Renville County West School District #2890

Local Literacy Plan : 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year Minn. Stat.120B.12, subd. 4a (2023). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals Minn. Stat. 120B.12 (2023).

District or Charter School Literacy Goal

In accordance with the Minnesota READ Act, Renville County West School is dedicated to delivering high-quality, research-based reading instruction, assessments, and curriculum aligned with the Minnesota K-12 Academic Standards in English Language Arts for all students.

The district is working to complete science of reading training for all Phase 1 reading educators through LETRS (Language Essentials for Teachers of Reading and Spelling).

The district is continuing to enhance its multi-tiered systems of support (MTSS) by providing intervention services to students who may need additional targeted instruction.

Key Components of Our Literacy Program:

1. Standards-Aligned Curriculum:
    - We continue to align our curriculum with the MN K-12 Academic Standards in English Language Arts, providing a solid foundation for all students.
2. Research-Based Instruction:

   o Our reading instruction methods are grounded in the latest educational research, ensuring effective and impactful learning experiences.
  3. Comprehensive Assessment System:
   o A comprehensive system will identify students at risk of reading difficulties. This system includes:
    ▪ Screening Assessments: Early identification of students who may be at risk.
    ▪ Diagnostic Assessments: In-depth analysis to understand specific reading challenges.
    ▪ Progress Monitoring Assessments: Regular evaluations to track student progress and adjust instruction as needed.
  4. Tiered Intervention Support:
   o We provide targeted interventions on a tiered continuum for students not performing at grade-level expectations. This ensures that all students receive the appropriate level of support to meet their individual needs.

Through these measures, Renville County West School is committed to fostering literacy and ensuring that every student has the opportunity to achieve reading proficiency.

Universal and Dyslexia Screening

☒ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FASTBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Grade K Grade 1 Grade 2 Grade 3	Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter by Dec 20 Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FASTBridge **CMBReading**	Grade 4 Grade 5 Grade 6	Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter by Dec 20 Last 6 weeks of School (Spring)
FASTbridge **aReading**	Grade 7 Grade 8	Comprehension	Universal Screening	First 6 weeks of School (Fall) Winter by Dec 20 Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

At Renville County West School, we prioritize clear and consistent communication with parents and guardians regarding their child's academic progress. Here's how we ensure you stay informed:

1. **Parent-Teacher Conferences:**
   - We hold Parent-Teacher conferences for grades K-12 twice each academic year.
   - Grades K-6: Individual conferences are scheduled. The conference lasts 15-20 minutes, during which your child's classroom teacher will discuss their academic and social-emotional successes or concerns.
     - Reading targets will be a key discussion point. If your child is below reading targets, we will inform you about:
       1. The assessment tools used.
       2. The results of these assessments.
       3. The planned intervention strategies.
     - We will explain progress monitoring procedures, the expected timeline for interventions, and the criteria for exiting interventions.
     - Parents will have the opportunity to share their perspectives and ask questions.
     - We will provide strategies tailored to your child's grade level to help you support their learning at home.
   - Grades 7-8: Individual conferences are scheduled with English Teachers for student who are not meeting grade level targets. All teachers are available to meet with parents during conference hours.
   - Grades 9-12: Students and parents are provided the opportunity to meet with all or specific teachers to review academic progress.
2. **Report Cards:**
   - Quarterly report cards detailing each child's progress toward literacy standards will be provided.
   - These report cards will be further explained during Parent-Teacher conferences.
3. **Ongoing Communication:**
   - Classroom teachers will continue to update parents on student progress regularly.
   - Teacher email addresses and school phone numbers will be available on the school website for easy contact.
4. **Annual Open House:**
   - An Open House is held each August to introduce parents, students, and teachers, fostering a strong school community.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Benchmark Advanced Literacy Heggerty UFLI	Foundational and comprehensive Foundational Skills Foundational Skills	120 Literacy Block- Whole Group, Small Group, Individual
1st	Benchmark Advanced Literacy Heggerty UFLI	Foundational and comprehensive Foundational Skills Foundational Skills	120 Literacy Block- Whole Group, Small Group, Individual
2nd	Benchmark Advanced Literacy Heggerty UFLI	Foundational and comprehensive Foundational Skills Foundational Skills	120 Literacy Block- Whole Group, Small Group, Individual
3rd	Benchmark Advanced Literacy Heggerty UFLI	Foundational and comprehensive Foundational Skills Foundational Skills	120 Literacy Block- Whole Group, Small Group, Individual
4th	Benchmark Advanced Literacy Heggerty	Foundational and comprehensive Foundational Skills	120 Literacy Block- Whole Group, Small Group, Individual
5th	Benchmark Advanced Literacy	Foundational and comprehensive	120 min Literacy Block- Whole Group, Small Group, Individual

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6th	Benchmark Advanced Literacy	Foundational and comprehensive	120 Literacy Block-Whole Group, Small Group, Individual
7th	Standards-Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 52 minutes
8th	Standards-Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 52 minutes
9th	Elements of Literature-3rd Course 2002 Supplemental Novels, Writing Units Standards-Based Curriculum	Comprehension, Writing, and Vocabulary	Class Period Length 43 minutes
10th	Standards-Based Curriculum Literature & Integrated Studies- American Literature 1997	Comprehension, Writing, and Vocabulary	Class Period Length 52 minutes
11th	Standards-Based-Timeless Voices Timeless Themes- World Literature 2001	Comprehension, Writing, and Vocabulary	Class Period Length 52 minutes
12th	Standards-Based – Novels, Dramas, Short Stories, and Non-fiction	Comprehension, Writing, and Vocabulary	Class Period Length 52 minutes

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions Minn. Stat.120B.12, subd. 4a (2023). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision-making.

The district is in the early stages of developing an MnMTSS framework and is committed to implementing a strong Multi-Tiered System of Support (MTSS). In June 2023, the RCW Administration team participated in a statewide introduction to MnMTSS training and continued with an educator and support staff group throughout the 23-24 SY. Our team was introduced to the five components of the Minnesota framework and completed the SEMI-DLT together. This process allowed for our district team to gather other system data through initiative and team inventories, beliefs about MnMTSS, and create an action plan that seeks to improve equitable outcomes for all students.

At the forefront of our approach is the use of data to drive instructional decisions. At RCW, a reading screener is administered three times a year for elementary school students in kindergarten through sixth grade and high school students in seventh and eighth grades. The data provides a comprehensive view of individual reading abilities and serves as the foundation for determining targeted, evidence-based reading instruction.

After the initial screening, students with below-grade-level reading skills will undergo diagnostic assessments to further guide instruction during the Tier II intervention block (WIN) What I Need Time. Progress monitoring for Tier II interventions will occur biweekly, which allows for data-based decisions to be made promptly based on the student data and needs. RCW has utilized Reading Corps as part of their Tier II interventions in addition to Reading Intervention teachers.

Students who require additional support beyond Tier II interventions are referred to our Student Success Team (SST) in correlation with MnMTSS to review the individual needs of the student. This is a collaborative effort to review academic progress and determine if a more intense intervention should be implemented at the Tier III level. As warranted, the classroom teacher connects with parents or guardians to notify them of the additional supports being put in place. The effectiveness of the intervention is re-evaluated every 2-6 weeks by the team to determine if the intervention is working and make any necessary modifications.

	Eligibility Criteria for Services	Time	Frequency of Progress Monitoring	Academic Progress Reviewed	Exit Criteria
TIER I Intervention	If a class-wide median score is below the grade-level target, a class-wide intervention is implemented	10-20 minutes daily during core instruction	If a class-wide intervention is needed, this will be completed monthly by the intervention team	3 times per year following screening periods (fall, winter, spring) by MTSS coordinator, administrator, and grade-level teams	If a class-wide median score is above the upcoming grade-level target, the class-wide intervention is discontinued
TIER II Intervention	Students scores below grade-level target and 40% percentile	30 minutes daily during WIN	Bi-weekly by the interventionist providing services	Bi-weekly by Title Teacher	2 or more progress monitoring points or above the upcoming benchmark target
TIER III Intervention	Below grade-level target and 15th percentile	10-30 minutes daily in addition to WIN and CORE instruction	Weekly by the interventionist providing services	Every 2-6 weeks by Title Teacher	2 or more progress monitoring points at or above the upcoming 35 percentile

Professional Development Plan

RCW District recognizes the importance of effectively teaching structured literacy instruction to all students. In order to ensure all students are receiving access to effective teaching practices and learning opportunities, our educators will follow a professional development plan centered around LETRS (Language Essentials for Teachers of Reading and Spelling). Through this program, all RCW educators will be equipped with the necessary knowledge and skills needed to teach students to read.

At the start of the 2022-2023 school year LETRS training was initiated with a cohort of 5 teachers. The following school year, another 4 teachers started the 2-year training. The training will continue to be ongoing with all Phase I teachers who have not had the opportunity to participate in the professional development opportunities will begin training for the 2024-2025 school year and complete training by the spring of 2026.

As part of our commitment to continuous improvement, we are members of MRVED (The Minnesota River Valley Education District), which is a consortium of nine (9) school districts and one Area Learning Center in southwest rural Minnesota. Through MRVED, local facilitators coordinated by the consortium assist in delivering professional development programs with continuous guidance and support.   The district is also a member of the SWWC (The Southwest West Central Service Cooperative) in which our LETRS cohorts are facilitated through local LETRS facilitators in addition to providing professional development.

PLC has been an additional essential focus area for the district as teams learn to collaborate to make data-driven instructional decisions that improve student academic outcomes with the support of Solution Tree Consultants, who have provided professional development training since the spring of 2022. As part of our commitment to continuous improvement, we collect data to assess the effectiveness of structured literacy instruction.

The plan moving into phase two will be to train the remainder of the staff who instruct ELA or reading instruction. Support staff will be introduced to LETRS during the annual Back to School PD Day in August 2024. The district will follow the guidance from the state for training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	3	0	0	3
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	9	4	2	3
Grades 4-5 (or 6) Classroom Educators (if applicable)	6	0	0	6
K-12 Reading Interventionists	2	1	0	1
K-12 Special Education Educators responsible for reading instruction	5	1	1	3
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	14	0	0	14

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	9	0	0	9
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	4	0	0	4

Action Planning for Continuous Improvement

1. **Program Alignment and Integration:** We will review our programs and services to identify overlaps, gaps, and alignment opportunities within our MnMTSS framework. This will involve collaboration with administrators, teachers, support staff, and community partners.
2. **Data Analysis and Needs Assessment:** We will analyze student performance data, including literacy scores, progress monitoring, and intervention outcomes, to pinpoint areas of need and guide our decisions. This data-driven approach will help us prioritize improvements and allocate resources effectively.
3. **Professional Development and Training:** We will offer targeted professional development and training for educators and support staff, ensuring they have the skills to implement evidence-based literacy instruction within the MnMTSS framework. This includes training in structured literacy, differentiated instruction, and data-driven decision-making.
4. **Enhanced Collaboration and Communication:** We will promote a culture of collaboration and communication among educators, administrators, support staff, parents, and community partners. By encouraging open dialogue and sharing best practices, we can collectively improve student reading achievement.
5. **Monitoring and Evaluation:** We will establish ongoing processes to monitor and evaluate the effectiveness of our literacy instruction. This includes regular reviews of student data, program effectiveness, and stakeholder feedback to make necessary adjustments and improvements.

By taking these steps, our district is committed to continually improving the implementation of evidence-based literacy instruction and MnMTSS, ensuring all students can achieve grade-level proficiency in reading and succeed academically.