



401 Third Avenue NW
Austin, MN 55912

**MINNESOTA
DISTRICT/SCHOOL
LOCAL LITERACY PLAN**

2019-2020

I. General Information and Instructions:

ISD 0492 Austin Public Schools Local Literacy Plan 2019

**DISTRICT/CHARTER and SCHOOL SITE
IDENTIFICATION INFORMATION**

District Name and Number: Austin , MN #492	Phone: 507-460-1900
Superintendent/Director: David Krenz	Fax:
Site Address: 401 3 rd Avenue NW Austin, MN 55912	Email:
School Name and Number:	Phone:
Principal/Director:	Fax:
Site Address:	Email:

<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>
John Alberts	Executive Director of Educational Services
Lynn Hemann	English Language Learners Coordinator
Jill Rollie	Woodson Kindergarten Center Principal
Sheri Willrodt	Director of Special Education
Edwina Harder	Gifted and Talented Coordinator

Goals for Reading Proficiency



Austin Public Schools' mission statement *Engage. Empower. Inspire.*

The district's vision statements for 2019 include:

- *All students engaged in and achieving a meaningful educational journey for their future*
- *Intentional instruction meeting the needs of each learner in all classrooms*

In order to advance its mission and vision, Austin Public Schools is dedicated to the following values:

High Expectations —of and from all people all the time

Integrity—to have the courage to do what is right in the face of challenges

Focus and Purpose—to operate with intention

Innovation—to support creative culture, processes and solutions

It is our goal to have all students reading well by third grade to help ensure readiness for a successful future. This goal is aligned with the mission, vision and values of the Austin Public Schools.

Instructional programming that supports all students reading well by third grade includes:

- All day every day kindergarten
- Research-based curriculum and assessments
- Data-based instructional decision making
- Early intervention in reading for students at risk
- High quality instruction that meets the needs of all students
- Technology integrated into instruction
- Word work curriculum grades 1 through 4
- Young Scholars talent development program in grades kindergarten through grade 4
- Aligned Reading Curriculum Grades Kindergarten through 4

In order to better meet the needs of all APS students, the *Mondo Bookshop* reading curriculum has been adopted grades K-4. Teachers will continue the use of word work curriculum as well.



To determine students' reading proficiency and to identify struggling readers, benchmark screening assessments are given to all students three times yearly. All students in kindergarten through grade 4 are assessed in September, January and May with the Fast Bridge Early Reading and CBM Reading. Students in grades 3- 4 are also screened for reading comprehension with Scantron Performance Series Diagnostic Assessment reading assessments. Teachers meet together in collaborative data meetings to identify needs, group students and plan for instruction based on students' assessments. Data drives instruction.

Students are proficient in Oral Reading Fluency according to Fast Bridge Early Reading and CBM Reading with the following scores by the end of each school year:

Kindergarten:	Letter Sounds Nonsense Words	41 letter sounds per minute and above 12 letter words per minute and above
Grade 1:	CBM Reading	71 words correct per minute and above
Grade 2:	CBM Reading	106 words correct per minute and above
Grade 3:	CBM Reading	131 words correct per minute and above
Grade 4:	CBM Reading	150 words correct per minute and above

On the Scantron assessment, students are proficient in reading comprehension with the following scores:

Grade 3	2480 and above
Grade 4	2679 and above

Benchmark goals increase throughout the school year within grades and between grades as shown below

2018-19 Academic Year


Benchmark : Early Reading English : KG

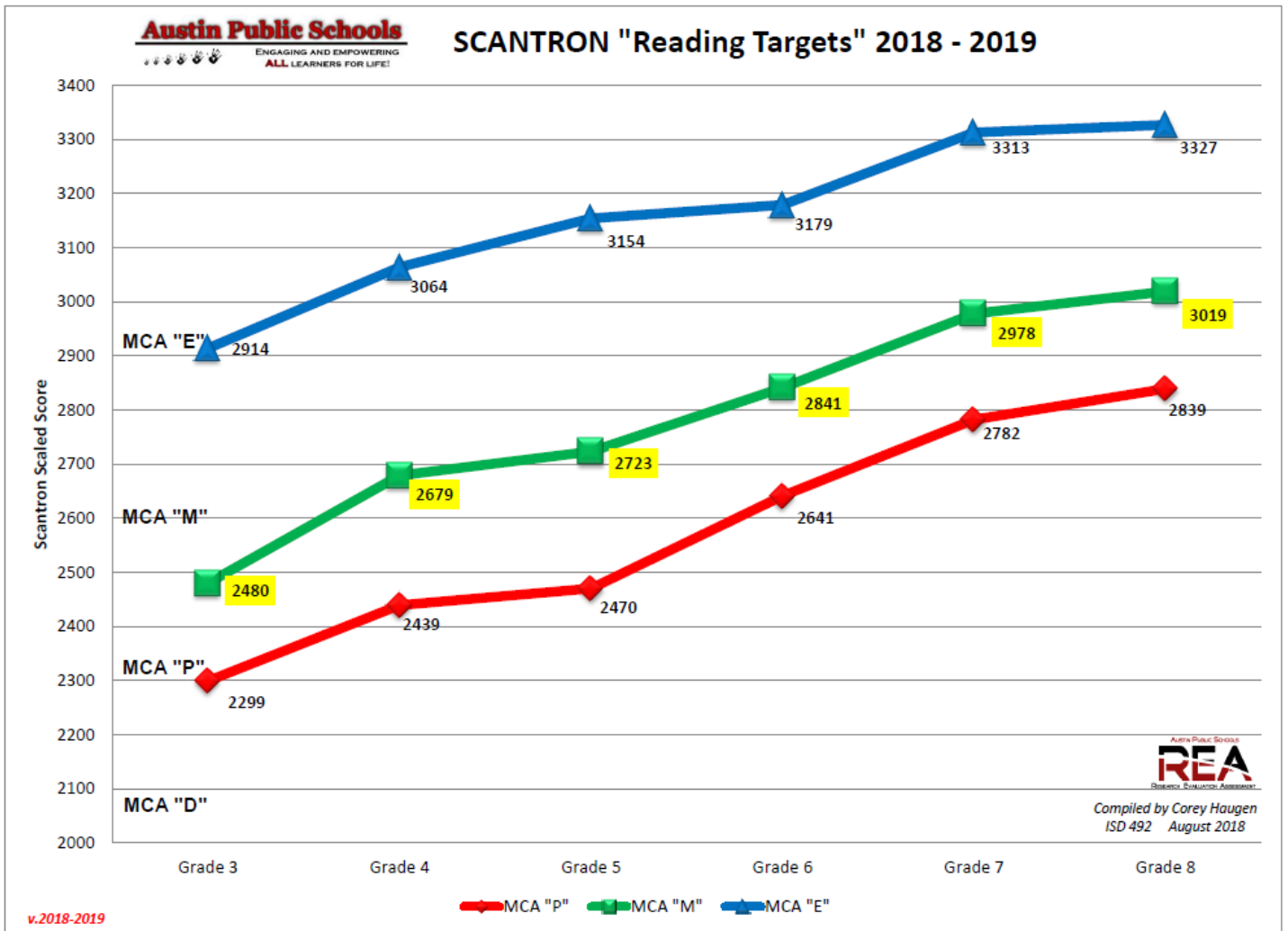
Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 8.0	< 11.0	< 12.0
		High Risk	< 6.0	< 9.0	< 10.0
Onset Sounds	# Correct/16	Some Risk	< 12.0	< 16.0	< 16.0
		High Risk	< 7.0	< 14.0	< 14.0
Letter Names	Rate	Some Risk	< 20.0	< 42.0	< 50.0
		High Risk	< 7.0	< 30.0	< 38.0
Letter Sounds	Rate	Some Risk	< 5.0	< 29.0	< 41.0
		High Risk	< 1.0	< 18.0	< 30.0
Word Rhyming	# Correct/16	Some Risk	< 6.0	< 13.0	< 14.0
		High Risk	< 3.0	< 7.0	< 9.0
Word Blending	# Correct/10	Some Risk	< 5.0	< 6.0	< 9.0
		High Risk	< 1.0	< 1.0	< 7.0
Word Segmenting	# Correct/34	Some Risk	< 3.0	< 26.0	< 30.0
		High Risk	< 0.0	< 17.0	< 26.0
Decodable Words	Rate	Some Risk	< 0.0	< 7.0	< 12.0
		High Risk	< 0.0	< 3.0	< 8.0
Nonsense Words	Rate	Some Risk	< 3.0	< 8.0	< 12.0
		High Risk	< 0.0	< 3.0	< 8.0
Sight Words	Rate	Some Risk	< 1.0	< 9.0	< 20.0
		High Risk	< 0.0	< 4.0	< 8.0
Sentence Reading	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Oral Repetition	# Correct/40	Some Risk	< 18.0	< 22.0	< 25.0
		High Risk	< 10.0	< 17.0	< 21.0
CBMR-English	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Early Reading English	Composite Score	Some Risk	< 34.0	< 52.0	< 65.0
		High Risk	< 30.0	< 46.0	< 59.0

2018-19 Academic Year



Benchmark : CBMR-English

Grade	Metric	Risk Level	Fall	Winter	Spring
ONE	Rate	College Pathway	>= 33.0	>= 73.0	>= 96.0
		Some Risk	< 14.0	< 43.0	< 71.0
		High Risk	< 8.0	< 23.0	< 45.0
TWO	Rate	College Pathway	>= 85.0	>= 115.0	>= 130.0
		Some Risk	< 58.0	< 87.0	< 106.0
		High Risk	< 30.0	< 61.0	< 79.0
THREE	Rate	College Pathway	>= 118.0	>= 140.0	>= 154.0
		Some Risk	< 90.0	< 116.0	< 131.0
		High Risk	< 62.0	< 89.0	< 103.0



Current data trends determine instructional goals

Current data trends indicate that in the area of reading, performance across grade levels has been very stagnant over time, causing more students to be dropping below the state average in performance. There is not a single grade level or strand that is identified as being most problematic. APS is a growing district, with the growth in student population most evident in non-white and free/reduced lunch populations. As these populations have increased, the APS percentage proficient has dropped to over 10% below statewide percent proficient. This is also reflected in the discrepancy between the performance of white students and their non-white peers. In general, white students are performing better on reading assessments than non-white students, implicating an achievement gap in this area. It is our goal to increase reading proficiency for all students while also decreasing the achievement gap.

Assessment Process

Reading assessment is an ongoing process which includes screening, progress monitoring and diagnostic assessments.

District wide benchmark screening assessments are given three times yearly. All students in kindergarten through grade 4 are assessed in September, January and May with Fast Bridge Early Reading and CBM Reading. Students in grades 3- 4 are given Scantron reading assessments. All K-4 students are screened with the *Mondo* benchmark assessments in oral language, benchmark text level, print concepts, and vocabulary and letter sound correspondence as appropriate for their reading stage

Based on student data, more diagnostic assessment is sometimes necessary. Some students whose assessment data shows them to be at-risk for reading difficulty are assessed individually with the Quick Phonics Screener, the Burns and Roe Informal Reading Inventory, the Qualitative Reading Inventory, or FASTBridge Adaptive Assessment to determine appropriate intervention placement and instruction.

Students with benchmark assessment scores below proficiency targets are progressed monitored bi- weekly with Fast Bridge Early Reading and CBM Reading.

Teachers meet together regularly in grade level data meetings to analyze progress monitoring data and plan for instruction. These data meetings are held approximately every six weeks at each site and include classroom teachers as well as EL, special education, intervention and gifted and talented teachers.

Parent Involvement

Reading progress is communicated to parents in a variety of ways. Benchmark assessment and progress monitoring data is shared at parent teacher conferences held twice a year. Reading progress on classroom tasks and assessment is also noted in an ongoing manner on the Parent Portal online data communication tool. Special education annual meetings address student progress toward reading goals.

Parent involvement is a key component in learning to read. At the five elementary sites parent and community involvement might include:

- Parent and community involvement on the District World’s Best Workforce Committee
- Parent and community volunteers as readers and tutors
- After school programming volunteers as book club leaders
- Early Intervention in Reading volunteer tutors
- Parents’ commitment to support students’ home reading logs
- Summer reading incentives
- Family participation in free book exchanges
- Family reading nights

Monthly parent meetings emphasize the importance of reading to children to support school success and provide information about the reading curriculum and are facilitated in multiple languages

In addition, Austin Public Schools continues to collaborate between kindergarten and preschool and day care providers in the Austin area.

The district will continue to develop ways to improve communication with parents and opportunities for parent and community involvement.

Early Intervention



Early intervention involves three levels of reading instruction support for students depending on individual needs.

Primary level of support

The core reading program in grades K-4 is *Mondo Bookshop Reading*. This research-based curriculum addresses all areas of reading development including the critical component of oral language. All students will receive shared reading instruction at grade level; small group guided reading at students’ instructional level and will engage in responsive independent reading at appropriate independent reading levels. In

addition, all students will participate in a 30 minute literacy skills block with instruction in either *Mondo Bookshop Phonics*, *Words Their Way Word Study in Action*, or other word work curricula. Students who need additional support will be involved in more frequent differentiated small group instruction in *Mondo* oral language, phonics and guided reading.

Secondary level of support

Students reading below grade level according to assessment data and who are not making sufficient progress toward grade level reading goals receive further support. This support can be provided by the classroom teacher, intervention specialist or EL teacher. This instruction takes place most often in the classroom during the reading block, but sometimes occurs in a resource room. The district has several research-based intervention programs which address identified needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tertiary level of support

Students who are significantly below grade level on benchmark, progress monitoring and diagnostic assessments receive the most intensive support in reading. In addition to the core reading program, a systematic, scientifically research-based reading intervention is used for instruction. Intervention instruction may take place in the classroom or in the resource room during a time other than the reading block.

Parents are informed about student progress in interventions through conferences with the classroom teachers and support staff.

Professional Development

The focus of professional development for elementary staff is linked to improving student achievement. Data show the need to improve student literacy and that culturally responsive teaching with high expectations for all is necessary to close the achievement gap between learners. To improve instruction in these targeted areas, teachers and specialists collaborate across grades, subject, disciplines, buildings and district to promote development of competent use of literacy practices and instructional strategies for all students. Teachers will also focus on those strategies that are effective for the students most in need of additional supports.

Job embedded professional development is designed to support high quality instruction necessary for meeting high achievement goals. This includes an instructional coach in each elementary building and PLC (professional learning community) and grade level collaboration meetings. Early release days provide for further support in professional development for teachers.

The focus of elementary professional development for 2019-2020 will be spent on reviewing academic standards, the district identified essential learning outcomes, and Tier 1 curriculum for preparation for new curriculum adoption in reading/language arts in grades K-4 in 2021-2022.

In order to increase student success in literacy, instructional coaches will work with grade level teams and individual teachers at each elementary site to improve the quality of reading instruction. For the coaches' and teachers' work to be most effective, time for teacher collaboration needs to be increased and planned for on a regular basis.



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2019-2020

Thoughtful planning, assessment and data analysis, as well as focused instruction and professional development will provide all of the students in the Austin Public Schools the opportunity to read well by third grade. Parent and community involvement is vital in helping to reach this goal.

“So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.”- William James

Appendix A: Scoring Rubrics
A Rubric for District/School Local Literacy Plans

The essential requirements in the school or district local literacy plans have been incorporated.	
<i>Completed</i>	<i>Not Completed</i>
<p>General and contact information is included.</p> <p>Overview of the local literacy plan is provided.</p> <p>Element 1: How you will ensure reading proficiency for all students is included.</p> <p>Element 2: The process to assess students' level of reading proficiency is included.</p> <p>Element 3: How you will notify and involve parents is included.</p> <p>Element 4: How and when you will intervene with students who are not reading at or above grade level is included.</p> <p>Element 5: How you will identify and meet staff development needs is included.</p>	<p><input type="checkbox"/> General information is incorrect or incomplete.</p> <p><input type="checkbox"/> Overview of the local literacy plan is incomplete.</p> <p><input type="checkbox"/> Element 1 is not provided or is incomplete.</p> <p><input type="checkbox"/> Element 2 is not provided or is incomplete.</p> <p><input type="checkbox"/> Element 3 is not provided or is incomplete.</p> <p><input type="checkbox"/> Element 4 is not provided or is incomplete.</p> <p><input type="checkbox"/> Element 5 is not provided or is incomplete.</p>

A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. How you will ensure reading proficiency for all students by the end of Grade 3.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Actions, including school-wide policies and practices, are evident to ensure reading proficiency.	<input type="checkbox"/> Actions are evident to ensure reading proficiency.	<input type="checkbox"/> Actions, including policies and practices, are not evident to ensure reading proficiency.

A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

2. The process to assess students' level of reading proficiency.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> A process to assess students' level of reading proficiency is identified and plans for implementation and evaluation are evident	<input type="checkbox"/> A process to assess students' level of reading proficiency is identified.	<input type="checkbox"/> A process to assess students' level of reading proficiency is not identified.

A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. How you will notify and involve parents.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy. <input type="checkbox"/> Strategies have specific activities and timelines are provided for each strategy. <input type="checkbox"/> Sources of scientifically-based research are identified.	<input type="checkbox"/> Strategies are identified for how you will notify and involve parents. <input type="checkbox"/> Strategies are aligned for students who are not reading at or above grade level. <input type="checkbox"/> Sources of scientifically-based research are identified.	<input type="checkbox"/> Strategies for how you will notify and involve parents are not identified. <input type="checkbox"/> Strategies are not aligned for students who are not reading at or above grade level. <input type="checkbox"/> Sources of research are not identified

A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

4. How and when you will intervene with students who are not reading at or above grade level.		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy. <input type="checkbox"/> Strategies are aligned and specific activities and timelines are provided for each strategy. <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to student achievement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified for how you will intervene with students who are not reading at or above grade level. <input type="checkbox"/> Sources of scientifically-based research are identified. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified. <input type="checkbox"/> Sources of research are not identified.

A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

5. How you will identify and meet staff development needs.		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> All teachers participate in high quality professional development linked directly to student achievement. <input type="checkbox"/> High quality professional development targets the needs of instructional staff to address district/school areas of improvement. <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers participate in high quality professional development linked directly to student achievement. <input type="checkbox"/> Funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff 	<ul style="list-style-type: none"> <input type="checkbox"/> How you will identify staff development needs is incomplete. <input type="checkbox"/> Little or no evidence of staff development is provided.