

District 2853, LAC QUI PARLE VALLEY DISTRICT  
Local Literacy Plan  
Approved May 29, 2012 by Lac qui Parle Valley's Board of Education  
Updated May 15, 2023



The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency in reading at each grade and read well by Grade 3.

**District Goal: 90% of students will “read on grade level” by the end of 3<sup>rd</sup> grade.**

Lac qui Parle Valley School District #2853 serves approximately 800 students in grades K-12. The LQPV School District is made up of two elementary schools, each serving students grades K-4 and a Middle School/High School building that serves students in grades 5-12. The LQPV School District employs approximately 65 certified staff and 35 paraprofessionals.

The demographics for our school district fluctuate to some extent from year to year. Currently the district make up is as follows: 47.1% of our families qualify for free and reduced priced lunch, 71.3% of the students identify as white, 17.1% identify as Native Hawaiian or Pacific Islander, 7.5% identify as Hispanic or Latino, 3.1% identify as being made up of two or more races, .2% identify as Asian, .6% identify as Black or African-American, and .1% identify as American Indian. In addition to this information, 22% of our students are Multilingual Learners. Our two elementary sites receive Title I funds as our district meets Schoolwide Title criteria.

#### **Literacy Plan Summary:**

The Lac qui Parle Valley School District grades Kindergarten through sixth adopted Wonders2020 as our reading curriculum during the 2019-2020 school year. The curriculum aligns with the Minnesota Common Core Standards. At the time of selection and adoption, all staff who taught English Language Arts were involved in the decision-making process. Included in this program are: guided reading, read alouds, shared reading, modeled reading, interactive reading & independent reading, vocabulary, and oral language. The chosen curriculum also provides phonemic awareness instruction and a phonics program both of which are needed for a strong foundational base for early readers. Daily 5 is used in some classrooms to support Wonders. To enhance this curriculum, our district has school libraries at all three sites that contain 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 the classroom teacher.

English Language Arts at the elementary level comprises a large portion of the learning day. All K-6 students receive classroom reading instruction for a minimum of 90 minutes each day up to 120 minutes in K and 1. 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. The district also uses the Accelerated Reader (AR) program which is a computerized program that tests basic reading comprehension. Students select books at their reading level, read independently or with a peer, 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.

Technology plays a key role in each K-6 classroom. All Classrooms have Smart Boards which teachers use to implement the Wonders curriculum. Classroom iPads are available to students in grades K-1 and Chromebooks are available to students in grades two-four. Students in grades five and six are 1:1 with Chromebooks.

All students in grades Kindergarten are given the STAR Early Literacy and students in grades 1-6 are given the STAR Reading at a minimum quarterly during the school year. Using this data, along with data from the PAST, Heggerty Interventions, and STAR testing, 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 in each building. At-risk student's progress is monitored regularly (daily, weekly, and as needed) and if the intervention selected is not working, another intervention is selected and implemented. Interventions include MN Reading Corp, TAT, one-on-one, or small group instruction with the elementary reading specialist. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of the Lac qui Parle Valley district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level and that 90% of students will "read on grade level" by the end of 3<sup>rd</sup> grade. The standards are aligned with the district's curriculum and a curriculum map is in place to ensure that the standards are taught within the time available.

For those who are interested in learning more about Lac qui Parle Valley's literacy program, please contact: Maureen Heinecke, Director of Teaching and Learning at 320-752-4839 or [mheinecke@lqpval.org](mailto:mheinecke@lqpval.org).

## **Literacy Plan Goals and Objectives:**

### **I. Reading Proficiency at All Grade Levels**

**Overarching Goal:** All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs). Students will increase from the previous year's (spring to spring) assessment by one grade level using the annual STAR data.

#### **Expectations:**

- Administrators and Teachers will work toward proficiency for all students through ongoing implementation of standards-based instruction, structured literacy/science of reading practices, and the use of ongoing assessments.
- Each year educators will review and disaggregate reading data at grade levels K-6. Proficiency, growth, and trend data will be analyzed and used throughout the school year 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 Professional Learning Community/Q Comp Team annually reviews the effectiveness of current pedagogical practices including, but not limited to, core instruction, differentiation, remediation, and intervention. Special attention will be paid to achievement gaps. Best practices will be shared during staff meetings and monthly PLC Team meetings accordingly.
- 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.

- Title One and MN Reading Corps services provide targeted assistance to help struggling and at-risk students achieve grade level proficiency. Building level Teachers Assisting Teachers (TAT) teams will be employed when necessary. Extended year programs provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

**LQPV 3<sup>rd</sup> Grade Proficiency Trends  
MCA Reading**

**Statewide**

Year	Percent Proficient	Number Proficient	Number Tested
2016	57.5%	37,922	65,949
2018	56%	36,081	64,175
2019	55%	34,698	63,105
2022	48.8%	28,725	58,884
2023	To Be Entered in August 2023	To Be Entered in August 2023	To Be Entered in August 2023

**LQPV School District**

Year	Percent Proficient	Number Proficient	Number Tested
2016	48%	36	75
2018	72%	31	46
2019	50%	32	65
2022	46%	29	65
2023	To Be Entered in August 2023	To Be Entered in August 2023	To Be Entered in August 2023

## **II. Assessment**

**Overarching Goal:** Based on past goals, teachers set goals annually to track progress toward the overall WBWF goal of 100% reading proficiency by the end of third grade.

**Expectations:**

- Renaissance STAR Reading/STAR Early Literacy are Universal Screening tools that are administered to all students in grades K-6 at the beginning of the school year and quarterly throughout. The Early STAR and STAR Reading assessments quickly measure K-3 students' literacy skills with a computer-adapted test. These assessments along with the PAST and local assessments are part of a comprehensive assessment system designed to keep students on track for the high levels of literacy they need for success in school and in life. The above

mentioned assessments are used for universal screening, progress monitoring, and goal setting. Scale Scores are used with STAR Early Literacy and STAR Reading. The target scores for each grade level are listed below:

	Scale Score
<b>Kindergarten</b>	500 (Early STAR)
<b>1<sup>st</sup> grade</b>	170
<b>2<sup>nd</sup> grade</b>	270
<b>3<sup>rd</sup> grade</b>	370

[Here](#) is a link for the Unified Benchmarks and Cut Scores directly from Renaissance Learning. This link will provide additional information as needed.

- The reading proficiency level for all students is screened, diagnosed and monitored through the use of common grade level assessments, district level assessments; curriculum based assessments, as well as the State level MCAs each spring.
- Assessment and screening practices are completed a minimum of twice a year with ongoing progress monitoring for students performing below target levels of proficiency.
- Target levels on all assessments are based on the likelihood of students demonstrating proficiency on the state assessment (MCA).
- Student assessment results are communicated with parents/guardians throughout the year via fall conferences and report card distribution (three times a year).
- Assessment results inform instruction and drive decision making relating to appropriate interventions selected for each child.
- Heggerty, PAST, and classroom assessments are used to determine intervention.

### **III. Identification of Students:**

#### **Expectations:**

- Teaching English Languages Arts is an in-depth and complex process factoring in multiple concepts including, but not limited to:
  - Shared Reading/Shared Writing
  - Scaffolded independent leveled reading and writing to build stamina
  - Conferring/conferencing with individual students in reading and writing
  - Writer's Workshop
  - Small group differentiated guided strategy instruction in reading and writing
  - Vocabulary development, Word Study
  - Interactive Read Aloud
  - Active student engagement in purposeful reading and writing
  - Sustained daily writing across the curriculum
- Students who do not meet the target score as listed in the assessment procedures described in the previous section will:
  - engage in individualized or small group instruction based on target needs which could include
    - phonological awareness lessons
    - phonics instruction

- undergo a diagnostic assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more research-based assessments administered by the district Reading Interventionist.
- Based on 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).
- Within 10 days following the assessment, results will be available to parents informing them of the assessment, results of the assessment, and 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 ask any questions they may have. A list of potential supports that the parent can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement process is listed in the section below.
- Progress monitoring data will be collected on a monthly basis using STAR Reading. 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 problem-solving 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 is 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.

The District's Intervention and Assessment Structure can be found [here](#).

#### **IV. Parent Communication and Engagement:**

The LQPV Schools believe families should be in partnership with the school to ensure and accelerate the education of all students.

##### **Expectations:**

- Throughout the school year, teachers keep in contact with families about the academic progress of their students. This is done through a variety of means: ParentSquare, email, phone calls, and face to face conversations.

- Report cards are sent home after each quarter to communicate information.
- When interventions are needed, parents are contacted and information is communicated about the state-identified grade-level standards and how their child is progressing toward meeting these standards. A permission form that includes the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards is signed by parents.
- Students, who are not meeting benchmark targets as indicated by the previously described assessment process, will be diagnosed for specific skill deficits.
- Based on these assessments, 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).
- 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 plan:

1. Beginning of the year in pre-school (fall packet) there will be an explanation of the literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom support used with all students. (Handout)
2. Parents of students who need supplemental instruction will be informed by the district that their student is eligible to receive these services.
3. Additional explanation of the literacy program and support will occur in the fall during parent/teacher conferences.
4. Parents of students receiving interventions will receive progress reports.
5. All parents will receive information at least once a year with suggestions on how to help strengthen their child's literacy skills.

#### V. Professional Development:

**Expectations:** The Lac qui Parle Valley District has built in Early Out days for Professional Development through its Q Comp Program. Job-embedded professional development occurs within PLCs, district and building staff development days, and district-wide grade level meetings to learn and further strengthen current knowledge of best practices literacy instruction.

- Professional Development is provided through:
  - o Grade-Level Common Planning Time
  - o Professional Learning Communities (PLCs)
  - o Regional Professional Development
  - o Peer Coaching
  - o Curriculum Training from Company Representative
  - o Outside Resources/Consultants
  - o Mentoring
- The Lac qui Parle Valley district is a member of the Minnesota River Valley Education District (MRVED). The eight districts of the MRVED collaborate on curriculum review and development and professional development. There is a nine year Curriculum Review and

Development cycle that is adhered to by member districts. The purpose of these meetings are as follows:

- Encourage professional networking with educators from other districts and look for opportunities to collaborate.
- Read and discuss current research to increase student achievement in the content area.
- Learn about new instructional strategies and /or technology along with approaches for classroom implementation.
- Capitalize on opportunities to bring in specialists.
- MRVED Staff assist districts with both horizontal and vertical alignment of curriculum, as well as the development of pacing guides.
- Annually in August, as part of the district's Q Comp program, data is reviewed and disseminated. Results are shared with the district Leadership team. This team will create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.
- In addition to the above, 18 staff members were trained in the Science of Reading through the LETRS/Lexia program during the 22-23 school year. Thirteen additional K-6 teachers will begin a LETRS Cohort in August of 2023. They will receive the Science of Reading training during the following two school years.
- Four staff members (two TOSAs, the district reading interventionist, and the DOTL) are engaged in a two-year Instructional Coaching grant providing the team with skills to guide teachers in instructional best practices.

## **VI: Curriculum Implementation**

### **Expectations:**

- Reading curricula at all grades is closely aligned to the 2010 English Language Arts standards as referenced in the district standards and grade level resources.
- There is a minimum required 150 minute Language Arts block for all students in grades K- 3.
- Teachers will implement, at a minimum, the following components of effective instruction using a Balanced Literacy framework for core instruction.
  - These components include:
    - **Phonological Awareness**
    - **Phonics/Word Work**
    - **Small group** differentiated guided instruction in reading and writing
    - **Differentiated independent level reading and writing** with individual conferencing,
    - **Reading and Writer's workshop** includes focused mini-lessons.
- Teachers and administrators consistently discuss reading achievement as it relates to the school goals and focus on literacy practices that provide meaningful instructional time.
- Teachers and instructional leaders use data-driven decision-making and problem-solving processes at the school, classroom, and individual student levels to make educational



decisions.

- Student-level classroom intervention procedures are based on a variety of on-going student-level data. (Student need aligns with the appropriate intervention.)
- Student support teams focus on individual student data, determine appropriate interventions and monitor the progress of each intervention on a regular basis.
- Assessments regularly evaluate and review implementation of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills.

### Multi-Tiered Systems of Support:

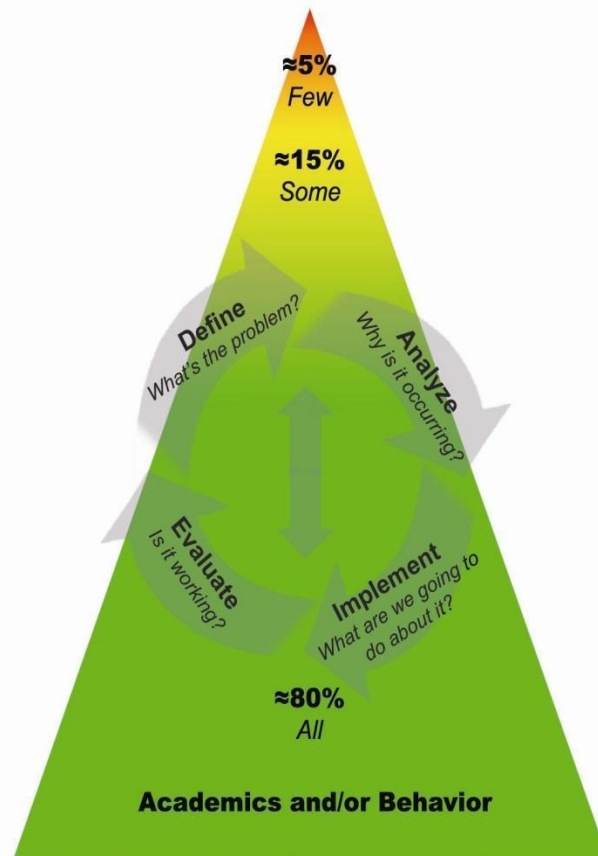
#### A Model of School Supports and the Problem Solving Process

##### 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 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.

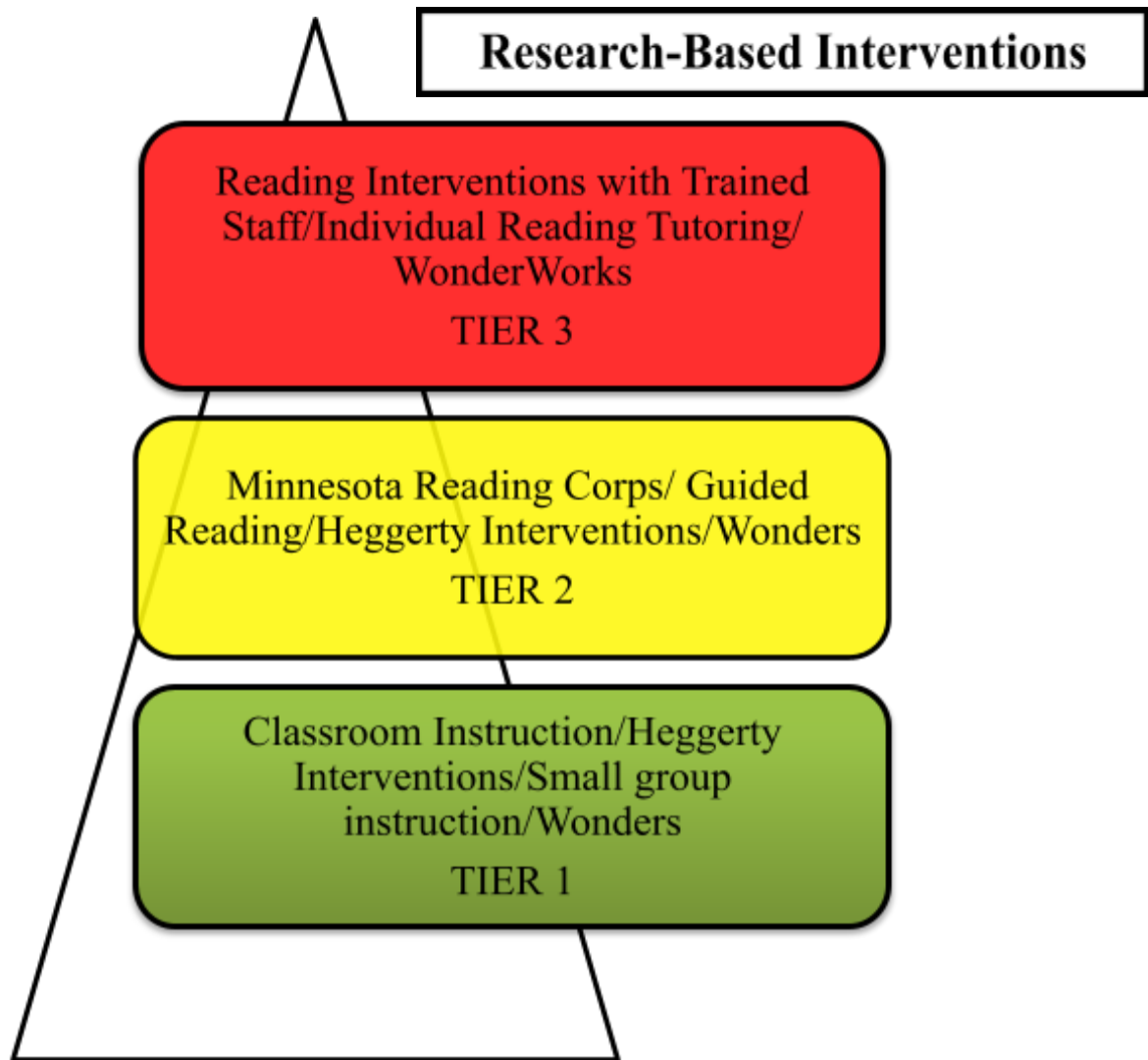
Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s).

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 district's Intervention protocols can be found [here](#).

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 Lac qui Parle Valley uses is WONDERS2020 which aligns with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.



## VII. Efforts to Screen and Identify Students for Dyslexia and Convergence Insufficiency Disorder:

### Expectations:

- Lac qui Parle schools will use the STAR to initially determine if there are concerns about Dyslexia or Convergence Insufficiency Disorder for a student. Students may need interventions to further clarify a concern.
- Programming supports, interventions, and or possible referrals to primary medical care may be necessary to assist in the overall screening process. Dyslexia is not a vision disorder, but rather a processing disorder. Convergence Insufficiency Disorder is a vision disorder. Symptoms and educational impact for either disorder will be discussed with the parents and referred to the school's Teachers Assisting Teachers (TAT) Team. Tiered intervention supports will be put into place based on an individual need. Symptoms will be treated as they relate to the eligibility criteria for Minnesota's disability categories.
- The STAR Early Literacy and Reading Assessments will be used as a part of the screening process to identify students who may be at risk for having characteristics of Dyslexia. The following areas will be evaluated:
  - Letter Naming Fluency

- Letter Sound Fluency
  - Oral Fluency
  - Phonemic Awareness
  - Word Reading Fluency
  - STAR Assessment
  - Guided Reading
- In STAR Early Literacy Reading the scores for a significant reading deficiency is the 25th percentile rank in all grades, at any point throughout the school year. The scores from the STAR Screeners do not identify which students have dyslexia. Rather the screeners will identify students who are not making adequate progress toward reaching grade level proficiency and are in need of additional support and instruction in phonemic awareness, decoding/encoding, morphology, fluency, and comprehension.
  - In addition to effective core instruction, students who are at-risk of having the characteristic of dyslexia will be provided evidence-based interventions. Students' progress will be monitored. If student performance does not improve, additional diagnostic information will be collected to verify which students demonstrate characteristics of dyslexia. The TAT will review all findings throughout the process, communicate with parents/guardians, and develop next steps for working with the student. A DRAFT of the district's Dyslexia Plan can be found [here](#).

### **VIII. 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 (ELs). It is administered to new students and annually to monitor progress. 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).

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

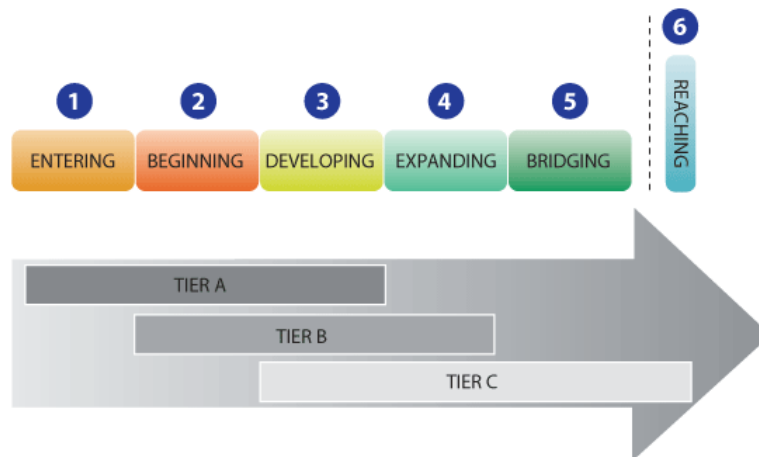
Test forms are divided into five grade-level clusters:

- 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 a student population consisting of 20% EL, 32.4% non-white, 20% special education, and 50% free and reduced lunch. 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 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:

- Peer observations
- Title III Activities: Parent informational supper
- Integration Activities: lyceums, artist in residence,
- ESL teachers take on trainer/coaching roles with regular education teachers
- Outside expert (MDE) comes in to train staff
- Sending lead teachers to appropriate trainings

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: STAR assessments 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 District Literacy 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 ESL instructor(s) and depending on the content of the day, other teachers and/or paraprofessionals. These workshops follow the previously mentioned MRVED Best Practices format. This format breaks the day into two parts: one part of the day is focused on professional development, which will build the capacity of the workshop participants. Each year ESL instructors develop a list of potential topics that are identified as areas of need through looking at student data.

The second part of the day is a facilitated discussion format. The facilitated discussion portion of the day includes a research component, sharing best practices, challenges and potential solutions, data driven decision making, developing an effective parent program, etc. This part of the day is dedicated to strengthening the districts' ability to meet the needs of ELs and their families. Each district will identify areas needing improvement and develop an annual plan to meet the identified needs. In the areas where there are common needs, the MRVED staff facilitates activities to meet those needs. As is the tradition of MRVED staff development, instructors will have "homework" and will be asked to provide evidence that what they are learning is being put to use in the district and classroom. This evidence will include sharing of student work.

The focus of these workshops included implementing the WIDA standards (the sole focus of one meeting, plus addressed at all of the others), collecting and using data, technology implementation, and implementing best practices using research on what works with ELs, especially within content areas. Parent involvement is another area of emphasis that was addressed.

#### **IX: Annual Assessment Reporting Process**

Annual assessment methods and data are posted for stakeholder review on the district website and submitted to the Commissioner of Education per state and federal requirements.

### **Post Assessment Methods and Data for Commissioner**

