

Local Literacy Plan

District: Jackson County Central Schools

Last revised: July 1, 2022

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Purpose Statement

Local Literacy Plan - Jackson County Central: The purpose of this literacy plan is to ensure that students will achieve grade level reading proficiency by the end of grade 3. The goal of the Jackson County Central district is to ensure that learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The district's curriculum is aligned with the state standards to ensure that the standards are met.

Jackson County Central Literacy Plan Summary:

Elementary teachers use Balanced Literacy in their reading blocks each day. Balanced Literacy helps teachers reach specific literacy needs of individual students. This also allows time for students to practice literacy skills in groups, with partners, and individually. Students are exposed to text at both their individual reading level and current grade level. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. A variety of relevant technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. All K-5 students receive classroom reading instruction for a minimum of 90 minutes each day. Specific information about elementary intervention plans is included in the K-5 Literacy Plan that follows this summary.

All Middle School students are enrolled in a one-period English class. Students that are identified as demonstrating a reading difficulty, receive additional reading intervention. A variety of interventions and programs are used to meet the specific needs of students receiving additional support.

At-risk high school students that are falling behind in classwork are assigned to a weekly Flexible Learning Period. During this time they receive additional teacher-led support. In addition, high school students that are at risk of not having enough credits to graduate on time may take a Plato course. Plato is an online credit recovery class designed to help students earn credits that they may have previously missed. Earning these credits will help them stay on track for graduation.

For those who are interested in learning more about Jackson County Central's literacy program, please contact: Kim Meyer, 507-847-6649 or Tammy Timko, 507-662-6625.

State Literacy Plan: Reading Proficiently No Later Than the End of Grade 3, commonly referred to as "Reading Well by Third Grade," is the state's reading intervention law (Minn. Stat. § 120B.12). This law, which was first passed in 2001, now requires districts to maintain and implement a Local Literacy Plan, which guides local efforts to assess and identify struggling and dyslexic readers, engage parents, provide interventions, train educators, and report outcomes regarding efforts toward having all students acquire early reading proficiency by the end of grade 3.

World's Best Workforce (WBWF) under Minnesota Statutes, section 120B.11, means striving to:

- Meet school readiness goals
- Have all third-grade students achieve grade-level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty
- Have all students attain career and college readiness before graduating from high school
- Have all students graduate from high school.

K-5 Literacy and Intervention Details

Use of Student Assessments and Data

Needs Assessment and Action Planning for Continuous Improvement:

Each year educators will review and disaggregate reading data in grades K-5. Proficiency, growth, and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students.

Annual reviews will take place regarding the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention. Curriculum resources will be aligned to the state standards. Standards will be prioritized and pacing guides developed. Professional Learning Communities are implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps.

Assessment and Student Identification Plan:

The district will use the following locally adopted, developmentally appropriate, and culturally responsive assessments for universal screenings, diagnostic checks, and progress monitoring.

- **Screening all Students:** FastBridge assessments and MCA's will be used as screeners for all students in grades K-8, and 10.

Fluency Screeners:

Grade	Assessment	Fall	Winter	Spring
1	CBMreading		Yes	Yes
2	CBMreading	Yes	Yes	Yes
3-5	AUTOreading	Yes	Yes	optional

Early Reading Skills and Comprehension Screeners:

Grade	Assessment	Fall - Subtests	Winter - Subtests	Spring - Subtests
K	ESGI	earlyReading/ESGI Onset Sounds Letter Sounds Concepts of Print Letter Names	earlyReading/ESGI Onset Sounds Letter Sounds Word Segmenting Decodable Words	earlyReading/ESGI Sight Words Word Segmenting Decodable Words
1	earlyReading	earlyReading Sight Words -150 Word Segmentation Decodable Words Sentence Reading	earlyReading: Sight Words - 150 Word Segmentation Decodable Words	earlyReading: Sight Words - 150 Word Segmentation Decodable Words
2	aReading	aReading	aReading	aReading
3-5	aReading MCA	aReading	aReading	aReading - optional MCA
6-8, 10	MCA			MCA

- **Diagnostic Assessments and Progress Monitoring:** Students in grades K-5 that fall below the 30th percentile on any screener, will be referred to the grade-level literacy team for review. After reviewing the student’s data, current performance levels, and needs, the grade-level literacy team will determine any appropriate interventions, ie. Title I support, Reading Corps, and/or specific classroom interventions. The grade-level literacy team will monitor students receiving prescribed interventions to determine students’ need for continued interventions based on progress monitoring and performance.
- **English Learners:** English Learners are also assessed using WIDA assessments. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELs.
 - WIDA Screener: All new students that report a home language other than English, will be assessed using the WIDA Screener to determine programmatic placement and EL (English Learner) identification.
 - ACCESS or Alternate ACCESS: This English language proficiency assessment is given annually to Kindergarten through 12th graders who have been identified as English Learners. This assessment allows the district to monitor students' progress in acquiring academic English in the four language domains of
 - Listening,
 - Speaking,
 - Reading, and
 - Writing

Based on the WIDA assessments, students who qualify for ESL support will receive the intervention of focused language skill development from an ESL teacher, in addition to the core instruction.

Evidence-based Interventions

Multi-Tiered Systems of Support: A tiered system of support will be used to ensure that all K-5th grade students receive instruction at both their individual reading level and have exposure to grade-level text.

The first level of support occurs in the classroom with a minimum of 90 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers use a Balanced Literacy approach to differentiate instruction according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets. These students are then provided supplemental reading interventions according to their skill deficit(s), i.e., Title I support, Reading Corps to support and/or specific classroom interventions.

Students not responding well to the interventions provided at the second level are referred to the Student Success Team, and may receive additional interventions or be evaluated for special education services.

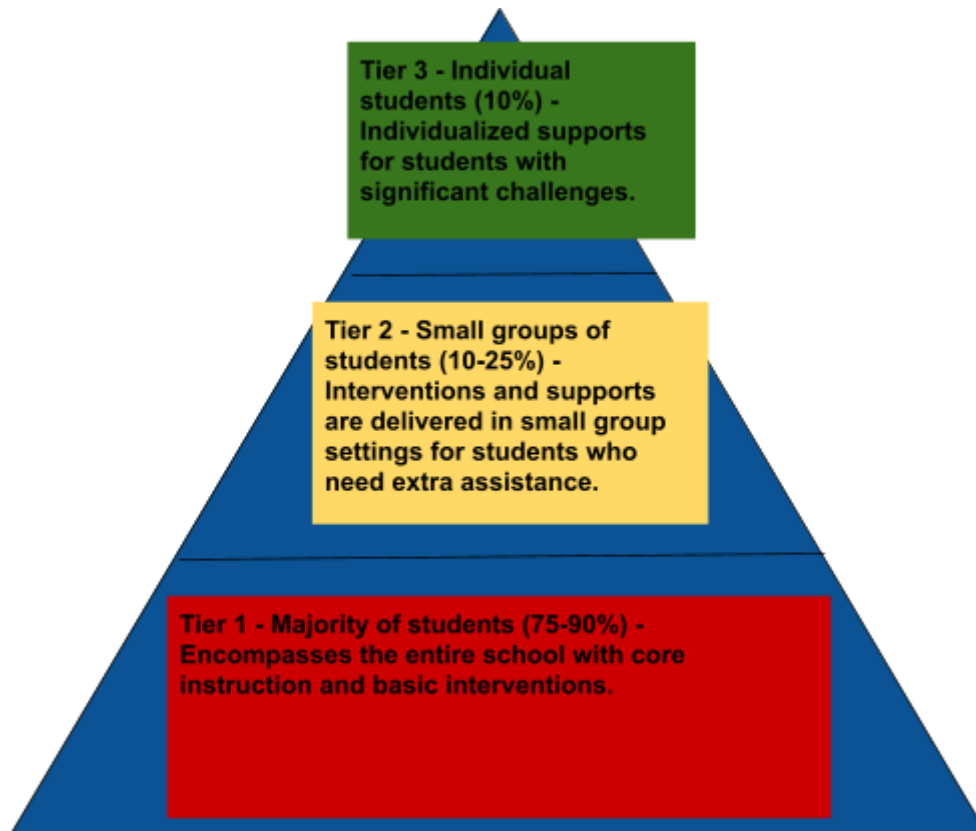
The Multi-Tiered Systems of Support (MTSS) can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report A Nation at Risk (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006).

MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

Tier 1: Core Instruction: All students receive core instruction and basic interventions in the classroom. Students may work in small groups based on their strengths and areas of need. This structure helps to build positive relationships between staff and students and it includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

Tier 2: Targeted Group Interventions: Students who need more support in addition to the core curriculum will receive interventions and supports that are delivered in small group settings, such as reading groups to help them catch up to their peers.

Tier 3: Intensive Individual Interventions: Students who have significant challenges and do not respond to the interventions and supports in Tier 1 or Tier 2, can receive more individualized support.



Interventions at all levels of support will be research-based, including interventions from the FastBridge collection, Fountas and Pinnell's LLI resources, as well as district approved interventions.

Parent and Community Engagement

Jackson County Central implements programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. These programs, activities, and procedures are planned and operated with meaningful consultation with parents of participating children.

Parents, community groups, and students are encouraged to participate in a "Family Night" event for all students. This event includes the Title I, Reading Corps, EL, and the math interventionist sharing, demonstrating, and involving parents in reading and math activities they can do at home with their child.

Communication Plan

Annual Reporting

Jackson County Central is responsible for making an annual report to the Minnesota Department of Education in submitting the “Read Well by Third Grade” report by July 1st of the concluded school year. This report includes:

- Summary 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 Local Literacy Plan.
- Additionally, the Local Literacy Plan must be posted on the official school district website.

This information will be presented to the School Board before submission and can be viewed at any time by calling the individual school or contacting the district assessment coordinator, Tammy Timko.

Reporting to Parents/Guardians

Parents/guardians are provided with the following information during school conferences at designated times throughout the school year:

- The student’s reading proficiency as measured by the locally adopted assessment(s).
- Any reading-related services (that is, intervention) being provided to the student and the student’s progress.
- Strategies that the parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language.

Parents are also contacted to obtain needed parent permission before their student can receive intervention under Title I or Reading Corp services.

Professional Development

The Jackson County Central District will provide professional development for teachers that teach the core reading program as well as for the reading intervention staff. Based on student performance data, small group instruction, co-teaching, standards core instructional strategies and differentiated instruction will be the Reading/Literacy Professional Development focus for the 2021-22 school year. Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Train the Trainer
- Academic Team
- Mentoring

Annually, as well as through the weekly PLC process, data will be disaggregated and analyzed by the stakeholders who will then create SMART student goals and plan professional development opportunities designed to address the needs identified by the data through the district Professional Development Committee.