

Madelia Elementary Local Literacy Plan

Madelia Public Schools

2023-2024

The purpose of this literacy plan is to ensure that all students will achieve grade-level proficiency and read well by grade 3.

Madelia Elementary Mission Statement

Excellence for All

Literacy Plan Goals and Objectives for 2023-2024

One of the primary goals of Madelia Elementary School is that all students will read at grade level by the completion of Grade 3 as measured by achievement on the Minnesota Comprehensive Assessment (MCA) in Reading. Students who Meet or Exceed Proficiency will have met the literacy plan goal. Students' progress towards mastery of the literacy goal will be monitored through performance on formative assessments aligned with the Minnesota State Reading Standards and through analysis of both quantitative and qualitative data. Instruction will be monitored and adjusted based on student performance.

Objectives:

1. Classroom teachers, the elementary principal, and the intervention teacher will meet formally every six to 8 weeks during the established MTSS Data Meeting times. These meetings will be held to disaggregate, review, and analyze the data collected from formal assessments (NWEA, FAST, Intervention data, common grade-level assessments, and anecdotal notes) in order to support the planning and implementation of interventions to meet the needs of students not making adequate reading progress based on assessment data.
2. Tier 2 and 3 learning needs in reading proficiency will be identified by utilizing the FAST universal screening data (Fall, Winter, Spring) in Kindergarten through 8th grade. In Prek, our students will be assessed in Winter and Spring using the Pre-Kindergarten screeners and benchmark assessments.
3. Students identified as Tier 2 and Tier 3 in reading will receive research-based interventions by the classroom teacher, Title, and/or support professionals in Prek-8. Progress monitoring of Tier 2 and 3 students will measure the effectiveness of the interventions and ensure alignment of instruction with students' readiness levels. Goal setting and reflection will be used by both students and staff to monitor progress toward reading goals.
4. Core Knowledge Language Arts (CKLA) reading curriculum will be implemented this year in Pre-K through grades 8. Pre-K - grades 2 will also implement the Skills Phonics

portion of the curriculum to support the growth of phonemic awareness and phonic skills in our youngest learners. We have identified the strengths of this curriculum in terms of the Science of Reading. Our goal is to implement a curriculum that scaffolds with a unified approach to reading instruction (prek-8) We have also adopted the Language Studio, the multi-language instructional program for CKLA, to meet the needs of our ML students at Madelia Public Schools.

5. As a part of the 2023-2024 Staff Development Plan, instructional goals will be determined, and appropriate professional development will be provided to support staff in implementing research-based interventions to support quality literacy instruction. Teachers and support staff will receive professional development in best practices in reading, including tools to analyze formative data in reading (FAST, NWEA, and STAR) and to plan instruction accordingly.
6. Professional Learning Communities (PLCs) will meet a minimum of one time per month to create and align formative and summative assessments within the reading content area and aligned with state reading standards. Additionally, PLCs will analyze data to determine individual student needs and plan instruction to meet the needs of all students in reading.

Assessment and Intervention Process

- A. A consistent, uniform system for assessment is used in PreK-through Grade 8 with individual probes specific to literacy (phonemic awareness, decoding, fluency, and comprehension) will be administered in Fall, Winter, and Spring. Students needing intervention or specific instructional techniques will have performance levels identified through progress monitoring. Staff will analyze assessment tools and make a collaborative decision to determine what progress monitoring tool will be used to measure growth.
- B. Results are analyzed and discussed at PLC and/or MTSS meetings by the teachers, administration, and instructional specialists. Changes to instruction are then implemented with revised learning targets as needed.
- C. Students will receive whole group instruction and additional small group instruction based on their level of learning (above, on, and below grade level) through differentiated instructional strategies. Additionally, Tier II interventions will be provided to meet the individual needs of students identified through the universal screening process who are not reading on grade level. Progress is monitored and analyzed during PLC and MTSS meetings. Classroom teachers, Title staff, and other support professionals deliver interventions as needed.

- D. Madelia Elementary implements the following researched based Reading Intervention Programs:
Great Leaps Reading, Read Naturally, Read Naturally Live, Explode the Code, PRESS, FAST, and the CKLA and ELA Intervention Toolkit.
- E. Additional formative data in foundational reading skills is collected through classroom teacher progress monitoring and other classroom formative assessments. Reading intervention data is collected and analyzed regularly by the classroom and intervention teachers.
- F. Utilizing the MTSS process, students are referred to the Student Solutions Team when concerns are noted in the area of reading. Referrals may be made based on student benchmark or progress monitoring data, a teacher concern, or a parent concern. Once a need is identified, students receive research-based interventions, and growth is reviewed in approximately six weeks. If the student does not make adequate progress, it may be determined that a Tier 3 intervention may be needed, which could include more intensive individualized intervention or a referral for a special education evaluation.

Parent Communication and Involvement

A copy of this Literacy Plan will be posted on the Madelia School District website for public review.

A. Entrance Conferences:

These conferences are held each year before school begins in the fall. Each family has a one-half hour with the classroom teacher to discuss the goals and expectations for the new school year.

B. FAST Benchmark Reading Assessments (K-8):

Caregivers will receive results for their students' reading proficiency three times per year after benchmark testing in the fall, winter, and spring. They will be notified if their student is reading below grade level and the intervention support they will receive.

C. Report Cards:

Report cards are sent home four times during the year.

D. Fall Conferences:

Fall conferences are held at the end of the first quarter. Each family has an appointment with the classroom teacher to discuss student progress and review the collected data.

E. Additional Conferences:

Additional conferences are held throughout the school year on an individual, as-needed basis.

F. Communication:

Ongoing communication with caregivers is expected of Madelia Elementary Staff. School staff utilizes email, Campus Messenger, Class Dojo, and other tools to communicate regularly with families. Monthly parent newsletters communicate important school-wide information and events. All newsletters and other informational documents are translated into Spanish by our cultural liaison. The cultural liaison also supports our Latinx families in navigating the public school system as needed.

G. Parent Engagement:

Our focus is on involving parents in strategic planning at our elementary school. We hold multiple events throughout the year for families to attend. We also invite parents to attend many elementary celebrations. This year we have a District Parent Engagement Plan that will include several events designed to connect with and educate our families that are in greatest need.

Staff Development Plan

- A. Staff will receive ongoing training and support from administration and instructional specialists in evaluating data and reflecting upon instructional practices to provide targeted instruction for all learners.
- B. Staff will progress monitor students in reading and receive professional support from our intervention staff in aligning instructional strategies with student performance.
- C. Staff will meet as grade levels within PLCs to set goals, reflect upon instructional practices, discuss formative data, and collaboratively learn together. Groups will continue to align instruction with state standards and fill in the gaps in curriculum when needed with alternative resources. Groups will continue to work on identifying their essential learning outcomes along with further developing their common formative assessments by grade level.
- D. PLC Groups will be divided by grade level and content. The Counselor, Special Education teachers, ML, Speech teacher, and Specialists will spend time within grade-level PLCs, and within their own cohorts analyzing their students' content and individual goals. All PLCs will be given guidance and support on how to set goals and collaborate effectively using the PLC process (protocols, norms, action plans, and other strategies).

Multi-Language Learners

- A. Madelia Multi-Language Learners (ML) students are assessed using the World-Class Instructional Design and Assessment (WIDA) instruments: W-APT and ACCESS.
- B. W-APT is an English Language Proficiency Assessment administered to identify eligible students and determine appropriate placement in ML education.

- C. ACCESS is an assessment given to all Kindergarten through 12th-grade students identified as Multi-Language Learners. This annual test allows school districts to monitor students' language acquisition.
- D. Students who qualify for ML instruction will receive these services from our licensed ML teachers, in addition to core classroom instruction in English.
- E. Scheduling ML instruction is a priority to ensure students have access to tiered interventions and can participate in other core curricula while also receiving their ML instructional minutes.
- F. ML staff uses the Test of English Language Learning (TELL), a language proficiency assessment that screens, diagnoses, and monitors K–6 grade ML learners. They use the monthly data to inform their instruction. This monthly assessment also allows ML students to practice their listening and speaking skills, which helps prepare them for portions of the ACCESS test.

Communication system for annual reporting:

MCA results are reported annually to parents and guardians via mail. The individual official MDE-generated report sheets are sent to all homes in a timely manner when received from the Minnesota Department of Education. A copy of that report is kept on file. NWEA and FAST reports are distributed to parents at conferences and with report cards by mail.