fall, winter, and spring. Students in grades K-1: LNF, LSF, PSF, and NWF. First grade only WRF and grade 1-3 ORF. RtI is used for all students in their assessment to assess decoding and accuracy of their reading.

Note: Screening does not diagnose dyslexia but is the first step in identifying students who need more explicit instruction.

Parent notification

Parents are advised of findings that result from screenings at conferences or in a meeting with their student’s classroom teacher and/or learning specialist, at which time a plan for reading intervention is discussed.

Interventions

Some of the materials used by interventionists include:

- Leveled Literacy Interventions – Used in small groups for students who need extra support to achieve grade-level competencies; provides explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing; helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student’s reading ability.

Progress Monitoring

Students who are receiving intervention support are monitored to document growth and the response to the intervention. If a student is progressing, the goal is adjusted upwards and the student continues until ready to exit from the intervention. If a student is not making progress, the instruction is adjusted with intensity or frequency in order to ensure student progress.

Referral to Special Education

Students who do not show adequate progress with the assigned interventions may be recommended for a formal special education assessment.

Dyslexia Diagnosis

While WWG does not formally diagnose dyslexia, we do actively monitor student performance and screen for reading concerns through our AIMSweb assessment program that would indicate a need for supplemental instruction, alternative learning methods or specialized instructional services. Parents of students diagnosed with dyslexia by an outside source should make the classroom teacher and building principal aware of the diagnosis and share any additional information they think would be helpful, including, but not limited to the outside evaluator’s summary and recommendations.

The classroom teacher will bring this information to the attention of the building’s Special Education Team for consideration. The team will investigate the extent to which the diagnosed disability of dyslexia is affecting the student’s performance in the area of reading and determine the next steps which may include: additional evaluation, implementation of classroom accommodations, inclusion in one or more of the interventions available at the site or determine that no additional services are required. The Special Education Team will notify parent(s) of their findings and secure permission prior to proceeding should additional supports or services be recommended.

Convergence Insufficiency Disorder

NOTE: *In response to the requirement to report efforts to screen for convergence insufficiency disorder stated in Minnesota Statutes, section 120B.12, the Westbrook Walnut Grove School District is reporting that we do not screen children for convergence insufficiency disorder as part of our vision-screening program.*

A basic eye exam or screening with the 20/20 eye chart is not adequate for the detection of convergence insufficiency (and many other visual conditions), nor is a near vision screening task comprehensive enough. A comprehensive vision evaluation, by a licensed eye care specialist who tests binocular-vision (two-eyed), is the most effective means for detecting CI.

The Westbrook Walnut Grove School District follows the Minnesota Department of Health (MDH) recommendations for vision screening and follow-up. Vision screenings at the WWG school use are not available for diagnosing convergence insufficiency disorder. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.