# District 882 Monticello

# Local Literacy Plan

## *2022-23*

**"***Literacy is the ability to read, write, speak, listen, view, visually represent
and think in order to communicate to society.***"**
International Reading Association

# Elementary Literacy Plan

## *Read Well by Third Grade*

*Reading well by third grade is one of many developmental milestones in a child's educational journey. Reading well by grade three 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 the achievement gap 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.* – Minnesota Statute 120B.12

## *Overview*

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3.  A local literacy "plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs."

The purpose of this document is to outline how the Monticello Public School District plans to address each of these requirements for our students in Kindergarten through Third Grade.

## *Purpose Statement*

This document outlines the district's plan for ensuring high quality literacy instruction for each student. All children will read at or above grade level by third grade and students in subsequent grade levels will receive high-leverage, targeted instruction to accelerate their literacy skills. Classroom practices that identify students' literacy levels and support student learning are based on scientific evidence.  Teachers are provided with ongoing professional development to implement high-quality instruction and literacy practices in the classroom for all students to meet the school's literacy goals.

## *Use of Data & Comprehensive Needs Assessment*

Teachers at Monticello regularly examine state-wide testing, screening tools,  and classroom data to inform instruction.  Examples of data that are part of regular teacher meetings include MCA, WIDA Screener & ACCESS, FastBridge screening and progress monitoring, classroom benchmark assessments, grade-level common assessments, and daily formative assessments.

| Demographics, 2022-2023, All grades | |
|---|---|
| Total Enrollment | 4142 students |
| Percent Race/Ethnicity | |
| White | 79.9% |
| Hispanic | 9.9% |
| Two or More Races | 4.9% |
| Black | 3.3% |
| Asian | 1.5% |
| American Indian/Alaskan Native | .5% |
| Percent Enrollment by Other Criteria | |
| Recipients of Free & Reduced Price Meals | 35.3% |
| Students Receiving Special Education Services, Including 504s | 15.6 % |
| ELL Enrollment | 4.0 % |

| Demographics, 2022-2023, Grades K-5 | | |
|---|---|---|
| Total Enrollment | | 1720 students |
| Percent Race/Ethnicity | | |
| White | | **79.10%** |
| Hispanic | | **9.20%** |
| Two or More Races | | **6.10%** |
| Black | | **3.20%** |
| Asian | | **1.70%** |
| American Indian/Alaskan Native | | **0.40%** |
| Percent Enrollment by Other Criteria | | |
| Recipients of Free & Reduced Price Meals | | **40.00%** |
| Students Receiving Special Education Services, Including 504s | | **15.90%** |
| ELL Enrollment | | **6.20%** |
| Homeless | | **0.60%** |

| Demographics, 2022-2023, Grades 6-12 | |
|---|---|
| Total Enrollment | 2285 students |
| Percent Race/Ethnicity | |
| White | 82.50% |
| Hispanic | 10.60% |
| Two or More Races | 4.4% |
| Black | 3.60% |
| Asian | 1.40% |
| American Indian/Alaskan Native | 0.50% |

| Native Hawaiian or Pacific Islander | 0.04% |
|---|---|
| Percent Enrollment by Other Criteria | |
| Recipients of Free & Reduced Price Meals | 32.80% |
| Students Receiving Special Education Services, Including 504s | 11.20% |
| ELL Enrollment | 2.60% |
| Homeless | 0.20% |

| Monticello MCA Reading Trend - Percent Proficient (All Grades) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| % | All Students | White Students | Hispanic Students | Black Students | EL Students | Special Ed Students | FRR Students | State |
| 2017 | 70.6% | 73.1% | 53.8% | 63.2% | 24.2% | 32.9% | 56.7% | 60.1% |
| 2018 | 70.7% | 72.7% | 53.9% | 55.0% | 24.6% | 36.8% | 55.3% | 59.8% |
| 2019 | 66.8% | 69.0% | 49.7% | 50.0% | 10.7% | 34.5% | 49.9% | 59.1% |
| 2021 | 58.1% | 60.5% | 42.8% | 43.9% | 13.3% | 30.5% | 42.1% | 52.5%% |
| 2022 | 59.1% | 62.1% | 39.8% | 45.5% | 10.1% | 28.3% | 42.1% | 51.6% |

## 2022-2023 FASTBRIDGE READING RESULTS FOR GRADES K-8
### Scores of All Students in Group By Benchmark Categories:
earlyReading or aReading % low risk or above, Goal = 80%

| Grades | Fall | | | Winter | | | Spring | | |
|---|---|---|---|---|---|---|---|---|---|
| | Reading | CBM | Auto Reading | Reading | CBM | Auto Reading | Reading | CBM | Auto Reading |
| K | 60% | | | 55% | | | 47% | | |
| 1 | 37% | | | 46% | 47% | | 44% | 45% | |
| 2 | 47% | 45% | | 57% | 50% | | 58% | 54% | |
| 3 | 60% | 58% | | 63% | 59% | | 65% | 58% | |
| 4 | 73% | 63% | 48% | 70% | 65% | 54% | 71% | 67% | 59% |
| 5 | 70% | 58% | 51% | 69% | 58% | 55% | 70% | 54% | 62% |
| 6 | 73% | | 69% | 75% | | 68% | 72% | | 68% |
| 7 | 70% | | 71% | 67% | | 75% | 69% | | 73% |
| 8 | 64% | | 65% | 56% | | 62% | 61% | | 67% |

**2022 ACCESS TESTING RESULTS**

## Summary Proficiency
2022 Composite ACCESS for ELLs Grade All Grades
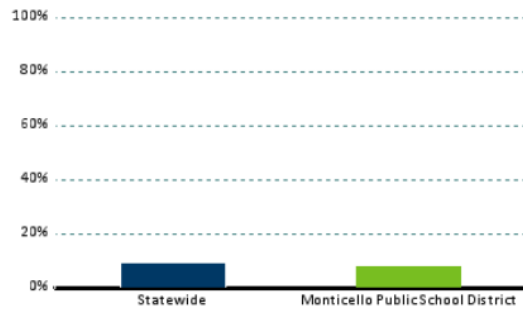


| Organization | Percent Proficient | Number Tested |
|---|---|---|
| Statewide | 9.6% | 53,531 |
| Monticello Public School District | 8.0% | 125 |

## Student English Language Proficiency Level
2022 Composite - Overall ACCESS for ELLs Grade All Grades
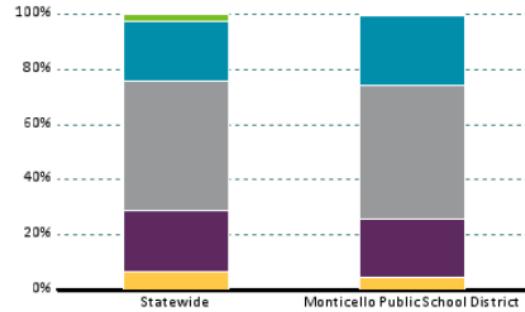


| Measure | Level 6 | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|---|---|---|
| **Statewide** | | | | | | |
| Count | 64 | 1,313 | 11,631 | 25,169 | 11,651 | 3,703 |
| Percent | 0.1% | 2.5% | 21.7% | 47.0% | 21.8% | 6.9% |
| **Monticello Public School District** | | | | | | |
| Count | 0 | 1 | 31 | 61 | 26 | 6 |
| Percent | 0.0% | 0.8% | 24.8% | 48.8% | 20.8% | 4.8% |

| 2022 Progress Towards English Language Proficiency | |
|---|---|
| School Entity | EL Progress Index in % |
| *Statewide* | *53.1%* |
| Monticello Public Schools | 53.3% |
| Pinewood Elementary | 79.2% |
| Little Mountain Elementary | 70.0% |
| Monticello Middle School | 8.8% |
| Monticello High School | 35.3% |

## *Key Findings from Reading Assessment Results & Comprehensive Needs Assessment*

● Over the past 4 MCA testing cycles, District-wide Reading scores dropped by more than 10%, which is a larger drop than the statewide average.
● MonticelloPublic Schools continue to see a significant reading achievement gap between White students, Hispanic students, Black students, EL students, students who qualify for Free/Reduced Rate lunch, and students with Disabilities.
● Students in early grades (1-3) show the strongest evidence of learning loss.
● We are facing extremely high levels of students in need of reading intervention who are not reading at grade level.

### *Root Cause Analysis*

### *Building a solid foundation*
Monticello, like the rest of the state, has seen a decrease in MCA reading scores in recent years. This trend is common nationwide. According to the National Center for Education and Statistics, only one-third of fourth graders read at or above proficient level. These trends are predictable based on the reading assessments of first grade students. Most students reading below grade level at the end of first grade do not catch up.

Like many schools across the country, our district has come to realize that prevalent methods of literacy instruction have not provided <u>all</u> kindergarten and first grade students with the solid foundation in phonemic awareness and phonics they need to become proficient readers. Without this solid foundation, students leave first grade below benchmark. They make progress each year, but the gap widens between their reading level and the grade-level benchmarks as they progress through elementary. Many students remain reading below grade level even as high schoolers.

### *Opportunities for growth*
Administrators and teachers in our district and nationwide have noted that there is a collective deficit in knowledge of the science of reading. Prevalent methodologies, curriculum materials and teacher preparation programs have not provided *all* educators with an understanding of scientifically-based reading instruction. This has resulted in students being taught to read using a multitude of approaches, many of which are not rooted in reading science.

Additionally, our district has opportunities to grow in the areas of data collection and analysis, cultural and linguistic responsiveness, and multi-tiered systems of support (MTSS). These elements play a significant role in providing effective instruction in all academic and social-emotional areas, including literacy.

### **Identification of Students Who Demonstrate a Reading Difficulty**
Broad reading screening measures occur each fall, winter and spring. If a student is reading below grade level or shows other reading difficulties, additional assessments may be used to identify specific student needs. Teachers provide appropriate interventions to address student needs.  The school's student support team provides guidance for screening, identification, and ongoing support and progress monitoring.  The identification and literacy progress of sub-groups, such as English Language Learners and special education, are also monitored for growth.

## *Literacy Goals K-5*

Literacy Practices SMART Goal 1:
The percentage of all students in Kindergarten who are at low risk or above according to the Fastbridge earlyReading test will increase from 58% in the Fall of 2021 to 70% in the Spring 2023.

Literacy Practices SMART Goal 2:
The percentage of all students in Grade 1 who are at low risk  or above  according to the Fastbridge earlyReading and aReading test will increase from 27% in the Fall of 2021 to 50% in

the Spring 2023.

Literacy Practices SMART Goal 3:
The percentage of all students in Grade 2 who are at low risk or above according to the Fastbridge aReading test will increase from 51% in the Fall of 2021 to 70% in the Spring 2023.

Literacy Practices SMART Goal 4:
The percentage of all students in Grade 3 who are at low risk or above according to the Fastbridge aReading test will increase from 68% in the Fall of 2021 to 80% in the Spring 2023.

Literacy Practices SMART Goal 5:
The percentage of all students enrolled October 1, 2021 in grade 3 in Monticello Public Schools who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 58.3% in 2021 to 70% in 2023.

School practices and professional development that contribute to these goals include:

- Providing professional development in the theory and practices of scientifically-based reading instruction.
    - In 2020, all kindergarten teachers at Eastview attended weekly professional learning on aspects of scientifically-based reading instruction in preparation for piloting new materials in the 2021-22 school year.
    - In 2021-2022, a cohort of 35 interventionists, special education teachers and classroom teachers in the district literacy team participated in an 18-week professional development program on the theoretical underpinnings of evidence-based instruction and instructional strategies that could be immediately implemented in classrooms.
    - In 2022-23, 34 elementary and middle school teachers, reading specialists, and administrators enrolled in the Language Essentials for Teachers of Reading and Spelling (LETRS) training offered with funding from MDE. Additionally, elementary principles completed the LETRS for administrators training that took place in 2022.
    - In 2022-23 all elementary educators attended monthly sessions on evidence-based literacy instruction led by the associated director of literacy at CAREI.
    - In 2023, all K-2 classroom teachers and academic support teachers received instructional coaching in evidence-based literacy instruction from CAREI literacy coaches.

- Building-level scheduling of literacy blocks that provide high-quality instruction in foundational skills and comprehension, appropriate for each grade level's phase of reading development.

- Implementing evidence-based structured literacy curriculum resources such as *Functional Phonics, Amplify CKLA*, *Heggerty Phonemic Awareness Curriculum,* and

intervention resources such as *University of Minnesota PRESS (K-5) interventions, Fastbridge Interventions* and *Minnesota Reading Corps.*

- Building-level scheduling based upon an MTSS framework to ensure that all students have access to Tier 1 grade level standards during whole group instruction, and students in need of Tier 2 and 3 interventions are pulled at times when core curriculum is not being taught.

- Targeted Instruction block (WIN) every day for teachers in grades 1-5 to respond to student needs based on data from diagnostic and common formative assessments through reading interventions, remediation and extensions.

- Meeting as a district literacy leadership team composed of principals, reading specialists, and district administration, with the goal of analyzing current data, studying reading research and developing a plan for curriculum review that aligns with our core beliefs as a literacy leadership team.

- In winter 2022, a language arts curriculum review team will begin the process of reviewing curriculum resources for an upcoming implementation in the 2023-24 school year. The review committee will review resources for their alignment to the new ELA state standards and elements of scientifically-based reading instruction.

## *English Language Learners*

MCA data indicates that multilingual students in Monticello Public Schools are struggling to reach reading proficiency at a greater rate than their grade level peers.

The proficiency gap between the non-English learners and the English learners enrolled October 1, 2022 in all grades at Monticello Public Schools on all state reading accountability tests (MCA, MTAS) was 48.6% in 2022. Non-ELL students' proficiency was 60.5% in 2022 compared to ELL students' proficiency of 11.9% in 2022.

Dedicated resources and instruction are offered to English language learners (ELLs) in order to support oral language and academic literacy development.  Beginning in Fall 2023, we will enhance the collaboration process between classroom teachers and certified English Language Learner teachers to build language objectives, strategize scaffolding tools for content, and plan vocabulary methods for their shared students.

Based on their ACCESS Language Acquisition Assessment score, students are given small group sheltered instruction in the domains of Listening, Speaking, Reading and Writing. In addition, we will work toward a push-in inclusion model to provide core literacy instruction that targets the needs of multilingual learners.

Literacy instruction with enhancements for multilingual students  may include: small group instruction on vocabulary and background knowledge, previewing upcoming readings, speaking

practice during small group discussions, and guided writing lessons concurrent with classroom instruction.

## *Screening and Progress Monitoring Assessment Tools*

Each assessment has a specific purpose and gives parents, students and teachers information about student growth and proficiency of standards. Fastbridge screening assessments are given to assess the reading proficiency of all students in grades K-8. In addition, students take a variety of assessments including state standardized, norm-referenced, school-wide, and classroom assessments.

The following assessments are given for universal screening three times annually and data is used to monitor individual student progress:

| Kindergarten | | |
|---|---|---|
| **Fall** | **Winter** | **Spring** |
| **School-Wide: FASTBRIDGE** | | |
| aReading | aReading | aReading |
| **Early Reading**<br>Letter Names<br>Letter Sounds<br>Onset Sounds<br>Word Segmenting | **Early Reading**<br>Letter Names<br>Letter Sounds<br>Word Segmenting<br>Decodable Words | **Early Reading**<br>Letter Sounds<br>Word Segmenting<br>Decodable Words<br>Sight Words |

| Grade 1 | | |
|---|---|---|
| **Fall** | **Winter** | **Spring** |
| **School-Wide: FASTBRIDGE** | | |
| aReading | aReading | aReading |
| **Early Reading**<br>Word Segmenting<br>Decodable Words<br>Sight Words-150<br>Sentence Reading | **Early Reading**<br>Word Segmenting<br>Decodable Words<br>Sight Words-150<br>CBMreading | **Early Reading**<br>Word Segmenting<br>Decodable Words<br>Sight Words-150<br>CBMreading |

| Grade 2-3 | | |
|---|---|---|
| **Fall** | **Winter** | **Spring** |

| School-Wide: FASTBRIDGE | | |
|---|---|---|
| • aReading<br>• Oral Reading Fluency: CBMR-e | • aReading<br>• Oral Reading Fluency: CBMR-e | • aReading<br>• Oral Reading Fluency: CBMR-e |

| Grades 4-5 | | |
|---|---|---|
| **Fall** | **Winter** | **Spring** |
| School-Wide: FASTBRIDGE | | |
| • aReading<br>• AUTOReading | • aReading<br>• AUTOReading | • aReading<br>• AUTOReading |

## *Diagnostic Assessment Tools*

Based on their performance in screening assessments, students may be given additional diagnostic assessments to further identify their specific needs.  This assessment battery includes:
- PAST (Phonemic Awareness Screening Test) by David A. Kilpatrick, Ph.D. © 2003, 2010, 2016 OR
- LETRS Phonics and Word Reading Survey
- PRESS

## *Screening and identifying students at risk for dyslexia*

**Dyslexia Defined in Minnesota Reading Statute (2015)** Subd. 2. **Dyslexia.** "Dyslexia" means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. Students who have a dyslexia diagnosis must meet the state and federal eligibility criteria in order to qualify for special education services.
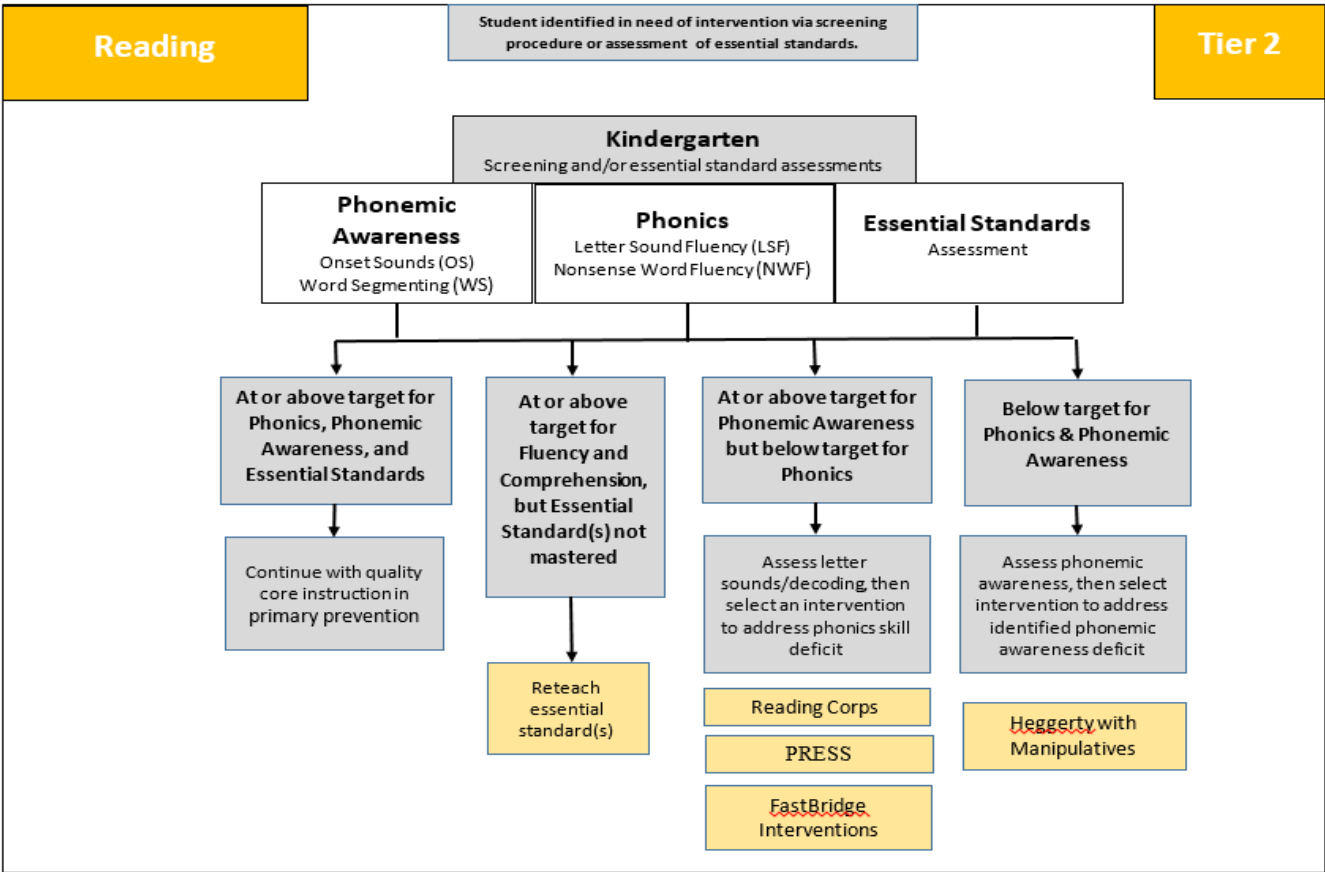
Monticello Public Schools has measures in place to screen for and identify students who demonstrate indicators of dyslexia.  FastBridge screener is an approved dyslexia screener—and an approved universal screener for reading—in many states including Minnesota. Screening occurs in the area of literacy each fall, winter, and spring using the FastBridge earlyReading, CBM-R, and aReading universal screening assessments. These screeners include phonological awareness, sight word recognition, phonics, fluency, vocabulary, and comprehension. FastBridge provides tri-annual grade-level benchmarks, which generally correspond with the 15th and 40th percentiles on national norms. Scores below the 15th percentile are classified as "high-risk." Those at or above the 15th and below the 40th percentile are classified as "some
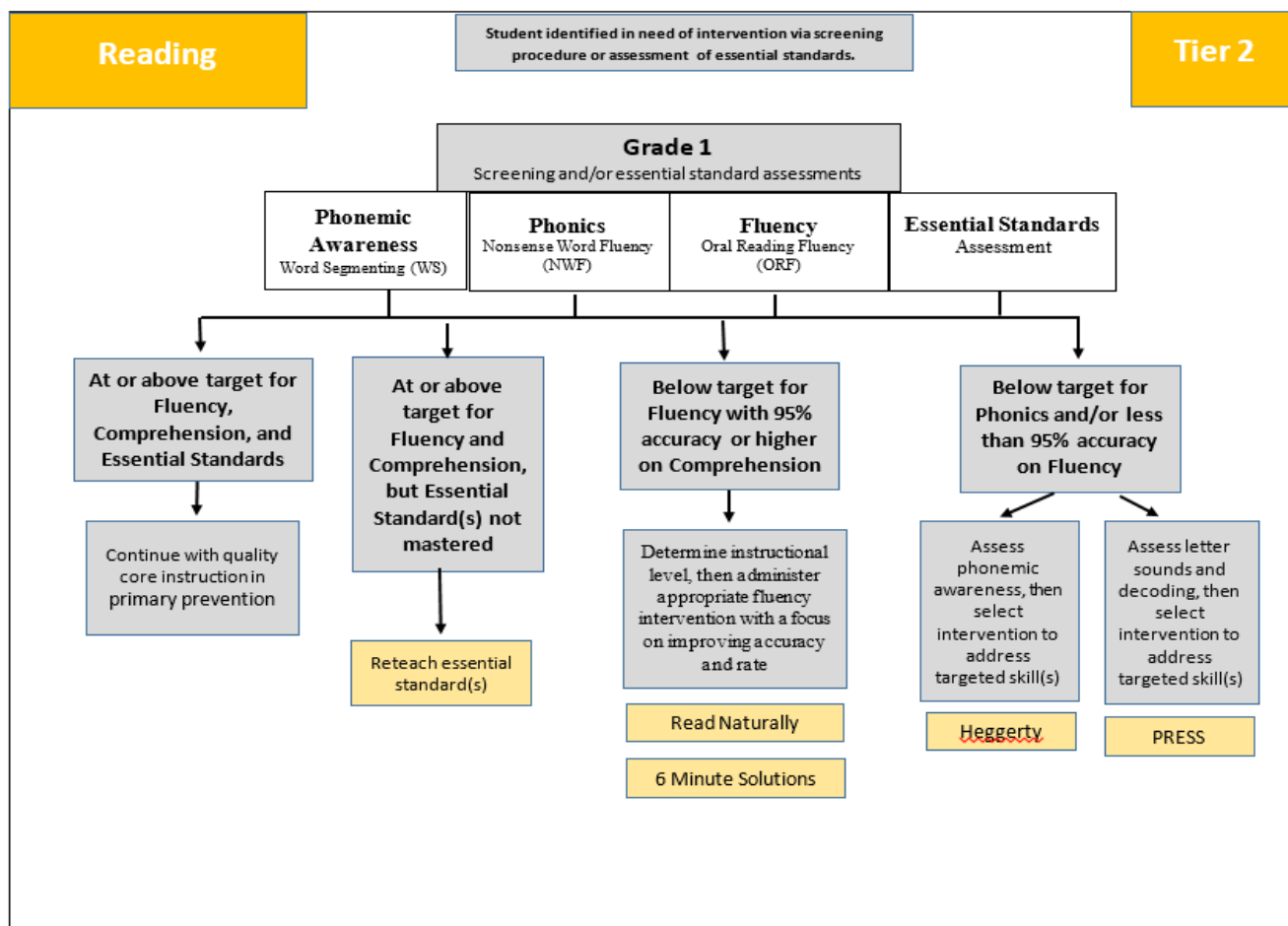
risk;" and those at or above the 40th percentile are "low risk."  Students who score within the high-risk category will receive standard treatment protocol intervention based on the skill deficit hypothesized and will be progress monitored weekly using a measure matched to the specific skill area that the intervention is targeting.
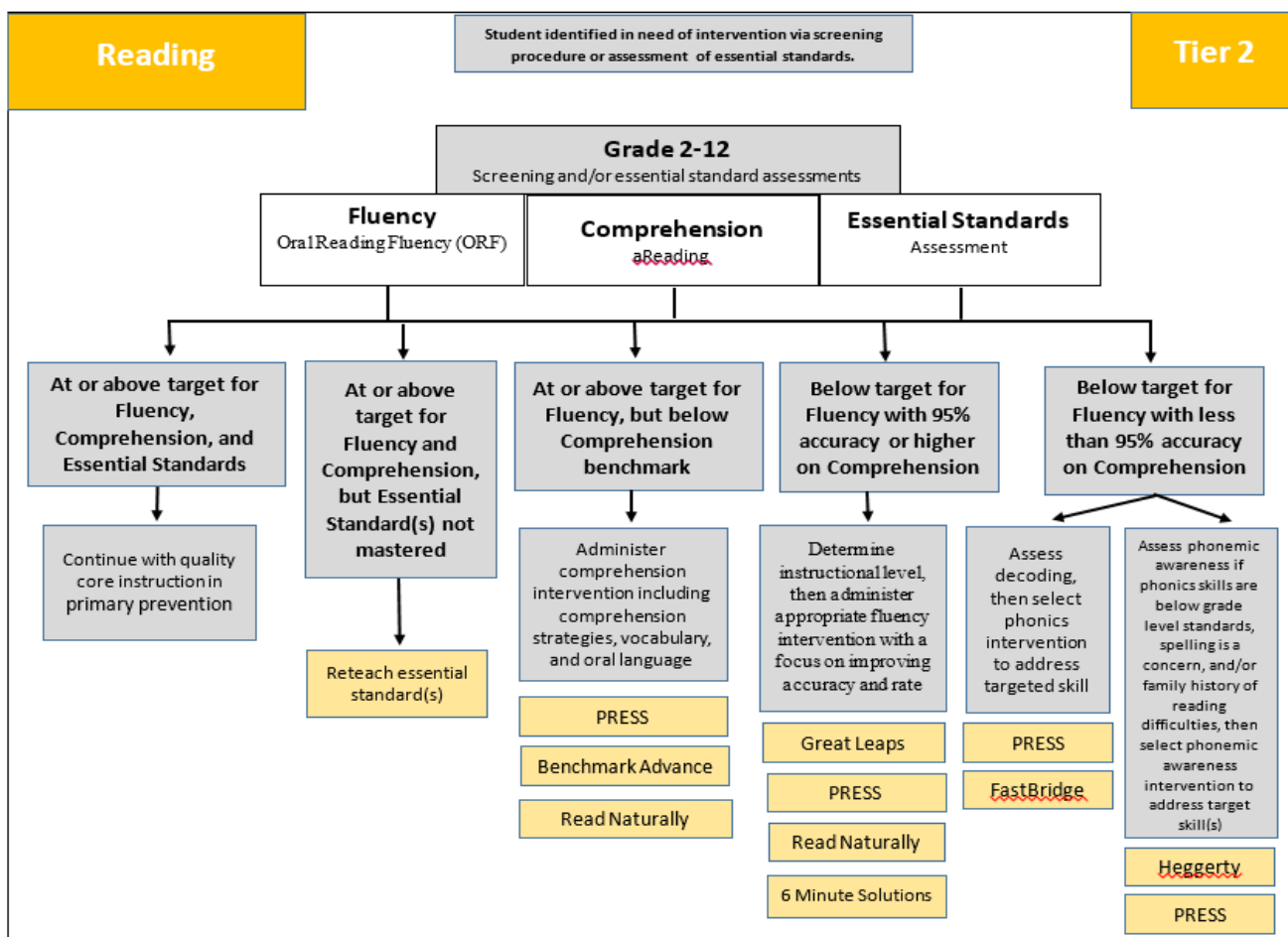
The other component of dyslexia screening will be the LETRS Spelling Inventory  for upper or primary grades. Students in Grade 1 demonstrating spelling proficiency at a level 6 months or more behind grade level peers; students in Grade 2 demonstrating spelling proficiency 1 year or more behind grade level peers; and students in Grades 3-6 demonstrating spelling proficiency at a level 2 years or more behind grade level peers will be considered high-risk for dyslexia.

If the student is not making an adequate rate of improvement in the standard treatment protocol intervention according to their progress monitoring graph as determined by the district's decision rules, the student will be given a more in depth diagnostic assessment to determine a more appropriate instructionally matched intervention. This may include the MDE Checklist of Characteristics of Dyslexia to be completed by teachers and family. In addition, these students will be assessed using the PAST (Phonemic Awareness Screening Test) and the LETRS Phonics and Word Reading Survey.  At this point, students will also be progress monitored using skill-based mastery measurement of foundational skills if identified as a skill deficit, as well as their grade level curriculum-based measurement. We will use the Tier 2 Charts below as a guide to interventions and assessments needed to pinpoint areas of need for all students with reading difficulties.

If the student is still not making progress, then we continue to move through our Multi-Tiered System of Supports, which could result in a special education evaluation for a specific learning disability in the area of reading.  Although we do not formally diagnose students with dyslexia in schools, we do provide supplemental evidence-based structured literacy interventions in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension to students who are identified as at-risk readers.  In addition, a parent can always make a referral and present outside evaluations in which the data would be considered by the school evaluation team. Depending on the results of the evaluation, a 504 plan or IEP may be written. The student would then receive accommodations and/or special education services as deemed appropriate.

Student identified in need of intervention via screening procedure or assessment of essential standards.

**Kindergarten**
Screening and/or essential standard assessments

| **Phonemic Awareness** Onset Sounds (OS) Word Segmenting (WS) | **Phonics** Letter Sound Fluency (LSF) Nonsense Word Fluency (NWF) | **Essential Standards** Assessment |
|---|---|---|

At or above target for Phonics, Phonemic Awareness, and Essential Standards

At or above target for Fluency and Comprehension, but Essential Standard(s) not mastered

At or above target for Phonemic Awareness but below target for Phonics

Below target for Phonics & Phonemic Awareness

Continue with quality core instruction in primary prevention

Reteach essential standard(s)

Assess letter sounds/decoding, then select an intervention to address phonics skill deficit

Assess phonemic awareness, then select intervention to address identified phonemic awareness deficit

Reading Corps

PRESS

FastBridge Interventions

Heggerty with Manipulatives

12

Student identified in need of intervention via screening procedure or assessment of essential standards.

**Grade 1**
Screening and/or essential standard assessments

| **Phonemic Awareness** Word Segmenting (WS) | **Phonics** Nonsense Word Fluency (NWF) | **Fluency** Oral Reading Fluency (ORF) | **Essential Standards** Assessment |
|---|---|---|---|

**At or above target for Fluency, Comprehension, and Essential Standards**

Continue with quality core instruction in primary prevention

**At or above target for Fluency and Comprehension, but Essential Standard(s) not mastered**

Reteach essential standard(s)

**Below target for Fluency with 95% accuracy or higher on Comprehension**

Determine instructional level, then administer appropriate fluency intervention with a focus on improving accuracy and rate

Read Naturally

6 Minute Solutions

**Below target for Phonics and/or less than 95% accuracy on Fluency**

Assess phonemic awareness, then select intervention to address targeted skill(s)

Heggerty

Assess letter sounds and decoding, then select intervention to address targeted skill(s)

PRESS

## Plan to Screen and Identify Students with Convergence Insufficiency

Convergence insufficiency occurs when your eyes don't work together while you're trying to focus on a nearby object. When you read or look at a close object, your eyes need to turn inward together (converge) to focus. This gives you binocular vision, enabling you to see a single image. Convergence insufficiency can cause difficulty with reading. Difficulties with reading and concentrating can adversely affect a child's learning. Convergence insufficiency typically isn't detected in routine eye exams or school-based vision screenings. A child with the condition may be evaluated for learning disabilities because of his or her reading troubles.

The following is a list of cues to observe if you suspect that the child's eyes are not working together. If you sense there is eye strain, it is recommended to seek out medical attention from an ophthalmologist or an optometrist.

**Physical cues of Vision difficulties**
-Loses place when reading

-Omits small words when reading -Headaches or dizziness

-Difficulty copying from board

-Squints or rubs eyes when reading -Frequent letter reversals

**Screening for Convergence Insufficiency**
-Blurred or double vision

-Avoids near point work

-Transpositions of numbers (ex. 21 for 12)

-Report letters move, jump, swim, or appear to float on the page

-Lose place when reading

A trained professional is needed to give the screening under the guidance of an overseeing occupational therapist using the Convergence Insufficiency Symptom Survey (CISS)

## *Evidence-Based Interventions*

Monticello Public Schools provides interventions for students who are identified as not reading proficiently by third grade, and is committed to ensuring success in reading for all students through offering a Multi-Tiered System of Supports (MTSS).  An MTSS plan relies on multiple tiers of instruction that work together as a safety net to prevent school failure. The critical features of this school-wide framework include:

- **Assessments:** A system of assessments to screen, monitor the progress of and provide summative data about students.
- **High-quality, evidence-based instruction** for students that may happen at multiple levels.
- **Core instruction:** All general education students receive core instruction as part of the general curriculum. It must be standards based, of high quality and delivered with fidelity to increase the likelihood that the majority of students in a class are making progress and can become proficient in grade-level standards by the end of the school year.
- **Tier 2** or **supplemental interventions:** A second level of support for students who are not on track to be proficient.
- **Tier 3 or supplemental interventions:** instruction provided to a few students who need significant differentiation and greater intensity in their instruction.
- **Special Education Referral:** 125A.56 ALTERNATE INSTRUCTION REQUIRED BEFORE ASSESSMENT REFERRAL.
- **Data-based decision making:** School leaders and teachers use data obtained through the MTSS framework process to improve organizational support and instruction and to make decisions about students at risk of not meeting grade-level expectations. Link Decision-Making Flowchart

## *Literacy Supports, Services, and Interventions*

| Possible Interventions: | Purpose: | Who: | Frequency: | Student Selection Criteria: | Communicating Progress to Parents: |
|---|---|---|---|---|---|
| **PRESS** | Designed for intervention | Licensed classroom | 10-20 minutes daily | Students in K-5: Universal screener, | Email, phone calls, |

| | | | | diagnostics, state-wide assessments | Conferences, report cards. |
|---|---|---|---|---|---|
| | purposes, either classwide, small group, or individual. Build upon foundational skills in phonics, fluency, and comprehension that are essential to student learning in order to build a cohesive literacy program. | teacher or Intervention specialists. | | | |
| **FastBridge Intervention Bank** | Designed for intervention purposes, either classwide, small group, or individual. Build upon foundational skills in phonics, fluency, and comprehension that are essential to student learning in order to build a cohesive literacy program. | Licensed classroom teacher or Intervention specialists. | 20-30 minute assessments three times per year; 10-20 minute interventions daily | All students in K-8 | Email, phone calls, Conferences, report cards. |
| **Heggerty Phonemic Awareness Curriculum by Literacy Resources Inc.** | Designed for intervention purposes, either classwide, small group, or individual. Build upon foundational skills in phonemic awareness that are essential to student learning in order to build a cohesive literacy program. | Licensed classroom teacher or Intervention specialists. | 10-30 minutes daily | Students in K-5: Universal screener, diagnostics, state-wide assessments | Email, phone calls, Conferences, report cards. |
| **Functional Phonics Lessons** | Designed for intervention purposes, either | Licensed classroom teacher or | 30-60 minutes daily | Students in K-5: Universal screener, diagnostics, | Email, phone calls, Conferences, |

| | classwide, small group, or individual. Build upon foundational skills in phonics that are essential to student learning in order to build a cohesive literacy program. | Intervention specialists. | | state-wide assessments | report cards. |
|---|---|---|---|---|---|
| **Benchmark Advance** | Targeted intervention resources to support English Language Learners. | Licensed ELL teacher | 30-45 minutes per day | Students in 1-5: targeted literacy curriculum | Email, phone calls, Conferences, report cards, Title 1 meetings |
| **The Fountas & Pinnell Leveled Literacy Intervention System (LLI)** | Intensive, small-group, supplementary literacy intervention for students who are not achieving grade-level expectations in reading. | Licensed classroom teacher or Intervention specialists. | 45-50 minutes daily | Students in 6-8: Universal screener, state-wide assessments, previous academic performance, ongoing diagnostics, teacher recommendation | Email, phone calls, Conferences, report cards. |
| **Lexia Learning PowerUp** | Immerse students in an age-appropriate learning experience that is tailored to their individual strengths and weaknesses using an adaptive instructional model to maximize student learning. | Licensed classroom teacher or Intervention specialists. | 45-50 minutes daily | Students in 9-11: Universal screener, state-wide assessments, previous academic performance, ongoing diagnostics, teacher recommendation | Email, phone calls, Conferences, report cards. |

Monticello Public Schools consistently works to evaluate additional interventions to support targeted areas of student need throughout the school year.

### *Action Planning for Continuous Improvement*
Monticello Public Schools monitors and examines high-stakes and classroom data in order to provide high-quality classroom instruction to all students.  Based on the specific practices

needed, this is done with a focused long-range plan that includes specific timelines and milestones for collecting and reviewing data points that will inform professional development and needed coaching practices.

Standardized test data is compiled by our District Assessment Coordinator in formats that are used by the leadership team to make conclusions about trends and student needs.  Classroom data is compiled through several of the school's assessment systems such as FastBridge, IXL, Raz Kids, and Infinite Campus.  Standardized test data and classroom data is reviewed by the principal and staff at the site level for analysis and action planning, and teachers receive support from administration, instructional coaches and grade level teams.

## *Parent and Community Engagement*

**Communication Plan: Reporting to Parents/Guardians**
Annually parents are notified of their child's reading proficiency.  Parents are also notified if their child is receiving reading interventions and the student's progress.  Parents are given information in their native language on strategies they can use at home, regardless of language or educational background, to support their child in reading and writing.

Monticello Public Schools holds an annual Literacy Night in which families are invited to join in the fun of reading, meet book characters, and learn how to support their child's literacy.  Monticello Public Schools also holds Parent Nights for every grade level throughout the school year.  A typical night has a focus on how to support their child in academics and preparing for college.  Parents and students are also provided  with activities and materials that they can continue to practice their literacy skills with at home.

**Communication Plan: Reporting to Stakeholders**
In the fall and the spring, the Director of Teaching and Learning presents the current student data, including MCA and Universal Screening data to the Monticello Public School Board.  The spring meeting creates accountability to report the level of growth that students made during that school year.

Annually the school will provide the following to the state commissioner of education as part of the **Reading Well by 3rd Grade Data Submission:**

- copy of this literacy plan
- summary of reading assessment results
- summary of the district's efforts to screen and identify students with dyslexia
- summary of the district's efforts to screen and identify students with convergence insufficiency disorder

A copy of the Monticello Public Schools Literacy Plan shall be made available to the public on the district's website.

## *Professional Development*

All homeroom, ELL and Special Education teachers will receive professional development, training and coaching in implementation of the Science of Reading through use of the Language Essentials for Teachers of Reading and Spelling (LETRS) program. Teachers receive ongoing, applied professional development by qualified trainers, coaches and administrators. In addition, all teachers participate in weekly meetings following the four critical questions of a Professional Learning Community (DuFour, 2016).

Specifically, teachers will receive training in order to implement explicit, systematic, and sequential:
- Oral language
- Phonemic awareness
- Phonic decoding
- Fluency
- Vocabulary
- Comprehension, and
- Other literacy-related areas, including writing.

Teachers also receive training in ELL practice, WIDA standards, and cultural competency. Further training opportunities are offered on equity, student mastery, and culturally responsive instruction (CLR). Each year teachers receive professional development that focuses on the characteristics of dyslexia and convergence insufficiency syndrome, and the process of involving the school's student support team in providing appropriate interventions.

The school's MTSS continuum of literacy support is well established and includes the following components:
- Weekly grade-level meetings
- Student assistance team meetings to review student data and make recommendations for interventions
- Data-driven long range plans with SMART goals that direct the focus of all literacy meetings
- Observable impact evidence-based goals based upon the unique needs of each building and student population.

# Monticello Secondary Literacy Plan

# Grades 6-12

**Middle School:** The program is carefully designed for striving readers to accelerate their growth in language and literacy. We have 2 Tiers of support. Tier 1 is our general grade level instruction. Tier 3 is our tier of daily targeted intervention where smaller groups of students work with a Reading Specialist. Together with the Reading Specialist, students progress their skills through the research-based online program, IXL, which was developed to improve skills in reading strategies, writing strategies, vocabulary, and grammar and mechanics. Additionally, students in Tier 3 have daily opportunities for writing, choice reading (SSR), and teacher-led readings and modeling. Our program allows students extra instruction in

addition to grade level content instruction.  We truly feel that all students are capable of growth and success.

**High School:**  The program is designed for striving readers to accelerate their growth in language and literacy through choice readings and teacher-lead readings and modeling. Class sizes are at maximum 15 students.  Students will utilize Lexia PowerUp Reading Intervention program online to improve their skills in Word Study, Grammar, and Comprehension. Students will practice the thought processes and skills that lead to success in reading comprehension. The goals for this course are for students to: 1. Increase the volume of their reading, 2. increase the complexity of their reading, and 3. build background knowledge.   Structure allows for strategy instruction through an online literacy program, choice independent reading, and teacher-selected text to develop skills needed to access high-school-level texts in their current and future classes.

**MS identification Process:**
Students that are referred to the specialist through the referral process will undergo some one on one testing to identify specific placement.  Testing and progress monitoring that the specialist will use are:

1. Benchmark Assessment systems
    a. Fastbridge (Screening and Progress monitoring)
    b. IXL
2. MCA test scores
3. Data review
4. Student files

**Services provided through the Middle School**

● Fluency-- Teacher Read Alouds, SSR, One-on-one student fluency check-ins
● Comprehension and Building Background Knowledge-- Support with reading and building background using one-on-one comprehension check-ins, Teacher Read Alouds and Think Alouds, IXL Reading Strategies
● Grammar-- daily journaling, IXL Grammar and Mechanics
● Vocabulary-- defining and learning words from text, SSR, Word Ladders, IXL Vocabulary
● Writing-- daily journaling, IXL Writing Strategies

# High School  identification Process:
9th Grade Selection Process
        Recommendation from MS/8th Gr.
        MCA and Fastbridge scores
        Data review
        Student files

10th Grade Selection Process
        9th Grade Teacher Recommendation
        MCA scores
        QRI-5
        Student Files

Data Review
Interview

11th Grade Selection Process
 10th Grade Teacher Recommendation
 Interest survey (college-readiness)
 MCA scores
 QRI-5
 Literature - required co-curricular course
 Student Interviews
 Student Files
 Data Review

**Services provided through the High School**

- <u>Fluency--</u> Teacher Read Alouds, One-on-one student fluency and comprehension work
- <u>Comprehension and Building Background Knowledge--</u> PowerUp Comprehension, Novel study, Support with reading and building background using English texts, ACT practice (for juniors)
- <u>Grammar--</u>PowerUp Grammar
- <u>Vocabulary--</u> PowerUp Word Study, defining and learning words from text

**Annual Progress Evaluation**
Each student should make a gain of 1.5 years growth in each school year.