

# **Madelia Elementary Local Literacy Plan**

Madelia Public Schools

2022-2023

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

## **Madelia Elementary Mission Statement**

The mission of Madelia Elementary is to educate all students, value diversity, and inspire life-long learning in a safe, engaging environment.

## **Literacy Plan Goals and Objectives for 2022-2023**

One of the primary goals of Madelia Elementary School is that all students will read at grade-level by the completion of Grade 3 as measured by achievement on the Minnesota Comprehensive Assessment (MCA) in Reading. Students that Meet or Exceed Proficiency will have met the literacy plan goal. Students' progress towards mastery of the literacy goal will be monitored through performance on formative assessments aligned with the Minnesota State Reading Standards and through analysis of both quantitative and qualitative data. Instruction will be monitored and adjusted based on student performance.

### **Objectives:**

1. Classroom teachers, elementary principal, and the intervention teacher will meet formally every six to 8 weeks during the established MTSS/RTI Data Meeting times. These meetings will be held to disaggregate, review, and analyze the data collected from formal assessments (NWEA, FAST, Intervention data, common grade-level assessments, and anecdotal notes) in order support the planning and implementation of interventions to meet the needs of students not making adequate reading progress based on assessment data.
2. Learning goals in reading proficiency as measured by FAST screening data (Fall, Winter, Spring) will be determined for each identified Tier 2 and Tier 3 student in Kindergarten through 3rd grade. In Prek, our students will be assessed in Winter and Spring using the Pre-Kindergarten screeners and benchmark assessments. Our 4th, 5th and 6th grade Tier 2 and Tier 3 students will be identified by NWEA MAP Growth Reading Assessments and summative Minnesota Comprehensive Assessment in reading.
3. Students identified as Tier 2 and Tier 3 in reading will receive research based interventions by the classroom teacher, Title, and/or support professionals in Prek-6. Progress monitoring of Tier 2 and 3 students will measure the effectiveness of the interventions, and ensure alignment of instruction with students' readiness level. Goal setting and reflection will be used by both students and staff to monitor progress towards reading goals.

4. Phonics Curriculum will be implemented in Prek, Kindergarten, and First Grade as a part of our core reading instruction based on data trends in Early Reading (FAST) that indicate a lack of phonemic awareness skills in our Tier 1, 2, and 3 students in these grade levels.
5. Core Knowledge Language Arts (CKLA) reading curriculum will be implemented this year in VPK, Kindergarten, First, Second and Third Grades. We have identified the strengths of this curriculum in terms of phonics and vocabulary (Science of Reading). Our goal is to implement a curriculum that scaffolds, with a unified approach to reading instruction (prek-3). We have also adopted the Language Studio, which is the multi-language instructional program for CKLA, to meet the needs of our ML students at Madelia.
6. As a part of the 2022-2023 Staff Development Plan, instructional goals will be determined and appropriate professional development will be provided to support staff in the implementation of research based interventions to support quality literacy instruction. We will commit to all students receiving quality independent reading time during the school day. Teachers and support staff will receive professional development in best practices in Reading, including tools to analyze formative data in reading (FAST, NWEA, and STAR).
7. Professional Learning Communities (PLCs) will meet every other month to create and align formative and summative assessments within the reading content area and aligned with state reading standards. Additionally, PLCs will analyze data to determine individual student needs and to improve instruction for all students in reading.

### **Assessment and Intervention Process**

- A. A consistent, uniform system for assessment is used in PreK-through Grade 3 with individual probes specific to literacy (phonemic awareness, decoding, fluency, and comprehension) administered in Fall, Winter and Spring. Students in need of intervention or specific instructional techniques will have performance levels identified through progress monitoring. Students are currently assessed using the NWEA Assessment and FAST. Staff will analyze assessment tools and make a collaborative decision to determine what progress monitoring tool will be used to measure growth.
- B. Results are analyzed and discussed at grade level data meetings by the teachers, administration, and instructional specialists. Changes to instruction are then implemented with revised learning targets as needed.
- C. Students will receive small group instruction based on their level of learning (above, on and below level) through differentiated instructional strategies. Whole group instruction

will be implemented and additional Tier II instruction will meet the individual needs of students. Progress is tracked and analyzed by the grade level data meetings. Title staff and support professionals deliver interventions as needed.

- D. Madelia Elementary implements the following researched based Reading Intervention Programs:

Great Leaps Reading, Read Naturally, START Phonics, Explode the Code, PRESS, McGraw-Hill Wonders' Intervention, Reading A-Z Phonics program and Heggerty Phonics (in 2nd Grade). FAST and CKLA interventions will also be utilized.

- E. Additional formative data in foundational reading skills is collected through IXL and classroom assessments. Reading intervention data is collected and analyzed on a regular basis by the classroom teachers and intervention teacher.

- F. Utilizing the MTSS process, students are referred to the Student Solutions Team when concerns are noted in the area of reading. Through this MTSS/RTI process, it may be determined that a Child Study Team Meeting is needed to discuss special education assessment if students do not respond to specialized reading interventions and/or do not make adequate progress towards reading goals.

### **Parent Communication and Involvement**

*A copy of this Literacy Plan will be posted on the Madelia School District website for public review.*

- A. Entrance Conferences:

These conferences are held each year before school begins in the fall. Each family has one-half hour with the classroom teacher to discuss the goals and expectations for the new school year. Individual reading goals are discussed at this time based on data from the previous year, although further assessment is completed to determine student readiness. Fall benchmarking is completed at entrance conferences or within the first 2 weeks of school.

- B. Report Cards:

Report cards are sent home four times during the year.

- C. Fall Conferences:

Fall conferences are held at the end of the first quarter. Each family has an appointment with the classroom teacher to discuss student progress and to look at the collected data.

- D. Additional Conferences:

Additional conferences are held throughout the school year on an individual, as needed basis.

E. Communication:

Email, Campus Messenger, and phone conversations are encouraged for both school staff and families. Monthly parent newsletters communicate important school information and school events. Our Cultural Liaison translates all school documents and supports LatinX families to access Madelia Elementary school information.

F. Open House and Scholastic Books:

We host a spring open house (held on the same night as our spring music program) where families are invited to come into the school to eat a meal and celebrate the students' achievements of the school year. We provide *buy one, get one free* Scholastic books to allow families to afford books and increase literacy at home.

G. Family Education Night:

We hold a back to school Family Night in September. A free meal is served for families. Staff provide learning activities for students and caregivers.

H. Parent Engagement:

Our focus is on involving parents in strategic planning at our elementary school. We hold multiple events throughout the year for families to attend. We invite parents to attend many elementary celebrations. We have purchased myON digital through Renaissance Learning which is a platform that allows our parents and students to access thousands of books online digitally for free in both English and Spanish to increase reading at home by families. This year we have a District Parent Engagement Plan that will include several events designed to connect with and educate our families that are in greatest need.

**Staff Development Plan**

This plan is aligned with our Title I, II, III Plans

- A. Staff will receive ongoing training and support from administration and instructional specialists in evaluating data, and reflecting upon instructional practices to provide targeted instruction for all learners.
- B. Staff will progress monitor students in reading, and receive professional support from our Intervention Teacher in aligning instructional strategies with student performance. Teachers and support staff will be trained on progress monitoring from our Intervention Teacher.
- C. Staff will meet as grade levels within PLCs to set goals, reflect upon instructional practices, discuss formative data, and collaboratively learn together. Groups will continue to align instruction with state standards, and fill in the gaps in curriculum when needed with alternative resources. Groups will work on developing essential learning outcomes along with common formative assessments by grade level that align vertically.
- D. PLC Groups will be divided by grade level and content. The Counselor, Special Education teachers, EL, Speech teacher, and Specialists will spend time within grade

level PLCs, and within their own cohorts analyzing their students' content and individual goals. All PLCs will be given guidance and support in how to set goals and collaborate effectively using the PLC process (protocols, norms, action plans, and other strategies).

### **Multi-Language Learners**

- A. Madelia Multi-Language Learners (ML) students are assessed using the World-Class Instructional Design and Assessment (WIDA) instruments: W-APT and ACCESS.
- B. W-APT is an English Language Proficiency Assessment that is administered to identify eligible students and determine appropriate placement in ML education.
- C. ACCESS is an assessment given to all Kindergarten through 12th grade students identified as Multi-Language Learners. This annual test allows school districts to monitor students' language acquisition.
- D. Students who qualify for ML instruction will receive this intervention from our licensed ML teachers, in addition to core classroom instruction in English.
- E. Scheduling ML instruction is a priority, to ensure students get Tiered interventions and can participate in other core curriculum, while still receiving their ML instructional minutes.
- F. ML staff uses the Test of English Language Learning (TELL), which is a language proficiency assessment that screens, diagnoses, and monitors K–6 grade English language learners. They use the monthly data to inform their instruction. This monthly assessment also allows EL students to practice their listening and speaking skills, due to the interactive format, which helps prepare them for that portion of the ACCESS test which is the most challenging aspect for these students.

### **Communication system for annual reporting:**

MCA results are reported annually to parents and guardians via mail. The individual official MDE-generated report sheets are sent to all homes in a timely manner when received from the Minnesota Department of Education. A copy of that report is kept on file. NWEA and FAST reports are distributed to parents at conferences and with report cards by mail.