

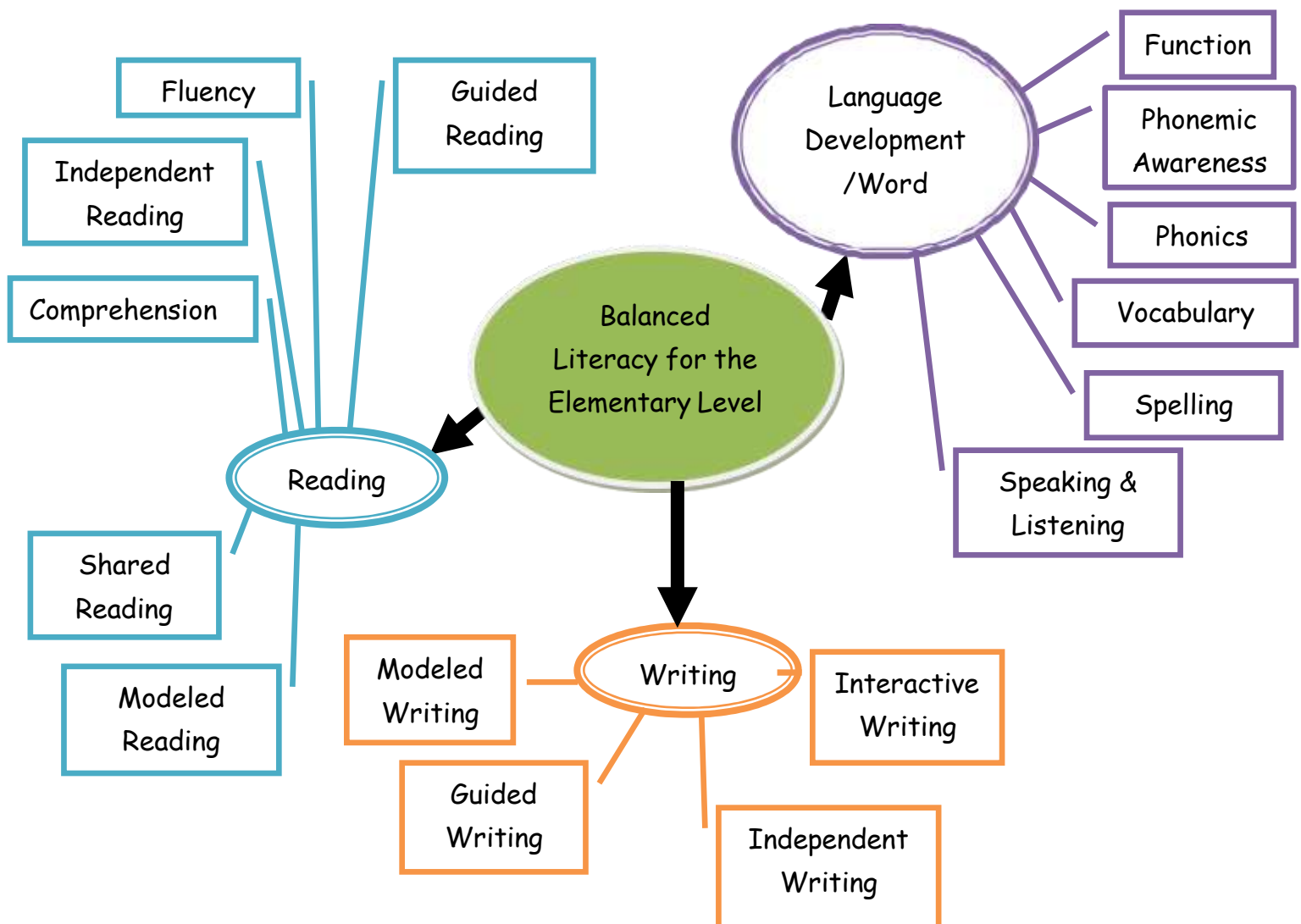
Lewiston-Altura Schools #0857

District Literacy Plan

How does Lewiston-Altura ensure reading proficiency for all students by the end of Grade 3?

The literacy mission at Lewiston-Altura Schools is to create a foundation for life-long learning using the Language Arts Standards: reading, writing, speaking, listening, viewing, media literacy and language.

We Believe in Balanced Literacy...



We Believe in Working Together...

Teachers...

- Use elements of reading which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Provide reading and writing instruction to include modeled, shared, guided, and independent opportunities.
- Make decisions based on students' needs and progress using a variety of assessment tools.
- Provide support by guiding students to higher levels of literacy development.
- Engage students in whole group and small group direct instruction which contains a variety of reading materials, resources, and technology to support a child's literacy development.
- Encourage and motivate children to foster the joy and purposefulness in reading.
- Place appropriate expectations to build self-esteem for greater personal success.

Students...

- View themselves as readers, writers, speakers, and listeners who engage in authentic daily reading, writing, speaking, and listening activities.
- Use language to learn, think, and communicate effectively, responding to a variety of situations.
- Ask questions and ask for help when needed.
- Work toward benchmarks that define the mastery of skills at each grade level.
- Develop independent life-long literacy habits in reading, writing, speaking, and listening.

Parents...

- Ensure homework is complete.
- Communicate with teacher to solve problems or inquire about child's progress.
- Celebrate reading in a supportive and caring environment that develops life-long literacy habits.
- Participate in planning for child's success in reading.

When parents, teachers, and community members form strong relationships, children receive the best school experience possible!

What process does Lewiston-Altura use to assess students' level of reading proficiency?

Students at Lewiston-Altura Schools are assessed using four different assessments:

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<u>FastBridge</u>	X	X	X	X	X	X	X
<u>Independent Reading Level Assessments</u> <u>IRLA</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
<u>NWEA</u>			X	X	X	X	X
<u>MCA</u>				X	X	X	X

Screening Process:

Using **FastBridge** assessments, students are assessed at benchmark periods in the fall, winter, and spring. Title 1 paraprofessionals administer the assessments. For all FastBridge assessments, the nationally normed 50th percentile is used as Lewiston-Altura's proficiency goal. Kindergarten students are assessed with the FastBridge Early Reading subtests including: Concepts of Print, Letter Name Identification, Letter Sound Identification, Onset Sounds, Word Segmenting, Decodable Words and Sight Word Fluency. Our first grade students are assessed with the FastBridge Early Reading subtests including: Sentence Reading, Word Segmentation, Decodable Words, Sight Words and Reading Based Curriculum Measure (R-CBM), which is a reading fluency assessment. All students in grades 2-6 are assessed with the FastBridge Reading Based Curriculum Measure screenings. FastBridge assessment data is shared with parents at fall and winter conferences as well as with spring assessment reports.

The American Reading Company's **Independent Reading Level Assessments (IRLA)** is utilized by classroom teachers to assess and instruct at each individual student's independent reading level. The IRLA delivers specific and actionable assessment data that tells the teacher where a student's independent reading skills are at, why they are at this level, and the sequence of skills/behaviors they need to learn to move to the next level of independent reading and growth. The Action 100 instruction and practice allows the student to practice their individualized skills and show their learning within individual student conferences. The process of utilizing IRLA information is ongoing throughout the school year.

Using Northwest Evaluation Association (**NWEA**) Measures of Academic Progress (MAP) assessments, second through sixth grade students are assessed in the fall and spring in their reading

and language development. These assessments take place in the school's computer lab and are given by the classroom teacher. The Lewiston-Altura proficiency goal is set at the 33rd percentile. Individual MAP data is shared with parents during the fall and spring reporting by classroom teachers.

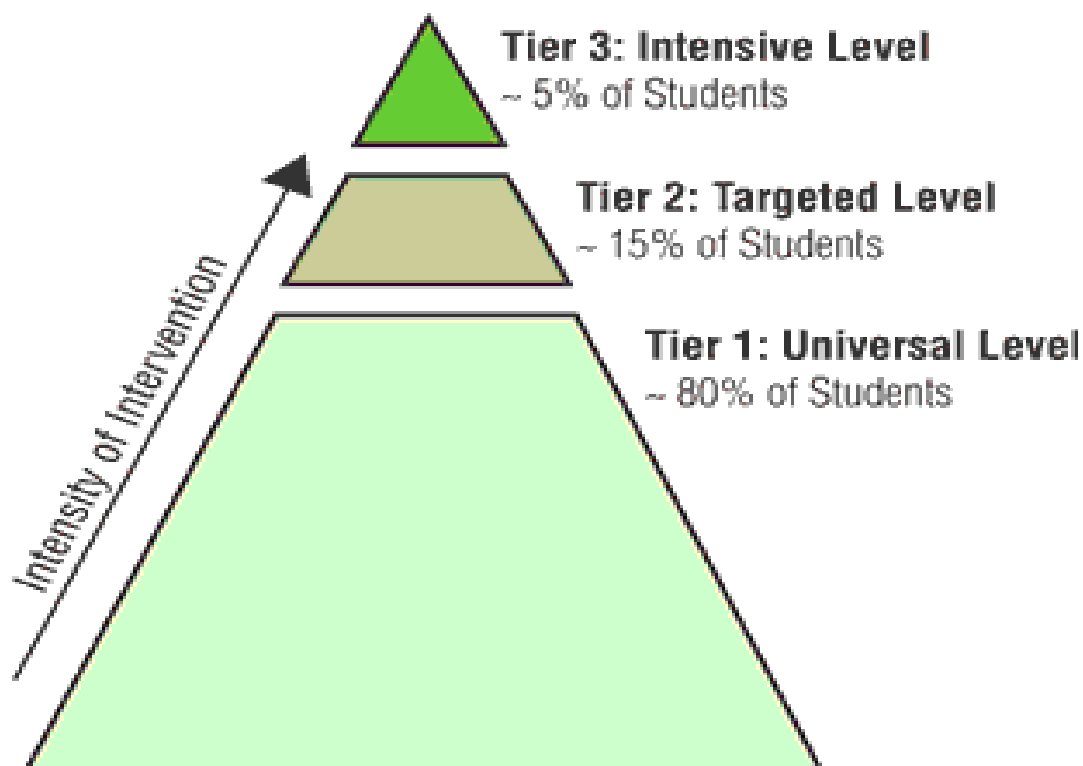
Using Minnesota Comprehensive Assessment (**MCA**) reading assessments, third through sixth graders are assessed in the spring to monitor their year-to-year growth in reading. The MCA reading assessment is administered by classroom, intervention, and special education teachers. The MCA reading proficiency goal is for all students to be meeting or exceeding grade level standards. MCA data is shared with parents as it becomes available from the Minnesota Department of Education.

Diagnostic Process:

The assessment data is used to determine students in need of additional reading support. Lewiston-Altura determines our "at risk" population by examining assessment results. Data from FastBridge, IRLA, NWEA, and MCA are analyzed to develop our intervention plans and meet each student's instructional needs. Our intervention focus is placed on students who are significantly below benchmark on standardized tests as well as those identified by the Student Assistance Teams. After each testing period, parents are contacted about their child's eligibility to receive Title 1 and/or reading intervention services.

Lewiston-Altura Schools use the Multi-Tiered System of Supports 3-Tier Model of instructional support for all students. MTSS is a process comprised of 3 main components:

- Evidence based instructional practices.
- System of universal screening and progress monitoring.
- Problem solving as a decision making system to determine who gets what intervention, when and by whom.



Multi-Tiered System of Supports (MTSS) is a problem solving process that involves varying levels of student support in which each student will receive the level of support he or she needs. Teachers check student progress, provide help, and adjust instruction based on a student's needs.

Tier 1: Core Classroom Instruction: Tier I or core instruction is general education. It is targeted to meet the needs of all students and the Minnesota Academic Standards for English Language Arts. The classroom teacher's role is to be responsible for Tier I instruction. The classroom teacher plans and implements all Tier I instruction and assists with several differentiated Tier II interventions such as guided reading groups. The health of the entire system is based on the ability of the core instruction to meet the needs of 80 % of students at each grade level. Every student will be screened for difficulties in reading using curriculum-based assessments.

Tier 2: Individualized Instruction: Intervention teachers are responsible for providing academic interventions for the highest needs Tier II students who have been identified as "at risk". Benchmark assessments are analyzed by intervention teachers to determine who qualifies for services. They group students according to the student's need. Tier 2 intervention teachers collaborate with classroom teachers to schedule intervention instruction that is supplemental. It does not replace classroom reading instruction. Scheduled Tier II interventions provide additional small group, guided instruction using research-based interventions with increased time. Intervention students will receive additional instruction for 30 minutes per day, with students needing more intense intervention receiving up to 60 minutes per day. Intervention teachers use weekly progress monitoring to analyze intervention effectiveness, make changes to intervention strategies if needed, or exit students who have reached their individual goals.

Tier 3: Intensive Intervention: Students who do not have success at the first two levels will receive additional time and support from specialists. At the Tier III level of support, the special education teacher's role and responsibility is to plan and implement goals on an IEP for Tier III students. Individuality, intensity, and/or duration of the intervention delivered to the student are typically increased. The special education teachers are also responsible for evaluation of students on their caseload to measure student proficiency and progress toward IEP goals and objectives.

Progress Monitoring Process:

Students that have been identified as needing additional time and instruction in reading will work with a reading intervention specialist. The procedure described is part of a framework called Multi-Tiered System of Supports (MTSS). The analysis of specific data will enable teachers to determine if the intervention is working. In order to evaluate the effectiveness of current interventions, each intervention student is progress monitored using the FastBridge data management system. The assessments are administered weekly by their intervention teacher.

Progress monitoring is used to establish a student's desired rate of progress (goal line) in comparison to their actual rate of progress. These results are displayed graphically to determine the effectiveness of the intervention. Decisions about changes to the intervention are made after reviewing progress monitoring data. If a student's actual rate of progress and the goal line are the same, the intervention is working and should be continued.

How does Lewiston-Altura notify and involve parents of students' literacy levels?

Communication:

Data from individual students' progress monitoring is shared with parents during fall and winter conferences. Progress monitoring reports are sent home monthly, unless requested more often by parents.

At each grade level and within reading interventions parent communication about student progress is supported.

Examples of communication in Kindergarten through Third Grade:

- Weekly Newsletter – emailed and hardcopy
- Blogs
- Class Websites
- Report Cards
- Mid-Quarter Reports
- Phone Call and E-Mails with Parents
- Fall and Winter Conferences

Reading Interventions:

Data from each testing window is assessed and used by classroom and intervention teachers to tailor instruction to students needs. After each testing period, parents are contacted about their child's eligibility to receive Title 1 and/or reading intervention services. Parent permission is given for both Title 1 and intervention services on the Title 1 parent/student/teacher compact. Parents of students receiving intervention programming participate in fall and winter conferences with the intervention teacher. During conferences, intervention teachers share benchmark assessments and progress monitoring with parents.

Intervention teachers are responsible for providing academic interventions for the highest needs Tier II students who have been identified as "at risk". To ensure that interventions are appropriate and meet individual student needs, intervention teachers use standard treatment protocols to plan and

implement research-based reading interventions. Benchmark assessments are analyzed by intervention teachers to determine who qualifies for services and grouping students according to need. Intervention teachers use progress monitoring to analyze intervention effectiveness, make changes to intervention strategies if needed, or exit students who have reached their individual goals. Data from individual students' progress monitoring is shared with parents at fall and winter conferences, and monthly throughout the intervention, unless requested more often by parents.

What happens if the intervention plan doesn't work?

If teachers find that the intervention strategies do not succeed, the teacher may ask the Student Assistance Team to further diagnose the student's needs using problem solving strategies.

How and when does Lewiston-Altura intervene with students who are not reading at or above grade level?

In addition to providing Tier II supports, the classroom teacher must also collaborate with intervention and Title I teachers for students to receive additional Tier II instruction. Classroom teachers are responsible for analyzing benchmark assessment data to build lesson plans and differentiate to the various needs of the classroom. Additionally, classroom teachers will collaborate with intervention teachers to discuss the results of their students' progress monitoring. Classroom teachers may also bring students to the Student Assistance Team when they have concerns regarding the student's behavior or academics.

Students in need of intervention services for academic improvement, due to limited progress, are identified by screening all students' grades K-8 using two district-wide measures and the state assessment:

- 1) FastBridge aReading Early Reading subtests three times a year; Early Reading progress monitoring probes in grades K and 1, Reading-Curriculum Based Measurement (R-CBM) in grades 1-8 and
- 2) Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) twice a year in reading in grades 2-8.
- 3) Minnesota Comprehensive Assessment (MCA) data for grades 3-8 in the areas of reading and math.

Our Title 1 and intervention programs, at the Tier II level, target students when additional academic support is needed beyond Tier I instruction. At the Tier II level, students are provided additional instruction in reading. Title 1 support typically happens in the classroom environment for students deemed in need of additional reading instruction based on testing data.

The purpose of additional instruction time at Tier I and Tier II provides students with the opportunity to accelerate their learning, with the goal that they will meet grade level benchmarks. If students do not make gains in Tier II with the support of Title 1 and intervention services, they are referred for special education instruction at Tier III.

How does Lewiston-Altura identify and meet staff development needs?

At Lewiston – Altura Elementary and Intermediate Schools, grade level teachers and specialist have common preparation times. Teachers have the ability to utilize this common planning time to discuss assessment, instruction and intervention for all students within their grade level.

Specific data analysis of student assessment results happen as the information becomes available either online or through paper/pencil assessing. Individual teachers are able to utilize the assessment information to form groups, plan whole group or small group instruction. Tier I (all students) assessments specific to reading are scheduled in the fall and winter. These assessments are utilized by both classroom teachers and intervention specialist both as summative benchmark assessments and as formative assessments that guide the next steps of instruction. Progress monitoring of all students who need interventions is accomplished by our intervention staff.

All Lewiston – Altura staff are participants in Professional Learning Communities (PLC) within our buildings. These small groups are regularly scheduled and structured to meet, discuss and learn collaboratively. The action research and backwards design processes have been utilized within our PLC groups to study specific topics chosen by each staff member.

All members of the Lewiston – Altura classroom instructional staff deliver core reading instruction using a balanced literacy approach. The Houghton-Mifflin-Harcourt Journeys/Collections reading curriculum was chosen by the district to match this balanced approach to reading instruction. The classroom teacher will balance the whole class, small group and individual instruction needed within the classroom. The Journeys/Collections curriculum is based on grade level, state standards to provide scope and sequenced skill instruction. The curriculum balances that whole group instruction with a differentiated, guided reading instruction for small groups. These guided reading groups are used by the teacher to both assess and instruct when meeting with students.

In addition to the Houghton-Mifflin-Harcourt curriculum, Lewiston-Altura Elementary and Intermediate School language arts teachers utilize the American Reading Company's Action 100 and Independent Reading Level Assessment (IRLA). The IRLA delivers specific and actionable assessment data that tells the teacher where a student's independent reading skills are at, why they are at this level, and the sequence of skills/behaviors they need to learn to move to the next level of independent reading and growth. The Action 100 instruction and practice allows the student to practice their individualized skills and show their learning within individual student conferences.

Classroom teachers, intervention teachers and special education staff are all able to use the results of our building assessments and the results of our benchmark assessments as both summative and formative information. Teachers use this information to plan for instructional groups, differentiate their group and individual student instruction. Intervention staff members use the information to determine which students have met research based benchmarks. The information is used to enroll students in regularly scheduled intervention groups during the school day and in after school tutoring sessions. Intervention staff meet with classroom teachers to collaborate on the instruction provided and discuss ongoing progress.

As new instructional resources are found, inservice time as well as daily preparation time is dedicated to investigation and collaboration of instructional techniques and strategies.

Dyslexia in Lewiston-Altura Schools

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.” Lewiston-Altura screens all K-2 elementary students for indicators of dyslexia in compliance with Minnesota Statute 120B.12. Our screening efforts are designed to identify students who may need targeted, research based interventions and/or further evaluation to determine eligibility for intervention or special education services.

Screening process (complete description above)

Lewiston-Altura uses the FastBridge assessment system for early identification screening for students in grades K-2. Our classroom teachers utilize their classroom data and Independent Reading Level Assessments (IRLA) information in individual or small, targeted guided group sessions. These IRLA sessions give teachers the opportunity to listen to students read aloud, assess skill levels, and provide targeted instruction and intervention.

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

Parent notification

Parents are notified if concerns have been identified through the screening process for further assessment. Parent/teacher conferences are held during the fall and spring where student performance is discussed.

Leveled Literacy Interventions

Our IRLA leveling system provides all staff with the knowledge of each students reading levels. When those levels are determined to be behind expectations, classroom teachers use this formatively to differentiate the instructional time and materials. Lewiston-Altura has intervention staff hired to also schedule in additional time for instruction and progress monitoring.

Lewiston-altura Intervention staff provide additional explicit instruction on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing.

Progress Monitoring (complete description above)

Students who are receiving targeted intervention support are monitored to document growth and their response to the intervention through the FastBridge assessment platform. 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 may be adjusted with intensity or frequency in order to ensure student progress.

Referral to Special Education

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

Dyslexia Diagnosis

While the Lewiston-Altura School District does not formally diagnose dyslexia, we monitor student performance and screen for reading concerns that may indicate a need for supplemental instruction, alternative learning methods or specialized instructional services. Should your child be diagnosed with dyslexia by an outside source, please make the classroom teacher aware of the diagnosis while sharing any additional information that may be helpful, including, but not limited to the outside evaluator's summary and recommendations.

The classroom teacher may bring this information to the building's Student Assistance Team (SAT) for consideration. This building team will then 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 could include: an additional evaluation, implementation of classroom accommodations, inclusion in one or more of the interventions available at the site or it may be determined that no additional services are required. Should additional supports or services be recommended, parents would be notified.

Convergence Insufficiency

Lewiston-Altura Schools do not include screening for convergence insufficiency disorder as part of its vision screening program. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment. Lewiston-Altura Schools follow the Minnesota Department of Health (MDH) recommendations for vision screening and follow-up. Vision screenings for school use are insufficient for diagnosing Convergence Insufficiency.