

MACCRAY Public Schools Literacy Plan

2023 - 2024



Updated on 6/27/23

MACCRAY Public Schools Literacy Plan 2023-2024

Purpose

The purpose of MACCRAY’s Literacy Plan is to inform staff and families about the ongoing efforts of MACCRAY Public Schools in regard to Literacy and its development in our meeting of the following areas:

- Early Learning
 - To increase knowledge and skill acquisition and ensure a smoother transition into kindergarten.
- Read Well by 3rd Grade
 - Ensures that students have a solid foundation of literacy skills and transfers that learning across all subject areas.
- ESSA (Every Student Succeeds Act)
 - To ensure that all students are career and college ready.
- WBWF (World’s Best Workforce) Plan
 - Enhance student achievement through strategic planning.

In addition, local Literacy Plans are developed to provide a common understanding and implementation of the processes and shared goals of the educational system for improving student outcomes. To accomplish achievement and equitable opportunity for all students, processes, and products of continuous improvement in literacy must focus on improving instruction as the driver of change in student performance.

Use of Data

Our goal is to have grade-level consistency by providing common planning time for all grade-level teams. Portions of this planning time will allow our grade-level teams to hold data meetings. This information will allow teachers to better differentiate their instruction, based on the needs of our individual students.

**Reading Proficiency Rates based on STAR/AimsWeb
(Phonemic Awareness, Phonics (letter-sound fluency), Comprehension, Vocabulary, Fluency)**

Reading Benchmark Proficiency %	2019 Spring	2020 Winter (Covid)	2021 Spring	2022 Spring	2023 Spring
Kindergarten	48%	77%	49%	62%	80%
1st grade	64%	63%	59%	53%	75%
2nd grade	65%	81%	56%	76%	57%
3rd grade	53%	52%	52%	43%	51%

4th grade	41%	51%	53%	47%	38%
5th grade	58%	38%	42%	59%	72%

*K-2 AimsWeb; 3-5 STAR. Starting in 2022-2023, all students will use STAR

MACCRAY MCA Reading Proficiency % vs. Minnesota State Average

	2017	2018	2019	2021	2022	2023
3rd MACCRAY	47.5%	56.4%	54.5%	47.8%	41.3%	42.4%
3rd State	56.8%	55.9%	54.6%	48.5%	48.7%	47.3%
4th MACCRAY	56.9%	45%	39.3%	45.6%	54.1%	41.9%
4th State	57%	55.7%	55.4%	49.3%	50.2%	48.3%
5th MACCRAY	65.5%	74.6%	58.9%	53.8%	64.3%	71.2%
5th State	67.5%	67%	65.8%	59.4%	59.8%	58.7%

*No MCA's in 2020 due to Covid

Parent Notification and Communication Assessment Results Communication Plan

Family communication is an integral key to a student's successful educational career. The scores of students who are meeting benchmarks are shared with families at regularly scheduled conferences. Teachers notify families, in a timely manner, of students who do not meet predetermined benchmark scores and explain literacy supports that will be provided for the student. In addition, as part of the Student Intervention Team process, parents/families are notified when students beyond core and tier 2 instruction are needed for their students.

Each fall, individual student reports regarding MCA scores are provided to each family in grades 3-8, 10, and 11. This information also provides families with their student's progress on the Minnesota Comprehensive Assessments in reading, math, and science.

Identification

Academic Benchmark Screening and Progress Monitoring

MACCRAY Schools benchmarks all students in grades K-5 a minimum of three times a year to assess their literacy development. The data collected through benchmark screening is used in conjunction with classroom data to effectively implement the components of Multi-Tiered Systems of Support (MTSS).

- STAR provides a universal screening, progress monitoring, and data management system that supports Multi-Tiered Support Systems (MTSS) and tiered instruction. STAR uses both computer-adaptive tests and curriculum-based measures (CBMs) to monitor student growth.
- MACCRAY uses STAR’s suite of assessment measures to identify students’ strengths and areas of growth.

Screening Assessments

STAR assesses the acquisition of early literacy skills. They are designed to be short assessments used to regularly monitor the development of early literacy and early reading skills. In MACCRAY Schools, the STAR screening assessments are given to all students in grades K-5 in the fall, winter, and spring. The benchmark assessments support staff with identifying students who need further instruction to achieve grade-level proficiency.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
STAR Early Literacy	STAR Reading	STAR Reading	STAR Reading	STAR Reading	STAR Reading
Letter Identification Letter Sounds	Nonsense Words Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Teacher Directed	Teacher Directed

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered Systems of Support (MTSS), formerly Response to Intervention (RtI), is a framework of instruction that provides support to ALL students to ensure mastery of grade-level content standards. The tiers of MTSS provide varying levels of support for students who are struggling to reach mastery as well as those to exceed grade level.

MTSS provides a framework that incorporates screening, progress monitoring, and data-based decision-making to provide effective instruction.

MTSS and RtI are viewed as similar concepts by the Minnesota Legislature; however, since 2012, education leaders have witnessed a systematic movement away from RtI toward MTSS.

MTSS Interventions

Diagnostic Assessment

District leadership promotes the use of assessment prior to instruction as a means of effectively differentiating instruction for all students. Students who score below proficiency on benchmark assessments then receive follow-up assessments to determine their specific needs. Diagnostic assessments are used to further identify specific literacy deficits.

Progress Monitoring

Progress monitoring processes allow staff to individually assess students on a frequent and ongoing basis using a wide variety of tools. This data is used by staff to differentiate reading instruction and allows for focus on individual student growth toward proficiency. MACCRAY is continually moving to more effectively collect, manage, and use reading data in planning, implementing, and monitoring instruction to analyze the gap in proficiency for all K-Grade 3 students.

Ensuring Progress and Closing the Gap

The assessments are conducted for various reasons: to identify students who need further instruction; to determine specific skill areas that need to be addressed, and to monitor progress towards reading proficiency.

Providing Reading Support for All Students

Reading is the cornerstone of all learning. In each subject area, the ability to read and comprehend written material is critical. Supporting the development of capable readers at every level is our goal; this is true for our educators, families, and community.

The Minnesota legislature seeks to have all children reading well by the end of third grade and included provisions for this in the 2011 Education Bill (Minnesota Statute 120B.12). The statute requires that all students be provided with comprehensive, scientifically-based reading instruction as outlined in a local literacy plan.

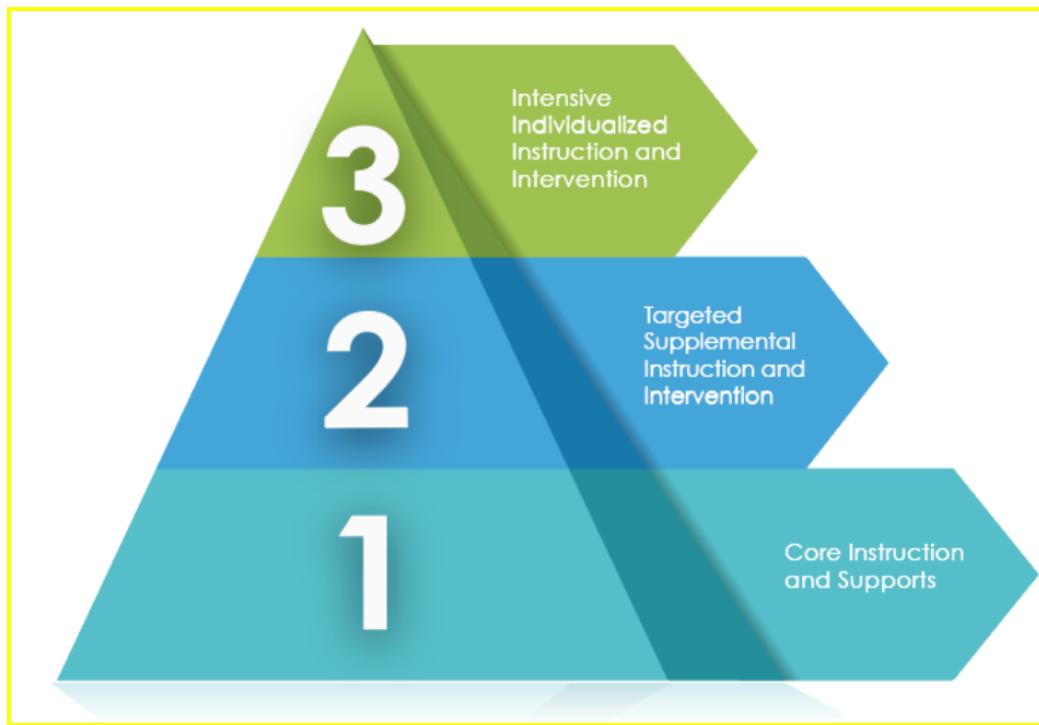
Comprehensive, scientifically-based reading instruction includes strategies to develop skills and concepts in these areas:

- **Comprehension:** deriving meaning from what is being read.
- **Vocabulary:** a process of learning and knowing the multiple meanings of words and applying the correct meaning in context.
- **Fluency:** the ability to read with speed, accuracy and proper expression.
- **Phonics:** understanding the relationship between written letters and spoken words including how letters correspond to sounds and then applying this to reading and spelling.

- **Phonemic Awareness:** the ability to notice and think about the individual sounds of language in spoken syllables and words.
- **Motivation to read:** providing opportunities and a program of instructional practices so that students can be expected to achieve, at a minimum, satisfactory reading progress and achieve appropriate proficiency levels.

A variety of interventions are available to students not reading at or above grade level in kindergarten through grade 5. A primary or universal level of support and instruction is provided to all students in the classroom. Interventions are implemented depending on assessment data and student performance. Teachers inform families of these interventions and their children's progress.

After benchmark screening has been completed, data will be analyzed by the classroom teacher, intervention coach, data coordinator, building administrator, Multilingual coordinator, and Title I teacher to identify students who need further instruction and placement into the appropriate Tier level.



A. Tier 1 Universal Level of Support for All Students: Grade Level Core Classroom Instruction

- The core grade-level classroom research-based curriculum resources include Jolly Phonics and Savvas MyView.
- Kindergarten through grade 5 teachers utilize numerous forms of read-aloud and silent reading opportunities for students on a daily basis.
- Technology has been integrated to provide enhanced instruction for students at all ability levels.

B. Tier 2 Level of Support

Based on benchmark screening, when students are not meeting or exceeding reading proficiency levels, the intervention support and classroom teachers meet to determine which qualifying students will receive which type of tier 2 levels of reading support in grades kindergarten through grade 5. In addition to a rigorous core grade-level curriculum, tier 2 support provides a coordinated intervention system to accelerate student reading achievement to grade level. Tier 2 supports will be provided by Title 1 staff and Multilingual staff as needed.

C. Tier 3 Level of Support

Intensive Tier 3 support is provided to students who continue to demonstrate an extensive need for reading intervention and are well below grade level expectations. Intensive Tier 3 interventions that focus on individual skills and strategies to address significant areas of growth. Families are notified as students move to this Tier. PRESS Interventions from the Minnesota Center for Reading Research at the University of Minnesota are used, along with various research-based interventions. Tier 3 support will be provided by the classroom teacher with support from the intervention coach and multilingual staff.

The role of the Intervention Coach is to find appropriate research-based interventions, and support classroom teachers and students as they complete interventions. The coach will perform interventions in some cases.

Classroom teachers with students identified as Tier 3 will consult with the Intervention Coach to determine appropriate steps.

*Parents will be notified of what Tier their child will receive services in for both math and reading.

Additional Supports

- **Special Education:** Classroom teachers and Special Education teachers will collaborate and be in constant contact to determine an individualized support plan for instruction during MTSS time for special education students. Whether this plan includes pull-out or push-in, the special education student will receive services during MTSS from the classroom teacher and special education teacher combined. For instance, if a special education student has a non-academic IEP, the student can receive services from either a classroom teacher or a special education teacher depending on their needs.
- **Student Assistance Team (SAT):** *Team members: Social Worker, Intervention Coach, Special Education Coordinator, Data and Assessment Coordinator, Principal.*

The function of SAT is to support the teachers and students as the potential for interventions beyond the general education classroom increases. SAT does not serve in the capacity to qualify students for special education, rather, the ultimate goal is to find an intervention that meets the needs of the student without the implementation of an individualized education plan (IEP). Should the individual interventions not be successful, a special education evaluation will be considered.

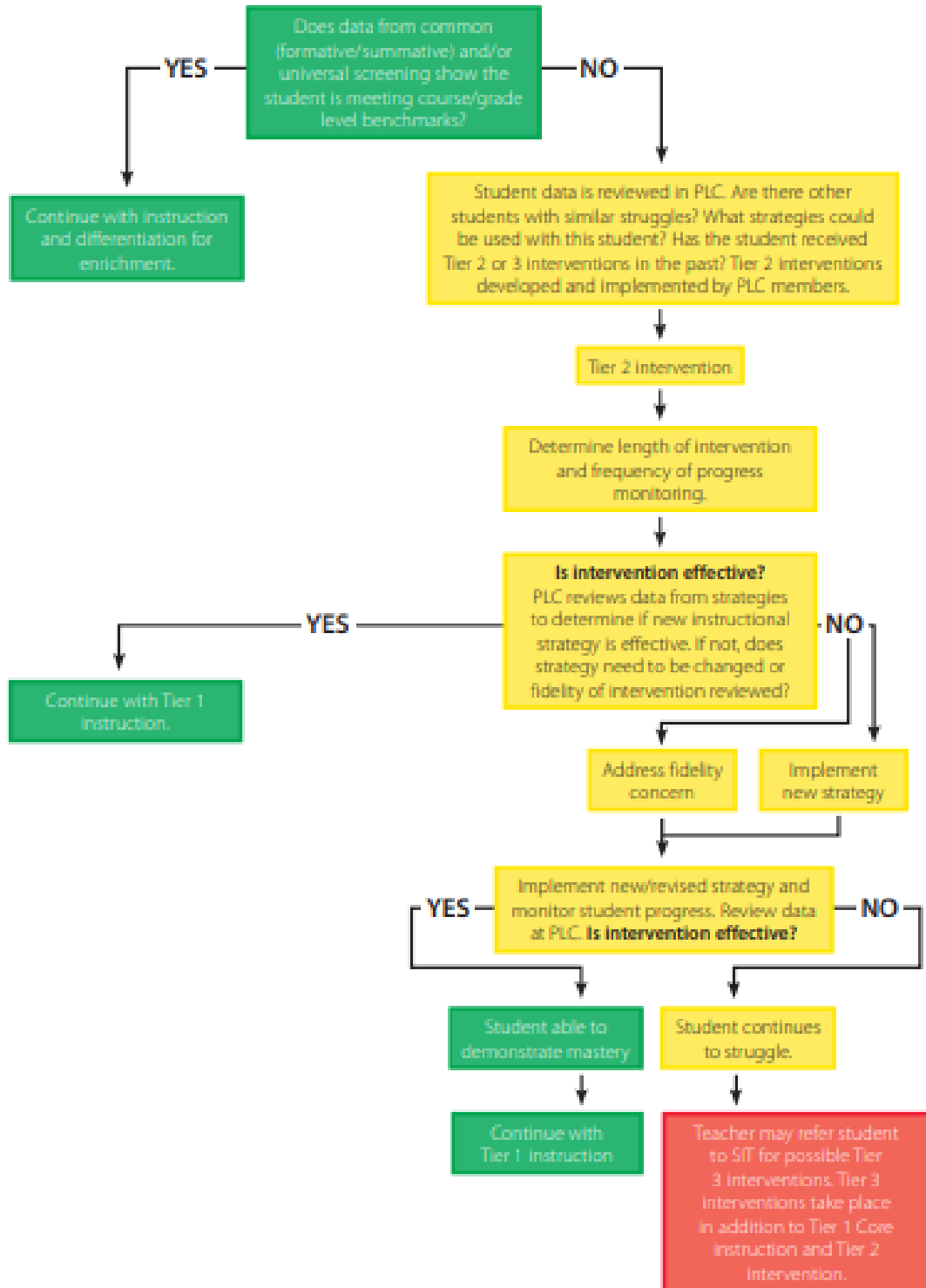
- **Multilingual Support:** The MTSS team will work in conjunction with the MACCRAY ML coordinator to best provide appropriate interventions and accommodations for our English Learner students. Refer to the document below:
https://www.maccray.k12.mn.us/sites/maccray.k12.mn.us/files/files/Private_User/was_senaarj/LIEP%20MACCRAY-published.pdf

Dyslexia Screening

Minnesota's reading intervention law states that each school district must screen students identified as not reading at grade level for characteristics of dyslexia. As defined in the statute, the reading difficulties experienced by students with dyslexia stem from a "deficit in the phonological component of language." Difficulties with phonological processing, including the ability to distinguish and manipulate the sounds in words, are linked with persistent difficulties with decoding, spelling, accuracy, and fluency. These difficulties lead to reduced reading experience and comprehension, which in turn have a negative impact on students' vocabulary and content knowledge which further reduces reading experience and comprehension. Dyslexia is not a vision disorder, but rather a processing disorder.

MACCRAY Schools uses STAR reading assessments as its dyslexia screener for all students. Parents will be notified of the screening results. Students may need interventions to further clarify a concern. Students who demonstrate a high risk in reading on the universal screener are given additional diagnostic reading assessments using PRESS. Based on the PRESS diagnostic reading assessment, students with high risk in reading receive direct and systemic interventions in reading.

MTSS Tier 1 Core Instruction and Tier 2



Professional Development

- **Data Team meetings that are held quarterly, at a minimum.**
- **Common grade-level planning time required 30 min per week.**
- **Group PLC Meeting the second Wednesday of each month.**
- **PLC Application Discussions the third Wednesday of each month.**
- **MTSS/SAT informational presentation at back-to-school inservice.**