

Local Literacy Plan

RENVILLE COUNTY WEST PUBLIC SCHOOLS District 2890

- For approval on June 12, 2023, by Renville County West’s Board of Education
- This literacy plan aims to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.
- Developed by Kristen Egge in collaboration with members of the Leadership Implementation Team

Renville County West Schools (District 2890) serve approximately 570 students PreK-12. Our district is comprised of 1 elementary with approximately 346 students in Prek- 6 grade and 1 high school serving 224 students in grades 7-12, housed in one building. The demographics for our school district are consistent, with 57.9% Free and Reduced, 32% Hispanic, and 64 % White students.

Purpose Statement

The purpose of this literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3. This plan addresses the third-grade reading proficiency objective of our District’s World’s Best Workforce Plan (Minn. Stat. § 120B.11). It also has been developed to meet the requirements of “Reading Well by Third Grade” (Minn. Stat. § 120B.12).

Background on Instructional Practices:

The scientifically-based reading curriculum Renville County West uses is the Benchmark Advance Curriculum which has been aligned with the Minnesota Academic Standards in English Language Arts and ELA Common Core Standards. The district completed year two of implementing the Reading Series, Benchmark Advance (BA). BA is a basal program with a strong emphasis on Phonics at the primary grade levels to teach reading in kindergarten through grade 3.

All K-3 students receive classroom reading/ELA instruction during an uninterrupted literacy block structured for a **minimum of 90 minutes a day with an additional 30-minute WIN time for differentiation. A writing/grammar block of 30 minutes in Kindergarten and 50 minutes for 1st through 3rd grade.** Each classroom has a classroom library allowing students to self-select books for enjoyment and other resources their teacher selects. In addition to the classroom curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials covering a wide range of reading levels. Students in meaningful learning activities will use relevant technology. Various technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. The district has also purchased IXL to supplement reading engagement and monitoring for K-3 students, The program has a diagnostic component that provides opportunities to differentiate for all students and target specific benchmarks and standards that need interventions or reinforcement.

Goals and Objectives

Literacy Goals

Students will demonstrate reading proficiency throughout the primary grades and by grade 3 through the results of both screening and progress monitoring measures. Our goal is for all students to be at or above grade level on the STAR Early Literacy, STAR Reading, the CBM fluency assessments, as well as the MCA reading assessment. We will challenge students at all ability levels before, during, and after achieving proficiency. Students will be supported through high-quality core instruction and differentiation. Based on assessment outcomes, students may also qualify for additional support through our MTSS program.

Reading Goals

Our goal for 2023-2024 will be to increase the percentage score of all students measured by STAR Early Literacy and STAR Reading. A Targeted growth of a minimum of 40 SGP-(standard growth percentile) for each student from Fall to Spring. The district will begin the transition from balanced literacy to a structured literacy model.

Research is clear about what matters to teach in early literacy instruction: phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension. For each of these, a convergence of evidence tells us what works in practice. Oral Language and Writing are also essential to literacy success and have been added as structured literacy approach applies to all literacy standards, including foundational skills, as well as higher-level literacy skills.

- **Phonological awareness:** Teach students to recognize and manipulate the sounds within words. Move from syllables to the individual sounds or phonemes. Explicitly connect phonemes to letters to support word decoding.
- **Phonics and word recognition:** Teach letter sounds and sound-spelling patterns explicitly and systematically. Practices that include both reading and writing of words in isolation and text are most supportive of taught phonics.
- **Fluency:** Include frequent chances for students to read and re-read orally from connected text—sentences, paragraphs, and passages. Focus on the development of both automatic word recognition and fluent expression, keeping an understanding of the text as the central goal.
- **Vocabulary and oral language comprehension:** Include high-quality, language-rich interactions in instruction. With read-aloud texts, unpack academic and inferential language. Explicitly build students’ recognition of shared morphemes (e.g., root words, affixes) across words, both in oral and written language.
- **Text comprehension:** Even before young students can read on their own, teach from rich texts via read-aloud and scaffolded reading. Teach students to use metacognitive strategies like setting a purpose, monitoring for meaning, and building inferences while reading. Discuss texts, including focusing on their organizational structures.

Simple View of Reading



Identification of Students Not Reading at Grade Level

The Renaissance STAR Early Literacy and STAR Reading assessments are Universal Screening tools that are administered to all students in grades K-6 in the fall, winter, and spring of each year. The STAR Early Literacy system quickly measures K–3 students’ early literacy skills with a computer-adapted test. The STAR Reading assessments are used with students in grades 1-6. These assessments are computer adaptive as they 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. Both systems are used for universal screening, progress monitoring, and goal setting. The chart below contains the names of the specific assessments that are administered at each grade level and the norm cut scores that are used to determine whether a student is reading at grade level. Students deemed not reading at grade level will be provided intervention support. Entrance criteria for the interventions are based on assessment data along with classroom teacher input. In addition, STAR 3rd grade Proficiency Assessment will be given to students in grade 3 for data submission to the state.



Grade Level	Assessment Name	Fall	Winter	Spring
Kindergarten	STAR Early Literacy	688	728	768
First Grade	STAR Early Literacy	750	789	828
	STAR Reading- if scored 850 or above on Early Literacy	750	789	828
	CBM Oral Reading Fluency	23	35	49
Second Grade	STAR Reading	868	893	919
	CBM: Oral Reading Fluency	81	91	102
Third Grade	STAR Reading	940	955	970
	CBM: Oral Reading Fluency	107	112	118

[Star Early Literacy: Enterprise Benchmarks and Cut Scores](#)

[STAR CBM: Conversion Tables](#)

[Star Reading: Unified Benchmarks and Cut Scores](#)

Students furthest from the cut score will undergo further assessment to determine specific skill deficit(s) in one of the five strands of reading, using one or more of the following research-based assessments: Renaissance STAR and/ PRESS (Pathway to Reading Excellence in School Sites)

Upon completion of a screening period, data is analyzed, and students will be placed into intervention groups. Renaissance STAR and/or Press are used to monitor progress. Progress monitoring data is collected weekly and analyzed monthly.

Efforts to Screen and Identify Students for Dyslexia

Renville County West Schools will use the STAR system to initially determine if there are concerns about Dyslexia 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.

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. Specifically, student performance in the following areas will be evaluated:

- Letter Naming Fluency
- Letter Sounds Fluency
- Word Reading Fluency

- Oral Reading Fluency

In STAR Early Literacy Reading, the cut scores for a significant reading deficiency is the 25th percentile rank in all grades, all seasons. The scores from the STAR Screeners do not identify which students have dyslexia. Instead, 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.

The following steps are used to identify the learners who are likely to have dyslexia and to benefit from the specific practices effective for students with dyslexia

- Identify ALL students at risk (at multiple points in the year when there is time to intervene--fall, winter, spring).
- Provide intervention in addition to effective core instruction (matched to indicators and needs).
- Document results of response to interventions (document growth and level with progress monitoring over time).

In addition to effective core instruction, students who are at risk of having the characteristics of dyslexia will be provided evidence-based interventions. Student progress will be monitored. If student performance does not improve, additional diagnostic information will be collected to verify which students demonstrate characteristics of dyslexia.

English Learners

Renville County West currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (On-Line Screener, Model, and ACCESS). Identification for English Learner (EL) services is a two-step process that is standardized by the Minnesota Department of Education (MDE). The first step is for the district to review the Home Language Survey that is completed by all families upon registration. If a language other than English is indicated anywhere on the form, the student is assessed with the WIDA Screener (Grades K-12) to determine his/her eligibility to receive English Learner Support as well as an initial level of English Language proficiency. This is the second step of the identification process. Each form of the WIDA Screener test assesses the four language domains of listening, speaking, reading, and writing. The results assist educators and parents in determining the need for EL services and the level of support. Students identified as eligible for EL services and support are assessed annually with the ACCESS to monitor their progress in acquiring academic English. The test items are written from the Model Performance Indicators of WIDA's five English Language Proficiency (ELP) Standards:

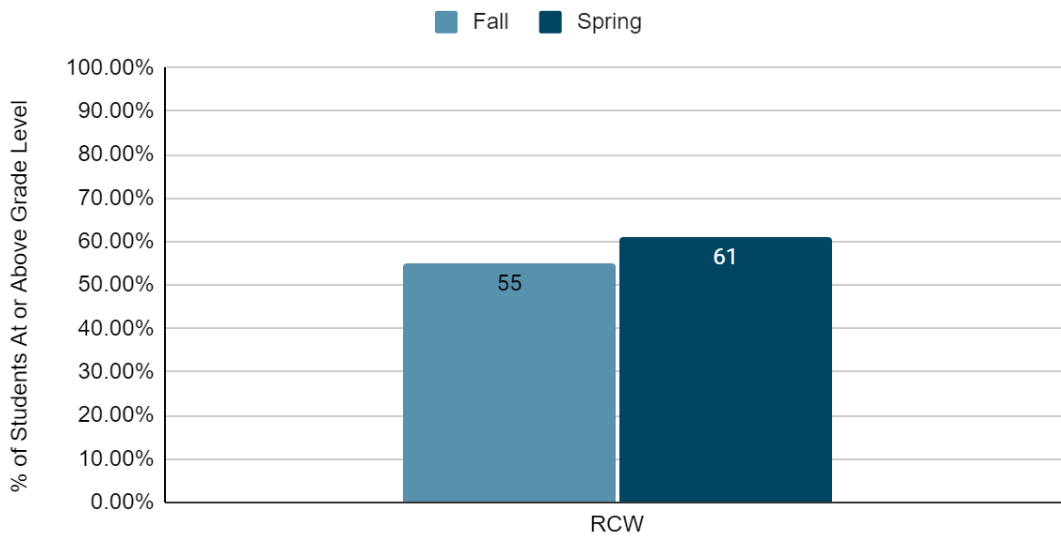
- Social and Instructional Language
- Language of Language Arts

- Language of Mathematics
- Language of Science
- Language of Social Studies

Based on the WIDA Screener, MODEL, and/or ACCESS assessments, students who qualify for EL services and support will receive supplemental English Language Development (ELD) instruction from a licensed EL teacher, in addition to core instruction from a licensed elementary teacher. The EL assessments are used in conjunction with the previously mentioned reading assessments to determine students' needs and appropriate instruction, including interventions. The disaggregated and aggregated data compiled from each of the assessments are used to improve programming, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills for our students. The EL teacher(s) and grade level teams are responsible for collaborating to assess, analyze, and interpret the data in order to design and provide appropriate instruction that is responsive to individual student needs.

Grade Level and School-Wide Results Summary Results

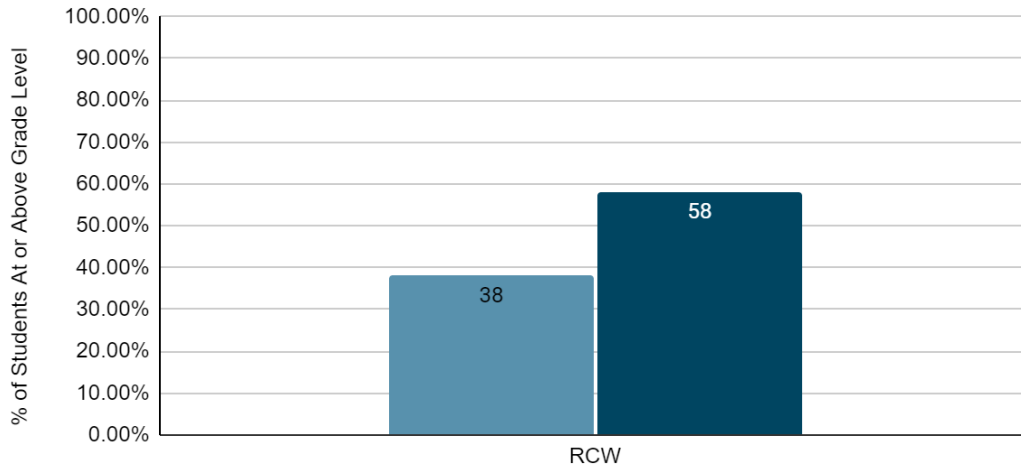
STAR Early Literacy Kindergarten
2022-2023



STAR Early Literacy 1st Grade

2022-2023

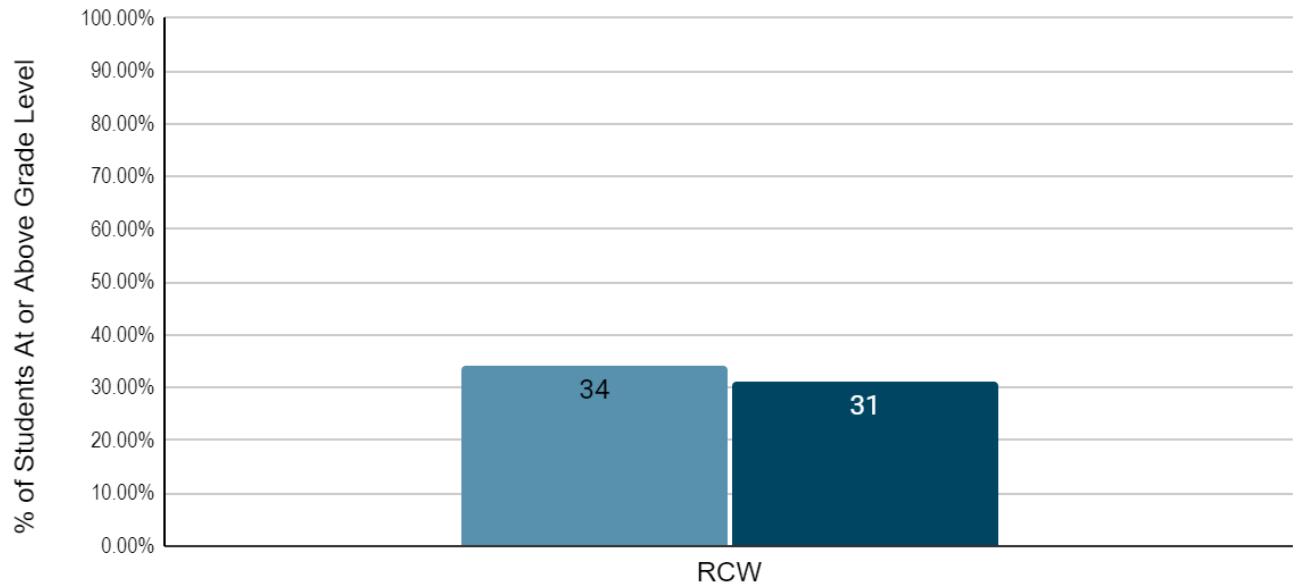
Fall Spring



STAR READING 2nd Grade

2022-2023

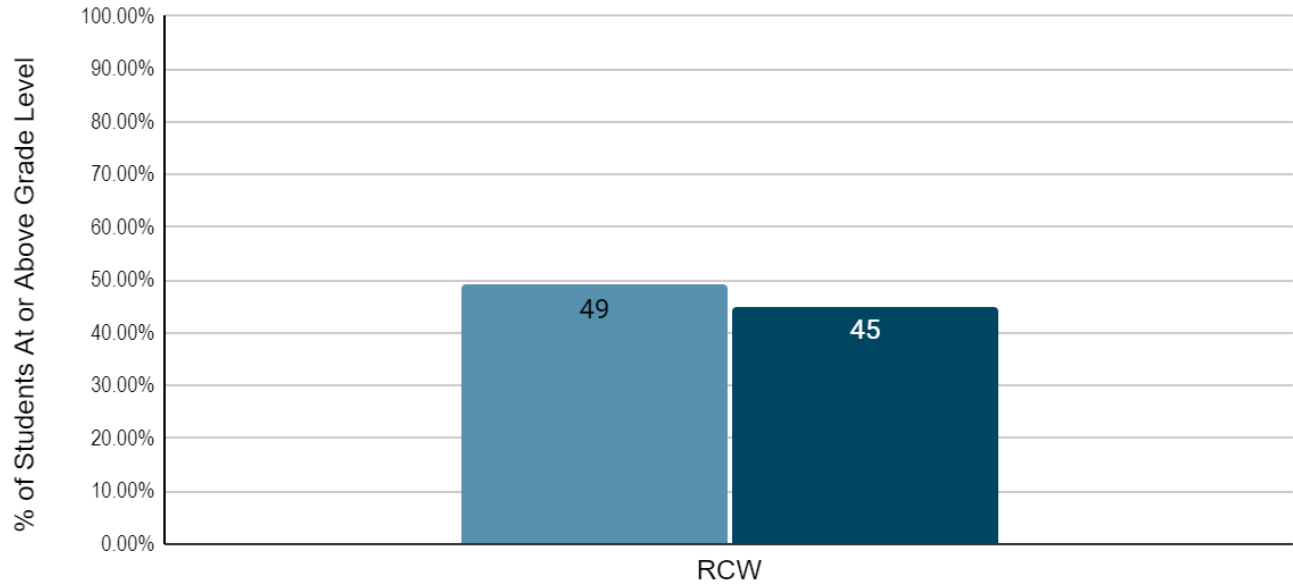
Fall Spring



STAR READING 3rd Grade

2022-2023

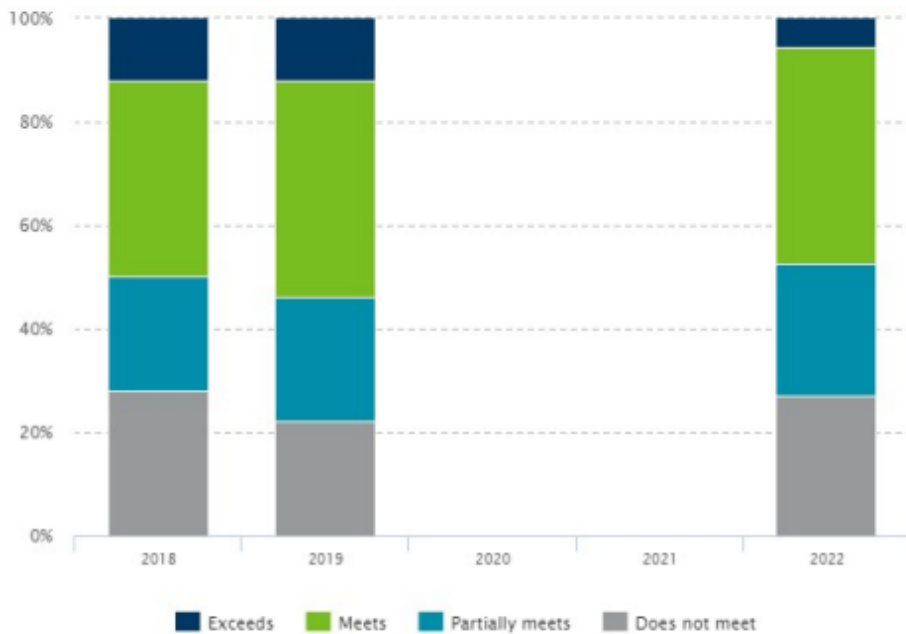
Fall Spring



MCA Reading Results

2018 - 2022 Student Achievement Level

Due to COVID-19, no summarized assessment data is available for 2020



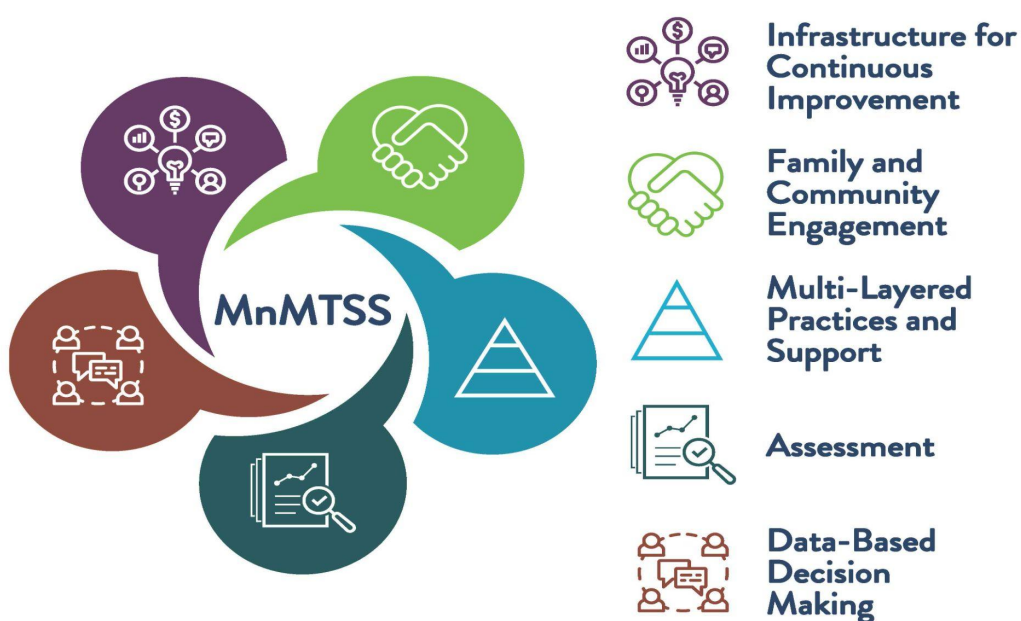
Year		Exceeds	Meets	Partially meets	Does not meet
2018	Count	19	59	35	44
2018	Percent	12.1%	37.6%	22.3%	28.0%
2019	Count	19	66	38	35
2019	Percent	12.0%	41.8%	24.1%	22.2%
2020	Count	N/A	N/A	N/A	N/A
2020	Percent	N/A	N/A	N/A	N/A
2021	Count	N/A	N/A	N/A	N/A
2021	Percent	N/A	N/A	N/A	N/A
2022	Count	7	54	33	35
2022	Percent	5.4%	41.9%	25.6%	27.1%

Multi-Tiered System of Support (MTSS) in Reading

Renville County West Schools implements a Multi-Tier System of Supports (MTSS) Framework in reading, which is a continuum of evidence-based, system-wide practices. This comprehensive approach is intended to provide support for each child to be successful as well as guide the processes and tools

teachers collaboratively use to make decisions. Burns and VanDerHeyden (2006) define MTSS as the systematic use of assessment data to allocate resources in order to teach all students efficiently. According to the Minnesota Department of Education, the critical features of this school-wide framework include:

- Assessment
- High-quality, evidence-based instruction
- Core instruction
- Tier 2/Supplemental interventions
- Data-based decision making



source: <https://education.mn.gov/MDE/dse/mtss/>

Tier 1

In Tier I, interventions are provided by the classroom teacher in the regular classroom. Interventions are based on data gathered from STAR, along with best practices in reading instruction. Progress is regularly monitored by the classroom teacher. RCW provides a layered system of support called a Multi-Tiered System of Support (MTSS) so that all students can grow academically, behaviorally, and emotionally. MTSS is a framework for continuous school improvement and uses evidence-based practices, a data-driven problem-solving model, and a three-tiered instruction/intervention model to maximize growth for ALL students. MTSS combines Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) into one effective and efficient approach.

Tier 2

In Tier II, standardized interventions are more focused instruction, both in increased time and in decreased student-to-instructor ratio. This setting provides more time, explicitness, focus, and opportunities for students to respond. RCW uses the [Path to Reading Excellence in School Sites \(PRESS\)](#) framework as an intervention tool which was developed by the MN Center for Reading Research at the University of Minnesota. Tier 2 interventions are primarily delivered through Title 1 programming. These interventions

are in addition to Tier I supports provided by the classroom teacher. Progress is regularly monitored by the intervention teacher or educational assistant using oral reading fluency probes, early literacy skills probes, or comprehension probes.

Tier 3

In Tier III, instruction is intensely focused and may include more than one Tier 2 intervention, as well as special education programming, in addition to Tier 1 support provided by the classroom teacher. Progress is regularly monitored by the intervention teacher using oral reading fluency probes or early literacy skills probes.

Reading Corps

[Minnesota Reading Corps](#) is a statewide initiative to help every Minnesota child become a successful reader by the end of 3rd grade. The program places AmeriCorps members in sites to implement a researched-based yearly-literacy effort to help struggling readers. The Minnesota Reading Corps strategies are designed for K–3rd-grade students.

Minnesota Reading Corps members serve as one-on-one tutors and provide research-based interventions to students who are just below proficiency in reading. The members tutor each student daily for 20 minutes each week to build phonics, phonemic awareness, and fluency skills. A Response to Intervention (RTI) model is followed. Some members also recruit and train volunteers to support literacy efforts within the school.

Early Learning Corps

[Early Learning Corps](#) is an evidence-based program that works to meet the needs of all students. Trained tutors deliver language, literacy, and numeracy skills preschool children need to be ready for kindergarten. Tutors work hand-in-hand with classroom teachers to deliver research-based interventions in the classroom, in small groups, or one-on-one with children.

Reading Interventions

Reading interventions are provided for each student identified as not reading at grade level. The purpose of the reading intervention is to accelerate student growth in order to reach the goal of reading at or above grade level. Targeted interventions are identified so that the intervention is directly linked to the problem and therefore has a high likelihood of being successful (Tilly, 2008). Through the Professional Learning Communities (PLC) process, teachers take collective responsibility for all student learning. Together they work through the following problem-solving process:

- Administer Renaissance STAR Universal Screener to all students
- Administer common assessments
- Analyze assessment data to determine levels of student learning
 - Tier 1 – Is there a class-wide need?
 - What is the median score in each classroom?
 - Does the median score fall below the benchmark score?
 - If yes, a class-wide intervention is implemented

- Tier 2 – Which students fall within the at-risk range?
 - What is the category of the problem for individual students (phonemic awareness, decoding, fluency, vocabulary, comprehension)?
 - Students are placed in small, flexible groups according to the category of need

- Tier 3 – Is there anyone that needs Tier 3 right now?
 - Is there anyone who needs an intense, individual intervention?
- Analyze assessment data to determine levels of student learning
 - The teacher brings the individual student data to the Student Success Team (SST) or TAT (Teachers Assisting Teachers) for further review and support
 - What is the causal variable for an individual student?

Staff Development

- LETRS Training
 - A selected group of teachers in grades K-3, EL, Title I, and Special Education are being trained in LETRS. The training is a 3-year commitment until completion. The strategies will be used and implemented in classrooms to support literacy.
- Professional Learning Communities (PLCs)
 - Teachers meet weekly in collaborative teams focused on literacy. A PLC is a form of ongoing job-embedded professional development that empowers teachers to take collective responsibility to improve learning outcomes for all students.
- Path to Reading Excellence in School Sites (PRESS) Training
 - Tier 1 Class-wide Interventions - Train classroom teachers to use a process that includes examining universal screening and implementing a class-wide intervention if over half of the students have been identified as reading below grade-level benchmarks.
 - Tier 2 Interventions and Progress Monitoring – Train Title I Teacher(s) to use a data-driven decision-making process to identify students’ needs for interventions and implement specific, targeted interventions to meet students’ needs.

Unified Scale: Star Early Literacy & Star Reading (English & Spanish)



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Parent Notification and Engagement

Following the initial screening, parents will be invited in to visit about their child's educational needs and asked if they have any questions at parent/teacher conferences. Classroom teachers will inform parents of the results, supports, and interventions that will be used to help their child meet the reading goals for their grade level. Potential supports that the parents can use to assist the child in achieving grade/level proficiency will be discussed and provided as well.

- On the first day of school, kindergarten will have individual student/parent/teacher conferences. During these conferences, teachers will explain the core literacy instructional practices and the multi-level systems of support as implemented in the district to parents, while benchmark assessments will also take place during this preliminary conference. This will include an explanation of entrance and exit criteria for a student 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. They will also share their expectations for student practice and ideas for parental support and assistance. First through Sixth-grade teachers will provide a parent presentation related to the same information during open house night. Assessments for grades 1-6 will take place within the first several weeks of the

school year, as well as for any Kindergarten student who was not present during the scheduled moving-up conference.

A complete outline of the parent communication and involvement section is below:

- An explanation of the literacy program and support will be presented at the Open House and October Conferences.
- Assessment results will be provided to parents within 15 days following assessments.
- Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for an additional conference with the student's teacher.
- Additional explanation of the literacy program and support will occur in October during fall parent/teacher conferences. Assessment results are provided to parents at fall and winter conferences
- All parents will receive information at least three times a year with suggestions on how to help strengthen their child's literacy skills based on the results of their diagnostic assessments.
- Parents of students receiving interventions may request ongoing progress reports.
- Interpreters are provided as needed.
- Report cards on student progress are sent home at the end of each quarter.
- Priority Standards/Essential Outcomes are posted on the district website.
- Family nights are held each year with a parent meeting offering to learn about literacy programming and opportunities.

Resources and Tools for Literacy Practice

[Path to Reading Excellence in School Site \(PRESS\) Framework](#)

[Florida Center for Reading Research \(FCRR\)](#)

[Intervention Central](#)

[freereading.org](#)

[Reading Rockets](#)

[Helping your child improve reading fluency](#)

[Readingeggs.com: Five Pillars of Reading](#)

