

# Delano Public Schools #879

Local Literacy Plan

2020-2021



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# State and District Parameters

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## Read Well By Third Grade

Reading well by third grade is one of the many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by third grade ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close achievement gaps and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. (MN Statute 120B.12)

## Delano Public Schools

### Our Vision

Systemic growth toward educational excellence for every learner.

### Strategic Goals

**Technology:** Provide a flexible, digital learning environment that enhances curriculum, instruction, assessment and professional development.

**Curriculum:** Well-rounded curriculum that is systemically aligned through all tiers of service.

**Professional Development:** Provide professional development opportunities supporting the district aims in curriculum and technology

**Facilities:** Comprehensive facility plan for our district campus that maximizes our pre-Kindergarten-adult learning environment and support co-curricular opportunities.

### Delano Elementary Goals and Objectives

It is the goal of the Delano Elementary School District to implement the developmental, accelerated, and preventative reading program requirements that will ensure that students can read on grade level by the end of 3rd grade. Delano Elementary will align Language Arts instruction to meet MN State Common Core Standards.

The plan is designated so that every student will:

- Receive reading instruction which reflects quality researched-based teaching practices;
- Be assessed regularly to plan for instruction;
- Read fluently on grade level before entering Grade 4;
- Receive appropriate intervention services as needed;
- Learn strategies for reading complex content area texts
- Improve performance on MCA III Reading Test
- Maintain a balanced approach that integrates Guided Reading and a Basal Reading Program

# Assessment

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Delano Elementary takes a multi-tiered approach to the early identification and support of students with learning needs. Our goal is to identify students that are not responding to the general classroom instruction and provide targeted and systematic interventions to *all* students as soon as they demonstrate the need. These struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning with the goal of getting them achieving at grade level without additional support. These services are provided by a variety of our personnel, including general education teachers, special education teachers and interventionists.

Universal screening is the first step in identifying students who are at risk of not meeting end of the year grade level targets. The screening of all students' reading, or reading related skills, takes place at 3 times per year; fall (early Sept.), winter (Jan.), and spring (early May). In Kindergarten, pre-reading skills, letter sound identification, and nonsense word fluency are assessed. In 1st grade through 2nd grade, oral reading fluency and reading level are assessed. These assessments show a student's current proficiency with foundational grade level skills. The second step is to determine if there is a need for a classroom intervention. Teachers review classroom and grade level results to gauge the effectiveness of their instruction and to determine if a small group or a whole class intervention is necessary. This is done by computing the class median score for the aReading and CMBr tests. When less than 80% of the students show mastery the action is to administer a class wide intervention. When greater than 80% of students show mastery the action is to work with those needing additional instruction in small intervention groups.

Once a class-wide need has been ruled out or remediated, students who continue to fall below grade level are then identified as needing a tier 2 or tier 3 intervention. Individual student scores are compared to established benchmark scores (see table below). The score, and the percentile for a specific score, are used for grouping students for different levels of support. Students with scores below the 40th percentile (some risk and high risk) need additional instruction in order to meet end of the year targets. Students above the 40th percentile (low risk) continue with the general curriculum.

Next, diagnostic assessments or the "PRESS Decision Making Model" are utilized to identify the specific foundational skill that needs remediation and an appropriate intervention is selected (Fountas and Pinnell "Benchmark Assessment System", phonemic awareness inventories, FAST "Early Reading Assessment"). Classroom teachers and interventionists use the available data to collaboratively establish intervention groups. Students with similar learning needs are grouped together for additional instruction. Students who score between the 15th and 40th percentile (Some Risk/Tier 2) would likely benefit from some additional support. These students meet in groups of 4 to 6. Students whose scores are below the 15th percentile (High Risk/Tier 3) are usually in need of intensive support and are typically provided in groups of 1 to 3 students.

Students at high risk (Tier 3) are placed into groups first. Teachers and interventionists assign as many students as possible to groups, placing the students at higher risk first. Students, not teachers, are identified as Tier 1, Tier 2, or Tier 3. As a result, there may be Tier III students that meet with a Title One or Basic Skills teacher. Any at-risk students that do not fit into a group with an intervention teacher will meet with the classroom teacher in a small group in the classroom.

A targeted intervention is administered 3-5 days per week. Teachers use fidelity checklists to evaluate whether intervention procedures are being implemented as designed. Student progress with the intervention is closely monitored to gauge the effectiveness of the intervention and so adjustments can be made.

At the next benchmarking window all students are assessed again. Students scoring above the benchmark graduate to a less intense intervention. Students in an intervention group leading up to a benchmarking window have precedence over students testing below the benchmark for the first time. **If possible, students will move from Tier 3 down to a Tier 2 before moving to Tier 1.** Students typically do not graduate from an intervention between benchmarking windows. Those that do, need to have at least 3 progress monitoring scores at or above the next benchmark score.

## Delano Elementary Assessments and Cut Scores

	<b><u>Beginning of the Year</u></b> (September)	<b><u>*Fall*</u></b> (November)	<b><u>Winter</u></b> (February)	<b><u>Spring</u></b> (May)
<b>Grade K</b>	Kindergarten screening	LS eReading	LS, NWF eReading	NWF aReading
	*Kindergarten Ready	Level B/15 LS	Level C/29 LS/8 NW	Level D/41 LS/12 NW
	15%-39% (national)	Level A/15%-39%	Level B/15%-39%	Level C/15%-39%
	1%-15%	1%-15%	1%-15%	< Level C/1%-15%
<b>Grade 1</b>	aReading NWF	aReading CBMr	aReading CBMr	aReading CBMr
	Level D/435/9 NW	Level F	Level H/454/43 wpm	Level J/471/ 71 wpm
	Level C/15%-39%(national)	Level E/15%-39%	Level G/15%-39%	Level I/15%-39%
	<Level C/1%-15%	<Level E/1%-15%	<Level G/1%-15%	<Level I/1%-15%
<b>Grade 2</b>	aReading CBMr	aReading CBMr	aReading CBMr	aReading CBMr
	Level J/469/58 wpm	Level K	Level N/481/87 wpm	Level M/489/106 wpm
	Level I/15%-39% (national)	Level J/15%-39%	Level L/15%-39%	Level L/15%-39%
	<Level I/1%-15%	<Level J/1%-15%	<Level L/1%-15%	<Level L/1%-15%
<b>Grade 3</b>	aReading CBMr	aReading CBMr	aReading CBMr	aReading CBMr
	Level M/487/90 wpm	Level N	Level O/497/116 wpm	Level P/503/150 wpm
	Level L/15%-39% (national)	Level M/15%-39%	Level N/15%-39%	Level O/15%-39%
	< Level L/1%-15%	< Level M/1%-15%	< Level N/1%-15%	< Level O/1%-15%

**\*Kindergarten Ready**

- eReading composite score greater than 34 (Concepts of print-8, onset sounds-12, letter names-20, letter sounds-5)
- Student can recognize their name
- Student can write their name
- Student can identify greater than 15 upper case letters
- Student can identify greater than 15 lower case letters

# Communication

Delano Elementary acknowledges the importance of the partnership between home and school, and provides parents and community members with meaningful opportunities to participate in the education of our children. By fostering the partnerships between home, school, and the classroom, we ensure that the literacy goals for our students are achieved.

All families receive regular communication from their classroom teachers. DES shares information regarding students reading performance in the following ways:

- Report cards that posted 3 times a year
- FAST screening scores are provided after each administration
- Fall and Winter Parent-Teacher Conferences
- Informal communication between parents and teachers throughout the school year

### Resources and tools that support learning and communication:

Book Bags	Comprehension Activities	Game-Based Activities
Language Development Songs	Word Attack Strategies	High Frequency Word Builders
Think Central	Tumblebooks	Class Websites
Moby Max	Reading Eggs	BookFlix
Accelerated Reader	Classroom Newsletters	Classroom/Teacher Blogs
Parent Resource Library	IXL.com and MobyMax.com	Seesaw

Families with a student identified as non-proficient through benchmarking assessments and classroom performance will receive more regular and specific information about their child's achievement. Families of students that qualify for a Tier 2 or 3 intervention will be contacted by their child's classroom teacher about next steps. A formal written notification will also be sent to families prior to any tier 2 or 3 intervention starting or ending. Parents will receive information about their child's progress in the intervention in addition to any other information they receive at conference time and at the end of reporting periods.

# Instruction

Core instruction represents the grade level instruction that all students receive and is the model for all home room classrooms. Below are the components making up the balanced literacy instruction that are occurring in each classroom. Teachers reference the Minnesota K-12 Academic Standards to determine the content that is taught. The Minnesota K-12 Academic Standards define expectations for the educational achievement of public school students across the state in grades K-12. Teachers are provided with a number of resources that they use to help their students meet the standards.

### Elements of a Balanced Literacy Model

<b>Reading Aloud</b>	<p>Reading aloud is the single most influential factor in a child's success in learning to read. It builds listening skills, and vocabulary, aids in reading comprehension, and develops a positive attitude toward reading</p> <p>ALL DES CLASSROOM TEACHERS WILL READ ALOUD DAILY TO THE WHOLE CLASS FROM A VARIETY OF AGE APPROPRIATE CHILDREN'S LITERATURE (Fiction, Nonfiction and Poetry)</p>
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<b>Shared Reading</b>	<p>Shared reading gives an authentic reason to practice skills and strategies. Creating a low risk environment and supplying support so children can join in and see themselves as readers.</p> <p>ALL DES STUDENTS WILL SEE TEXT ON A DAILY BASIS, OBSERVE THE TEACHER READING TEXT WITH FLUENCY AND EXPRESSION, AND WILL BE DIRECTED TO READ ALONG</p>
<b>Guided Reading</b>	<p>Guided reading provides the teacher with time to observe reading behaviors in small groups. Guided reading allows the teacher to observe the students functioning as readers and helps the teacher determine students' reading levels and how to move each student forward.</p> <p>ALL DES CLASSROOM TEACHERS WILL SELECT BOOKS FROM A VARIETY OF GENRES AND FORM SMALL GROUPS WITH THE EXPECTATION THAT ALL THE CHILDREN IN THE GROUP CAN READ THE SELECTION AT AN INSTRUCTIONAL LEVEL WITH PROMPTS AND QUESTIONS.</p>
<b>Independent Reading</b>	<p>Independent reading provides practice and builds fluency and comprehension. Independent reading demonstrates that reading is a priority. It is a time when the teacher assists students in choosing appropriate books and then allows the students time to read books of their choice. Independent reading helps insure success and enjoyment of reading.</p> <p>ALL DES STUDENTS WILL HAVE FREQUENT OPPORTUNITIES TO SELECT AND READ A VARIETY OF GENRES.</p>
<b>Write-Aloud</b>	<p>Write-aloud models for students how to think, make decisions, use information, and organize their thoughts and their writing.</p> <p>ALL DES CLASSROOM TEACHERS WILL FREQUENTLY MODEL WRITING IN WHOLE, SMALL GROUP, AND IN ONE ON ONE SITUATIONS</p>
<b>Independent Writing</b>	<p>Independent writing provides opportunities for students to create meaning, using what they know about text. Independent writing develops each student's ability to direct and regulate his/her own writing. Independent writing enhances each student's reading ability as it gives him/her insight into how authors write.</p> <p>ALL DES STUDENTS WILL HAVE FREQUENT OPPORTUNITIES TO WRITE INDEPENDENTLY</p>
<b>Word Work</b>	<p>Word work or word study explicitly teaches skills and at the same time engages student interest and motivation to learn about how words work and is one of the most important aspects of effective literacy programs</p> <p>THE DES LITERACY PROGRAM WILL EXPLICITLY AND CONTINUOUSLY PROMOTE AUTOMATIC OR HIGH FREQUENCY WORD RECOGNITION, SPELLING AND VOCABULARY INSTRUCTION</p>
<b>Differentiation of Instruction</b>	<p>Differentiated reading instruction is paramount for an effective literacy program. Differentiated instruction recognizes that students come to school with varying background knowledge, readiness, language, preferences in learning, and interests. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he/she is, and assist in the learning process.</p> <p>ALL DES TEACHERS WILL USE BOTH FORMATIVE AND SUMMATIVE DATA TO DIFFERENTIATE INSTRUCTION</p>

# Intervention

## Multi-Tiered System of Supports

A Multi-Tiered System of Support provides different levels of instruction based on student needs.

- Tier 1 (low risk) core instruction that all students receive.
- Tier 2 (some risk) strategic, more targeted instruction/intervention and supplemental support in addition to and aligned with the core instruction.
- Tier 3 (high risk) intensive (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and social emotional instruction and supports.

### Tier 1

Core literacy instruction is driven by research-based methods and the Minnesota English Language Arts Standards. Instruction follows a Balanced Literacy Instructional Framework. Students are provided with a literacy foundation that includes all five areas identified by the National Reading Panel: phonological awareness, phonics, fluency, vocabulary and comprehension. Instructional assessments are used to identify students' independent and instructional reading levels, as well as their specific strengths and areas for growth as readers. Core instruction is differentiated through guided reading instruction, independent reading, word study and conferring.

### Tier 2 and Tier 3

Students identified as non-proficient through benchmarking assessments and classroom performance will receive interventions appropriate for their level of achievement and specific area of weakness. Progress will be monitored through FAST Progress Monitoring and documented for additional analysis. If a student in intervention continues to make inadequate progress, adjustments to the intervention plan will be made and the "Student Success Team" may be involved to help determine next steps.

## Kindergarten through Third Grade Interventions

Tier 1	
<b>Guided Reading</b>	Guided reading is a form of differentiation or small-group instruction within the classroom setting. Teachers have access to a leveled library to find thematic stories to best meet each student's instructional and independent reading levels. Teachers organize students into small groups allowing the students to read and apply comprehension strategies to text that is at their level.
<b>PRESS</b>	Path to Reading Excellence in School Site (PRESS) provides a step-by-step process for analyzing screening data and identifying subsequent action steps. PRESS also guides teachers in determining which intervention is most appropriate for each student, by addressing either phonemic awareness, phonics, fluency, or vocabulary/comprehension. PRESS provides scripted interventions for teachers to use to provide supplemental instruction and practice with the skills students are struggling with.

Tier 2	
<b>Reading Corps</b>	Reading Corps members provide reading instructional support in the 5 areas of reading (phonics, phonemic awareness, fluency, vocabulary and comprehension). AIMS Web benchmarking is used weekly.
<b>Title I/Basic Skills</b>	Title I/Basic Skills intervention teachers provide additional reading instruction to students who are below grade-level, identified through ongoing assessments throughout the school year. Student groups range from 3 to 5 students per group.
Tier 3	
<b>ADSIS Reading Interventionist</b>	The Delano Elementary ADSIS Reading Interventionist provides reading services to students who are identified as performing significantly below grade level. Student groups range from 1-3 students per group.
<b>Special Education Services</b>	Delano Public Schools offers a full range of Special Education services for qualifying students. Students work with Special Education teachers in a one to one setting, small group setting, as well as in the regular classroom. Most of the specialized instruction addresses the areas of reading, writing, math, speech, language and social skills.

## Professional Development

Delano Public Schools, through the Quality Compensation Program (Q-Comp), uses Professional Learning Communities to promote and develop best-practice literacy and instructional strategies. The district has implemented a professional development academy in which teachers are offered opportunities to promote development of competent use of effective literacy practices and instructional strategies. Through the Professional Learning Communities, teachers are required to meet at least 2 hours per month to discuss current best-practice instructional strategies.

Another way staff are trained to deliver core instruction and interventions is through district staff development days. Focus has been geared toward specific, research-based interventions, Guided Reading, Targeted Learning Objectives and Formative Assessment.

Training and support are given to staff through the Quality Compensation Program in which trained peer coaches lead and mentor peers through meetings and observations to promote best-practices throughout. Building administration, through observations and staff meetings also provide learning opportunities for staff. Ongoing training is offered to staff on collecting baseline data, progress monitoring and providing quality interventions.

Delano Elementary School uses formative assessment data, FAST data, and MCA III strand data to identify areas of deficiency as well as strengths. Staff will use data to create professional and student growth goals and develop strategies to meet the needs of all learners.

# Data

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## Historical MCA Reading Data % of Students Proficient

School Year	Reading DES	Reading State Average
2020-2021		
2019-2020	Not Available	Not Available
2018-2019	76.3%(3rd Only)	55.6%
2017-2018	75.3%	55.7%
2016-2017	74.9%	56.6%
2015-2016	76.4%	59.5%
2014-2015	75.9%	59.5%
2013-2014	76.5%	59.1%
2012-2013	73.4%	57.8%
2011-2012	94.0%	76.0%
2010-2011	93.1%	74.6%
2009-2010	85.4%	72.3%

## Historical FAST Reading Data (Average Scale Score)

	<u><b>K</b></u>	<u><b>1</b></u>	<u><b>2</b></u>	<u><b>3</b></u>	<u><b>4</b></u>
Reading F-14	400.2	442.3	482.9	495.4	511.3
Reading S-15	442.6	479.8	504.9	516.2	527.4
Reading F-15	399.7	445.6	479.7	501.6	512.9
Reading S-16	448.0	484.8	503.9	520.8	526.8
Reading F-16	400.2	449.9	481.4	497.6	514.7
Reading S-17	447.2	484.8	505.2	516.4	526.5
Reading F-17	394.2	450.3	484.0	503.7	515.7
Reading S-18	443.5	485.8	506.9	515.9	527.6
Reading F-18 (K-3)	391.4	441.8	483.4	496.3	N/A
Reading S-19 (K-3)	443.5	481.90	505.7	516.6	N/A
Reading F-20 (K-3)	395.6	441.8	479.9	499.3	N/A
Reading S-21 (K-3)	440.8	481.1	501.8	514	N/A