

## District 2190, Yellow Medicine East Public Schools Local Literacy Plan

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 a balanced literacy approach combining curriculum components from the basal program Journeys, Benchmark Literacy and Linda Hoyt read alouds to teach reading in kindergarten through grade 5. Included in this program are: whole group instruction, 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. Our district also has a leveled bookroom as a resource for teachers to obtain materials for small group or individualized reading instruction. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. All K-5 students receive classroom instruction in literacy for a minimum of 140 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.

All students in kindergarten are given the Renaissance Learning Early Literacy Assessment, grades 1-3 are given the Renaissance Learning Star Reading Assessment and grade 3 completes the Minnesota Comprehensive Assessment in reading and math, using this data, students are identified for interventions. The interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored and if the intervention selected is not working, another intervention is selected and implemented. 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 Yellow Medicine East district is to assure 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 and a pacing guide 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 Yellow Medicine East's literacy program, please contact Lisa Hansen, BRE Principal at [lhansen@isd2190.org](mailto:lhansen@isd2190.org).

**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 Elementary Leadership Team reviews, annually, the effectiveness of current pedagogical practices including core instruction, differentiation, remediation, and intervention.

Professional Learning Communities by grade level collaborate weekly/monthly focusing on best practices in literacy instruction, utilizing data from formative assessments with attention to closing the achievement gap and analyzing the effectiveness of current curriculum and instruction.

Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides have been developed and will be updated yearly.

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.

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

**Yellow Medicine East / Bert Raney Elementary Proficiency Trends**

**MCA Reading**

2010	2011	2012	2013	2014	2015	2016
54.3%	62.4%	60.3%	40.0%	44%	48.3%	49.1%

**MCA Reading - 3rd Grade**

2010	2011	2012	2013	2014	2015	2016
51.9%	68.9%	53.7%	43.1%	46.6%	42.4%	47.2%

**Yellow Medicine East Public Schools – Bert Raney Elementary**  
**Language and Literacy Framework**  
**Grades K-5**

The purpose of this document is to state the District’s vision and philosophy of reading and writing and to outline the components of a comprehensive literacy program.

**Vision:** The process of learning to read and write should be motivating, captivating, enjoyable, and rewarding so that all students read and write with passion and purpose.

**Philosophy:** The beliefs and practices underlying the teaching of reading and writing in the Yellow Medicine Public Schools are guided by the accumulated findings of educational research. Reading and writing are receptive and expressive cognitive processes of making meaning. The goal of reading and writing is to comprehend and apply what is read to real-world experiences. The acquisition of reading and writing skills and strategies are developmental; influenced by an individual student’s experiences and knowledge of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Reading and writing instruction is multi-dimensional. It provides the foundation skills and strategies necessary to attain reading and writing competence. It also extends student learning in order to meet the MN State Standards/ELA while ensuring that students develop an appreciation and enjoyment of reading and writing that will last throughout their lives. This is best achieved through a comprehensive literacy program that combines reading, writing, speaking, listening, and oral language.

**Guidelines:** As part of our philosophy based on current research and best practices in literacy education, Yellow Medicine East Public Schools have identified the following guidelines that will assist in increasing student achievement:

- K-5 classrooms are organized around a minimum of 140 minutes of daily literacy instruction
- The District supports a Comprehensive Literacy Framework comprised of three major components: Reading Workshop (90 minutes); Writing Workshop (30 minutes); and Language and Word Study (20 minutes)
- Instruction will provide explicit teaching, guided and independent practice, sharing, and teacher reflection
- Instructional decisions will be determined through ongoing assessment, both formative and summative
- Targeted instruction based on assessment will be provided in small flexible groups
- Instructional strategies that address diverse learning will include clearly stated language and content objectives, building background, vocabulary development, and active learning strategies

READING WORKSHOP	TEACHING/LEARNING STRUCTURE	INSTRUCTIONAL COMPONENTS
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>-Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning from their reading as well as build vocabulary, background knowledge and fluency.</li> <li>-Students learn effective comprehension strategies that they apply to a variety of genres.</li> <li>-Students have opportunity to engage in direct explicit teaching/modeling of skills and strategies, in whole group, small group and student/teacher conferences to refine reading.</li> <li>-Teachers build a strong foundation for reading comprehension by teaching students to explain and describe their thinking and by inviting them to discuss what and how they read with teachers and with peers.</li> <li>-Lessons are designed to guide students to meet the Minnesota State Standards/ELA.</li> </ul>	<p><b>Time: See Attached Daily Schedule</b></p> <p><b>Grades K-5 90 minutes</b></p> <div style="text-align: center;"> <p><b>Whole Group Focused Mini Lesson (Comprehension Strategies and Skills)</b></p> <pre> graph TD     A["Whole Group Focused Mini Lesson (Comprehension Strategies and Skills)"] --&gt; B["Independent Reading One-on-one Teacher/Student Confering"]     A --&gt; C["Small Group Reading Instruction"]     B --&gt; D["Student Share Teacher Assess"]     C --&gt; D           </pre> </div>	<p><b>Modeled Read Aloud:</b> Teacher reads aloud using the think aloud strategy to teach and model the skills and strategies needed to support the reading process.</p> <p><b>Shared Reading:</b> Students and teacher are involved in an oral reading experience in which everyone has access to text, and works together to model strategies and fluency.</p> <p><b>Small Group Instruction:</b> The teacher works with a small group of students who have similar reading needs.</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>-Students work at their instructional reading level applying and practicing strategies and skills used in the reading processes.</li> <li>Strategy Groups</li> <li>-Students needing more time with fluency, comprehension and vocabulary taught in whole group move to the small group.</li> <li>Book Clubs</li> <li>-Students who have chosen the same book meet to discuss thoughts and opinions of the text.</li> </ul> <p><b>Independent Reading:</b> Students self-select, independently read, and respond to appropriate books. They apply strategies learned during read aloud, shared reading and/or small group instruction.</p>

<b>LANGUAGE AND WORD STUDY BLOCK</b>	<b>TEACHING/LEARNING STRUCTURE</b>	<b>INSTRUCTIONAL COMPONENTS</b>
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>-Students learn the meaning and structure of words and the conventions and forms of written language.</li> <li>-Students engage in specific and systematic lessons that include grammar, spelling, vocabulary and word parts.</li> <li>-Lessons are designed to guide students to meet the Minnesota State/ELA Standards.</li> </ul>	<p><b>Grades K-5</b></p> <ul style="list-style-type: none"> <li>Language and Word Study</li> <li>-Spelling</li> <li>-DLR – Daily Language Review</li> <li>Word Study</li> <li>Vocabulary</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers provide mini-lessons to help students learn how words work.</li> <li>-Teachers help students notice words throughout the language and literacy framework. They also provide explicit and systematic instruction in word recognition skills and strategies based on the data gathered from formative assessments. (e.g. phonics and word recognition inventories, running records)</li> <li>-Students engage in activities to build language and word knowledge.</li> </ul>

## COMPARISON OF READING WORKSHOP ELEMENTS

Across all five elements, students are developing reading strategies, learning new vocabulary, reading with fluency, analyzing texts, making personal and textual connections, and building background knowledge.

	<b>Modeled Read Aloud</b>	<b>Shared Reading</b>	<b>Small Group Instruction</b>	<b>Independent Reading</b>	<b>Language and Word Study Block</b>
Description	The teacher reads a selection out loud to a class. The selection may be a story, poem, newspaper article, letter, morning message, chart, or text from specific genre. The teacher demonstrates the act of fluent reading and the process of comprehension through thinking aloud.	The teacher introduces and reads an enlarged text or a small text of which each child has a copy. On refrains and in multiple readings, students join in, reading in unison.	The teacher pulls together small, temporary groups to teach effective reading strategies for processing a variety of fiction and informational texts. The teacher introduces the text and the students read it independently. The teacher selects teaching points based on readers' needs and sometimes assigns oral and/or written response tasks. Word work may follow.	Students independently read a variety of texts and prepare periodic responses to their reading. The teacher provides daily mini-lessons, confers with individuals to support and assess reading, and teaches to individual needs. The reading is usually followed by a form of sharing and evaluation.	The teacher provides instruction on using phonics, a word study strategy, or principle to become better encoders and decoders.
Focus	<ul style="list-style-type: none"> <li>-Generates excitement towards reading and provides motivation for learning to read</li> <li>-Involves students in a variety of critical thinking processes</li> <li>-Develops a sense of story</li> </ul>	<ul style="list-style-type: none"> <li>-Develops reading behaviors and teaches the process of reading</li> <li>-Draws attention to various aspects of the text, such as letter-sound relationships, visual information, predicting,</li> </ul>	<ul style="list-style-type: none"> <li>-Develops an effective processing system for reading increasingly challenging texts</li> <li>-Provides support, modeling, and guided practice with a specific skill or strategy</li> </ul>	<ul style="list-style-type: none"> <li>-Provides experiences with a variety of texts.</li> <li>-Develops an enjoyment of personal reading</li> <li>-Provides practice in skills and strategies taught in mini-lessons or guided reading instruction</li> <li>-Develops reading stamina and fluency</li> </ul>	<ul style="list-style-type: none"> <li>-Teaches the visual aspects of print</li> <li>-Provides opportunities to notice and use words that are embedded in text</li> <li>-Provides opportunities to manipulate word</li> </ul>

	-Introduces students to a variety of genres, authors, and illustrators -Teaches comprehension and builds vocabulary by immersing students in rich “book” language	checking, and using illustrations			parts in order to make words -Provides a growing inventory of known words -Provides opportunities for students to use what they know about words
Format	Whole Group	Whole or small group	Small, temporary, homogeneous groups, based on students' skill needs or interests	Individual reading and conferring	Small group focus
Texts	Books are of varied genres and at varying levels. Teachers select books that support content, unique structures, and student interests	Groups or the class work with texts on or above most students' instructional levels. All students should have access to texts.	-Guided Reading groups work with texts at students' instructional levels. -Strategy Groups work with texts at students' instructional or independent levels. -Book clubs work with texts chosen by students or teacher at students' high instructional or independent levels.	Books should be at students' independent reading level.	Books are used to teach context clues and to support lessons in word study.
Assessments	<b><u>Formative</u></b> Teacher Observation Student Responses  <b><u>District Assessments</u></b> STAR Early Literacy STAR Reading	<b><u>Formative</u></b> Teacher Observation Student Responses  <b><u>District Assessments</u></b> STAR Early Literacy STAR Reading	<b><u>Formative</u></b> Teacher Observation Student Responses-oral and written Ongoing Reading Running Records <b><u>Summative</u></b> Benchmark Running Records  <b><u>District Assessments</u></b> STAR Early Literacy STAR Reading	<b><u>Formative</u></b> Teacher Observation and anecdotal records Response Journals  <b><u>District Assessments</u></b> STAR Early Literacy STAR Reading	<b><u>Formative</u></b> Teacher Observation Student Responses Words Their Way developmental spelling inventory  <b><u>District Assessments</u></b> STAR Early Literacy STAR Reading
<b>Teacher Role</b>	-Reads to students, modeling thinking that is focused on one skill or strategy	-Reads interesting and appropriate material with students	-Works with flexible groups on text that closely matches student's needs, abilities, and interests -Acts as a facilitator, using prompts and questioning	-Monitors students' choices of reading materials for independent use -Monitors the process during reading time (e.g., observe,	-Provides explicit, systematic instruction -Provides opportunities to

	<ul style="list-style-type: none"> <li>-Selects books that support the teaching point and that vary in genre and style.</li> <li>-Models fluency, comprehension and the thinking process</li> <li>-Reads books and materials at the students' listening levels</li> <li>-Develops students' listening comprehension</li> <li>-Develops vocabulary</li> <li>-Encourages students to make predictions and think beyond the text</li> </ul>	<ul style="list-style-type: none"> <li>-Encourages students to discuss reading experiences</li> <li>-Teaches proficient reading behaviors and strategies</li> <li>-Motivates students to read and comprehend a variety of texts</li> <li>-Works with the group to construct meaning</li> <li>-Demonstrates how to think critically about an author's purpose, bias, and perspective.</li> <li>-Thinks aloud to demonstrate how proficient readers solve reading problems, stay engaged, ask questions, take notes and use context to figure out unknown words</li> <li>-Selects texts from a variety of disciplines such as science and social studies</li> <li>-Monitors for engagement to ensure that the students are actively listening</li> </ul>	<ul style="list-style-type: none"> <li>strategies to guide students to comprehension</li> <li>-Conducts ongoing observation and formative assessment</li> <li>-Gives students opportunities to read on their instructional level</li> <li>-Provides students with a range of genres to read and discuss</li> <li>-Activates prior knowledge and builds background knowledge</li> <li>-Introduces text and provides a focus for reading</li> <li>-Selects materials to support students' vocabulary development</li> <li>-Observes and reinforces students' use of reading strategies</li> <li>-Provides differentiated instruction</li> <li>-Models strategies and provides practice for identifying unknown words</li> <li>-Demonstrates and models strategies to use when comprehension breaks down</li> </ul>	<ul style="list-style-type: none"> <li>confer, and take anecdotal notes)</li> <li>-Provides easy access to appropriate materials of various genres</li> <li>-Builds an environment for reading and reflective thinking</li> <li>-Provides a wide variety of reading materials within the classroom that includes various genres</li> <li>-Provides familiar books used during shared reading and guided reading</li> <li>-Models for students, using book talks, book sharing, and other methods</li> <li>-Provides focus for independent reading</li> <li>-Provides opportunities to respond to reading and sets expectations for student responses</li> </ul>	<ul style="list-style-type: none"> <li>develop a strong sight word vocabulary</li> <li>-Monitors students' progress in word and strategy learning</li> <li>-Provides opportunities for skill practice, using context and word parts</li> <li>-Provides differentiated instruction</li> <li>-Provides a variety of genres and topics that expand and utilize vocabulary</li> <li>-Provides explicit instruction in academic, content area vocabulary</li> <li>-Builds a classroom environment conducive to word and language learning</li> <li>-Models effective strategies</li> <li>-Prompts students</li> </ul>
<b>Student Role</b>	<ul style="list-style-type: none"> <li>-Builds listening and comprehension strategies</li> <li>-Increases vocabulary foundation by hearing words in context</li> <li>-Improves memory and language skills through hearing a variety of writing styles</li> <li>-Gains information about the world</li> </ul>	<ul style="list-style-type: none"> <li>-Reads along silently or chorally</li> <li>-Listens actively</li> <li>-Relates what he/she already knows about the topic or text</li> <li>-Reflects on the reading and participates in the discussion of the text</li> <li>-Asks and responds to questions, makes predictions, listens to</li> </ul>	<ul style="list-style-type: none"> <li>-Makes connections to prior experiences</li> <li>-Applies strategies in order to comprehend the text</li> <li>-Uses word identification skills and context clues to identify unknown words</li> <li>-Monitors one's own comprehension</li> <li>-Uses appropriate strategies when comprehension breaks down</li> <li>-Reflects on skills and strategies used</li> </ul>	<ul style="list-style-type: none"> <li>-Reads independently and improves reading achievement</li> <li>-Practices and applies reading strategies</li> <li>-Uses word identification strategies automatically and appropriately on unknown words</li> <li>-Develops fluency</li> <li>-Makes connections between texts</li> </ul>	<ul style="list-style-type: none"> <li>-Participates in activities to support skill and strategy instruction</li> <li>-Builds a sight vocabulary</li> <li>-Decodes, understands, and monitors unknown words, using context clues and word parts</li> </ul>

	<ul style="list-style-type: none"> <li>-Develops individual interests from a broad variety of subjects</li> <li>-Develops an awareness of the structure of written language</li> <li>-Discusses literature</li> <li>-Demonstrates comprehension</li> <li>-Explains, questions, and explores ideas in what they have heard</li> <li>-Uses descriptive language from text in book discussions</li> </ul>	<ul style="list-style-type: none"> <li>others, and responds to others</li> <li>-Practices the strategies the teacher has demonstrated or modeled</li> <li>-Develops an awareness of his/her own thinking</li> <li>-Participates in reading and rereading of text with class or small group</li> <li>-Makes their own attempts to read</li> <li>-Demonstrates the use of acquired skills and strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Reads orally or silently (not round robin) his/her own copy of the text</li> </ul>	<ul style="list-style-type: none"> <li>-Responds to literature in a variety of ways</li> <li>-Collaborates</li> </ul>	<ul style="list-style-type: none"> <li>-Develops fluency and automatic word recognition</li> <li>-Understands the use of vocabulary in specific content areas</li> <li>-Uses strategies for remembering new vocabulary</li> <li>-Applies word knowledge to writing</li> </ul>
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**Assessments:**

**Renaissance, Star Early Literacy Assessment**, assesses eight key domains of early literacy and numeracy. 145 skills are grouped into 32 closely-related skill areas. The domains and skills are grouped into three major areas that relate to state standards.

Kindergarten and First Grade complete the Star Early Literacy Assessment.

**Default Benchmarks<sup>a</sup>**

Grade	Percentile <sup>b</sup>	Fall (GP Month 0)		Winter (GP Month 4)		Spring (GP Month 8)		Moderate Growth Rate
		Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score/Week
K	20	437		500		574		5.78
	25	452		517		592		5.61
	30	468		534		609		5.61
	35	482		552		627		5.37
	40	496		568		644		5.37
	45	507		583		660		5.15
	50	518		595		673		5.15
	55	530		608		685		4.83
	60	542		621		697		4.83
	65	555		636		712		4.43
	70	571		653		728		4.43
	75	587		670		744		3.98
	80	603		688		759		3.98

Grade	Percentile <sup>b</sup>	Fall (GP Month 0)		Winter (GP Month 4)		Spring (GP Month 8)		Moderate Growth Rate
		Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score	Est. ORF <sup>c</sup>	Scaled Score/Week
1	20	538	5	608	17	678	25	5.87
	25	558	8	628	19	696	28	5.38
	30	576	10	647	21	713	31	5.38
	35	590	12	663	23	729	34	4.93
	40	606	14	678	24	742	38	4.93
	45	620	16	693	26	755	42	4.4
	50	635	17	706	28	766	46	4.4
	55	651	19	720	30	776	49	3.71
	60	670	22	734	32	786	52	3.71
	65	688	25	748	36	796	54	3.12
	70	703	26	760	40	805	57	3.12
	75	720	29	774	46	815	62	2.46
80	742	35	790	54	825	68	2.46	

Renaissance, Star Reading Assessment, measures 46 reading skill areas within 11 domains—adding up to 475 grade-level skills. The domains and skills are grouped into four major areas that relate to reading standards.

First Grade (spring) through Fifth Grade complete the Star Reading Assessment.

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF <sup>a</sup>	Scaled Score	Est. ORF <sup>a</sup>	Scaled Score	Est. ORF <sup>a</sup>	Scaled Score/ Week
1	10	64	9	71	15	78	19	1.4
	20	67	12	76	18	88	25	1.8
	25	69	13	79	20	95	28	2.4
	40	73	16	87	25	133	37	3.0
	50	76	18	95	28	164	44	3.9
	75	98	29	170	46	251	68	5.5
	90	205	56	269	73	339	89	4.7
2	10	87	26	107	32	164	43	2.3
	20	106	31	162	42	217	56	4.3
	25	126	35	183	47	239	61	4.5
	40	189	49	239	61	291	76	4.2
	50	224	58	274	71	327	86	4.0
	75	322	84	370	98	427	112	3.5
	90	410	108	465	122	525	142	3.3

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF <sup>a</sup>	Scaled Score	Est. ORF <sup>a</sup>	Scaled Score	Est. ORF <sup>a</sup>	Scaled Score/ Week
3	10	177	48	215	54	255	61	3.2
	20	235	57	272	65	311	73	3.4
	25	259	62	294	70	334	78	3.3
	40	319	75	357	84	393	95	3.2
	50	357	84	392	95	436	105	3.2
	75	461	111	500	120	547	132	2.9
	90	561	136	613	150	673	161	2.8
4	10	265	61	287	66	318	73	2.8
	20	324	74	353	81	379	88	2.8
	25	350	80	375	87	406	95	2.8
	40	415	96	449	104	476	110	2.7
	50	458	106	487	112	520	120	2.5
	75	568	131	612	139	659	147	2.8
	90	689	152	774	176	853	190	3.3
5	10	337		363		386		2.7
	20	411		441		463		2.5
	25	444		465		492		2.4
	40	514		544		573		2.4
	50	560		592		630		2.5
	75	707		779		846		3.4
	90	900		955		1048		2.6

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The following table denotes the grade-level correlation between Fountas and Pinnell, DRA, Basal Equivalent and Lexile Levels.

Grade Level	Fountas-Pinnell Guided Reading	DRA	Basal Equivalent	Lexile Levels
Kindergarten	A	A	Readiness	
		1		
	B	2	PrePrimer 1	
Grade 1	C	3	PrePrimer 2	
		4		
	D	6	Preprimer 3	
	E	8	Primer	
	G	12	Grade 1	
	H	14		
	I	16		
Grade 2	J & K	20	Grade 2	300-399
	L & M	28		400-499
Grade 3	N	30	Grade 3	500-599
		34		
	O & P	38		600-699
Grade 4	Q / R / S	40	Grade 4	700-799
Grade 5	T / U / V	44	Grade 5	800-899
Grade 6	W / X / Y		Grade 6	900-999
Grade 7	Z		Grade 7	1000-1100
Grade 8	Z		Grade 8	

Based on these diagnostic assessments, 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).

Students, who are not meeting benchmark targets as indicated by the previously described assessment process, will be diagnosed for specific skill deficits using one or more of the following assessments: DRA, curriculum based pre- and post-tests, intervention based pre- and post-tests, individual reading inventories.

The purpose of providing additional time on task, through these intensive interventions, is to effectively accelerate student achievement to match grade level expectations.

### **Parent Communication and Involvement:**

Parents are informed of their child's progress on the Minnesota Comprehension Assessment (grade 3), Early Literacy (K-1), and Star Reading (1-5) at least twice throughout each school year.

Parent Communication Plan:

1. MCA Assessment information will be sent home in the fall of each school year.
2. Assessment results will be provided to parents during the fall and spring conferences. In addition, additional results may be shared as applicable.
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. Additional explanation of the literacy program and supports will occur in during fall parent/teacher conferences.

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: Reading stories, poems, and nursery rhymes to your child. Phonics: Reading stories, poems, nursery rhymes to your child.**
- **Fluency: Reading stories, poems, nursery rhymes to your child. Vocabulary: Reading stories, poems, nursery rhymes to your child.**
- **Comprehension: Reading stories, poems, and nursery rhymes to your child and having them retell the events that happened.**

### **Professional Development:**

The Yellow Medicine East District has 13 days and 28 hours of PLC time available for professional development.

Professional development is provided through:

- Grade level common planning time
- Grade level PLCs
- Monthly staff meetings
- Regional professional development
- Outside resources/consultants/specialists
- Elementary Leadership/Staff Development Committee

The Yellow Medicine East School District is a member of the Minnesota River Valley Education District (MRVED).

### Multi-Tiered Level of Support

The first level of support occurs in the classroom with core instruction delivered by the classroom teacher using the district's reading curriculum. 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).

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. 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 also demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

### Scientifically Based Reading Instruction:

The scientifically based reading curriculum Yellow Medicine East uses is Journeys, which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.

### 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 incoming 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 2011-2012 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:

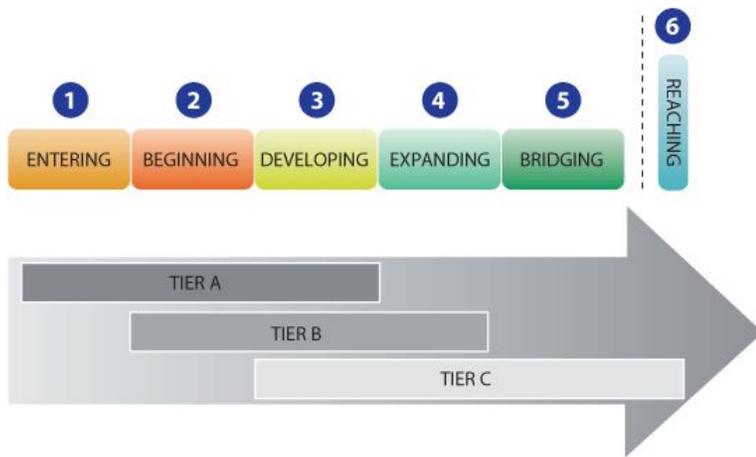
- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

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 has 14 English Learners, 118 American Indian, 79 Hispanic, 15 Asian, and 9 Black students. 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:

- Integration Activities: collaboration through our Integration Collaborative, after-school programming, cultural liaisons (American Indian, Hispanic), Cultural Diversity training/speakers, cross-district collaboration, in-house Integration Coordinator.

The W-APT and ACCESS assessments are used specifically with ELs. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: DRA, Star 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.

In regard to Professional development, the MRVED plans and facilitates five workshops throughout the year for teachers who work with ELs. Each district sends their EL instructor(s) and depending on the content of the day, other teachers.

**Post Assessment Methods and Data for Commissioner**

Data will be submitted to Commissioner by July 1, due date.

Last updated: June 26, 2017