

2018-19 Local Literacy Plan

Alexandria Public Schools (District 206) serve approximately 4191 students in grades PreK-12. Our district is comprised of 6 elementary schools, each serving students grades K-5 in the attendance areas of Garfield, Carlos, Milto, Lincoln, Voyager and Woodland. Discovery Middle School serves students in grades 6-8, and Alexandria Area High School currently serves students in grades 9-12. We have one Early Education Center that is housed within the Woodland Elementary Building. Approximately 310 licensed employees are employed by the Alexandria school system. The demographics for our school district are stable with 27.9% of our families qualifying for free and reduced priced lunch, 91.8% white 8.2% all other ethnic groups combined. Four of our six elementary schools qualify for Title I funding.

I. Ensuring Reading Proficiency for Kindergarten through Grade 3 Students

Goal Statement: Alexandria Public Schools will increase the number of students who are reading at grade level over the previous year as measured by the Fountas and Pinnell text leveling assessment in grades K-2 and STAR reading assessment for Grade 3 at the end of each school year.

Universal Expectations:

- All students will make progress in reading each year, with a minimum target of one year's growth for each child.
 - Administrators and teachers will ensure proficiency for all students through the continued implementation of standards-based instruction, balanced literacy instructional practices and use of ongoing assessment tools.
 - Teachers will strive to ensure each child is pushed to his/her full potential and to maximize growth for each child.
 - Teachers will plan and deliver instruction from a personalized learning approach, providing instruction appropriate for the needs of *each* child according to his/her present level of performance.
 - Progress monitoring tools will be utilized a minimum of three times per year, with more frequent measurements taken as needed for individual children, and as designated for each grade level.
 - Achievement data for proficient and non-proficient students will be analyzed at the building level data retreats, as well as during student support team meetings as needed per year to determine subsequent intervention strategies.

Core Curriculum and Instructional Practices:

- Alexandria Public Schools maintains a continuous improvement model that utilizes district and building level data retreats, goal setting, and action planning for each school annually.

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This process is carried out by building leadership team members and district level academic coaches to ensure shared responsibility and accountability for high achievement throughout the district for all learners.

- Research based interventions are implemented for students who are performing below grade level.
- Students who are below grade level in reading receive additional instruction compared to their same age peers.
- Reading support is offered in various forms before, during and after school at each school site.
- Student support teams determine appropriate interventions for each child according to individual need.
- Well trained teachers provide research based interventions that support the content standards and promote accelerated learning.
- High quality literacy rich environments foster positive classroom learning experiences at all age or grade levels.
- Classroom literacy instruction includes 150 minutes of reading, writing, and word work.
- District and building leadership actively seeks, selects and cultivates personnel by using resources and ingenuity to attract highly qualified personnel. Leaders select staff based on their belief that all students can achieve.
 - Leadership assigns teachers to work with students based on a match between their competency, training and student needs.
 - Leadership provides rigorous job embedded professional development in best practice literacy instruction.
- Instructional leaders, district and school wide, promote the use of innovative practices that engage all learners in meaningful and relevant learning activities.
 - Leadership has technical and practical knowledge of current best practices.
 - Integration of technologies is designed to meet the needs of and make instruction accessible for all students across ability levels.
 - District and school wide leaders regularly analyze services provided and make informed decisions when practices and programs need to be changed or modified.

II. Assessing Students' level of reading proficiency and communicating results with families of students in Early Education, Kindergarten through Grade 3

Goal Statement: Annual target goals are established at each grade level to track progress toward the overall goal of 100% by end of third grade. Each grade level works toward an end-of year goal, and uses a mid-year benchmark assessment to guide decision making.

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A data collection and management system is in place for the purposes of screening, diagnostics and progress monitoring for academics and behavior.

A research based benchmarking or universal screening assessment will be administered to each student in grades K-3 a minimum of three times per year. The following are the end of year targets for each grade level.

Grade Level	Grade level target score	Current % at Spring 2019	Target Goal – Spring 2020
Kindergarten	F & P: Level D	77.3%	80 %
Grade 1	F & P: Level J	67.2%	75 %
Grade 2	F & P: Level M	78.0%	88 %
Grade 3	STAR 50th %ile	57.8%	72 %

Progress Monitoring Assessments	Early Education			Kindergarten				Grade 1				Grade 2				Grade 3				
	10/30	1/18	5/16	10/2	11/16	2/15	5/24	10/2	11/16	2/15	5/24	10/2	11/16	2/15	5/24					
Assessment dates																				
Fountas & Pinnell (Text Level)						X	X	X	X	X	X	X	X	X	X		Sept.	Nov.	Feb.	May
Letter ID – Letter name /Letter Sound				X	X	X	X													
Concepts About Print					X															
High Frequency Words						X	X	X	X	X	X	X	X	X	X					
Spelling Inventory					X	X	X	X	X	X	X	X	X	X	X					
Oral Reading Fluency/Rate										X	X		X	X						
MCA–III Reading																		April		
Running Records						X	X	X		X	X	X		X	X					
STAR Reading										X	X	X	X	X	X		Sept.	Jan.	May	
STAR Early Literacy	X	X	X	X	X	X	X	X	X											
Diagnostic Behavioral Rating Scale (DBR)				X		X	X	X		X	X	X		X	X		Sept.	Jan.		
FAST (Bi-Weekly)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		Sept.	Jan.	May	

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Universal Expectations:

- The reading proficiency level for all students is screened, diagnosed and monitored through the use of common grade level assessments, district level assessments; curriculum based assessments, as well as the State level MCAs each spring.
- Assessment and screening practices are completed a minimum of twice a year with ongoing progress monitoring for students performing below target levels of proficiency.
- Target levels on all assessments are based on the likelihood of students demonstrating proficiency on the state assessment (MCA).
- Student assessment results are communicated with parents/guardians at multiple reporting times throughout the year via scheduled conferences (twice a year) and standards based report card distribution (three times per year).
- Assessment results inform instruction and drive decision making relating to appropriate interventions selected for each child.

Core Curriculum and Instructional Practices:

Regular and continuous use of data is used to inform, align, and improve instruction, grouping, and assessment practices as a part of the district, school, and classroom routines.

- Leadership promotes the use of assessment prior to instruction (formative assessment) as a means of effectively differentiating instruction for all students within the classroom.
- A current list of all assessments administered at all grade levels, at what times and for what purpose is available and consulted when district/school level decisions are made.
- Teachers, individually and by grade levels, regularly analyze student work/performance data to determine growth toward meeting learning goals.
- Universal screening and other assessment data is reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed.
- Staff communicates student-level data to students in ways that enable them to monitor their progress and promote development of personal achievement.
- PLC's meet weekly with a focus on student data.

III. Accelerating Children's Literacy Development: Involving and Communicating with Families

Goal Statement: Alexandria Public Schools staff will effectively communicate with parents about their child's current level of performance and ways to enhance their child's literacy development.

Universal Expectations:

- Schools in District 206 notify and involve parents/families in the acceleration of their child's literacy development in multiple ways.

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- Using standards based report cards (three times a year) parents/families are informed of their child's growth of the English Language Arts standards. This information is available via hard copy.
- Through family-teacher conferences and on-going communication, parents are informed of the assessments and instructional practices used to accelerate their child's reading achievement.
- A variety of resources and tools are available for families, caregivers, and/or community members to support literacy practices at home, for example:
 - Family Literacy Nights
 - Study Island –online resource for home
 - Reading Eggs – online resource for school
 - School media center resources

Core Curriculum and Instructional Practices:

- Information is provided to parents on how to effectively interact with their child when using technology to advance literacy outside of school.
 - Parents/caregivers are informed of ways they can support their child's literacy development in and out of school.
 - Student data is regularly communicated with parents/families to inform them of their child's progress toward grade level reading goals.
- The Community Connections Committee has developed a community wide message on the importance of infant and toddler language development and its impact on later school success.
 - Work to strengthen coordination among schools, pre-kindergarten programs, early literacy programs, family literacy programs, and programs that provide services to students and/or families.
 - Partner with community and faith based organizations to provide literacy opportunities for families during the school day and beyond.

IV. High Quality Literacy Instructional and Intervention Supports

Universal Expectations:

High quality literacy instruction is a complex process. Teaching reading and writing is multi-faceted and requires teachers to implement multiple scientifically based practices. Some of the essential components known to maximize student learning include:

- Shared Reading/Shared Writing
- Scaffolded independent leveled reading and writing to build stamina
- Conferring/conferencing with individual students in reading and writing
- Writer's Workshop and extended Writing
- Small group differentiated guided strategy instruction in reading and writing
- Vocabulary development, Word Study
- Interactive Read Aloud

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- Active student engagement in purposeful reading and writing
- Sustained daily writing across the curriculum
- Students not meeting grade level proficiency are provided small group or individualized instruction based on their target areas of need.

Core Curriculum and Instructional Practices:

Leadership has a strong, cohesive vision for all students to learn and grow.

- Curriculum is aligned and articulated horizontally and vertically within the school and district to provide a fluid transition from PreK-K, class-to-class, grade-to-grade, and school-to-school.
- Grade level learning targets are aligned to 2010 English Language Arts standards for all students.
- Leadership has a shared understanding and provides support for effective differentiated instructional strategies.
- A range of research-based instructional interventions for students at-risk of academic or behavioral failure is in place.

V. Professional Development in Reading Instruction

Universal Expectations:

- Elementary teachers are provided multiple opportunities to participate in and benefit from professional development related to content area standards and scientifically-based reading strategies.
- Professional development activities are focused on building teachers' capacity to better identify, plan for, and meet the unique learning needs of students identified in building School Improvement Plans.
- Job embedded professional development occurs within PLC's, district and building staff development days, and district-wide grade level meetings to learn and further strengthen current knowledge of best practices in literacy instruction.
- Instructional coaches provide support within the instructional setting to assure the consistency in the delivery of scientifically based reading strategies.
- Implementation of universal expectations is supported through peer instructional literacy coaches for teachers in grades K-3.
- Professional development plans are determined based on district and building trends in student achievement and instructional practice, as indicated through assessment data, principal "learning walks", and formal teacher evaluations.
- Coordination and communication between Early Education programming and public school programming provides for consistency as PK students transition into kindergarten classrooms across the district.

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Core Curriculum and Instructional Practices:

Grade level professional development activities are centered on student learning and development.

- Student support teams are focused on instruction and assessment as guided by each school's Continuous Improvement Plan and individual student achievement data.
- Instructional coaches and administrative observations provide support within the instructional setting to assure the consistency in the delivery of scientifically based reading strategies.
- Continuous improvement plans at each school identify activities designed to increase family and community involvement.

Schools participate in annual data retreats where school teams: 1) analyze all of their school data, 2) determine if the goals from the previous year were met, and 3) determine the school goals for the next year and what professional development is necessary to reach those goals.

There is a culture of collaboration that supports school-wide efforts to drive cultural changes and develop district-wide accountability models that support literacy development in all students.

- Practices are in place to ensure that all necessary resources and support services are funded and implemented to guide planning and related instruction through the use of objective and relevant student assessment information.
 - There is use of administrative and peer monitoring techniques, co-teaching, and coaching to support continuous improvement of instructional practices and maintain common understanding of and fidelity to curricula.
 - There are appropriate supports for teachers to meet the needs of all students, including coaching of literacy practices and interventions.
 - There are collaborative processes across age levels, grades, subjects, buildings and district administration in place to promote the development of competent use of data, literacy practices and instructional strategies.
 - Collaborative teaming (student support teams) includes specialists and coaches and provides for regularly scheduled meetings to address students' needs as they arise.
- Ongoing training for administrators and teachers takes place in the effective collection, management, and use of data for planning, implementing, and monitoring instruction.
 - Professional development opportunities are built into the school schedule, with consistent opportunities to learn about new research and practices.
 - Opportunities are supported to implement and reflect upon new ideas.
 - Professional development needs are based on data that identifies necessary professional development and reflects the effectiveness of implementation of literacy practices.

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VI. Consistent implementation of Reading Curriculum and Instruction

Universal Expectations:

- Reading curricula at all grades is closely aligned to the 2010 English Language Arts standards as referenced in the district standards and grade level resources.
- There is a minimum required 150 minute Language Arts block (75 minute reading block and 45 minute writing block with a suggested 30 minute word work block) for all students in grades K- 2. In grade 3, there is a minimum 120 minute reading/writing block (60 minutes reading, 50-60 minutes writing) with a 30 minute block for vocabulary, word study, and interactive read aloud.
- Teachers will implement, at a minimum, the following components of effective instruction using a Balanced Literacy framework for core instruction.

These components include:

- **Focused mini-lessons** on literacy instruction
- **Small group** differentiated guided instruction in reading and writing
- **Differentiated independent level reading and writing** with individual conferencing,
- **Writer's workshop** aligned with common core writing expectations.
- Districtwide implementation of Thinking Maps to improve writing skills.
- Materials are available in each schools' professional library for teachers to review and use in planning differentiated instruction to accelerate learning for all students
 - Teachers use professional library resources, available integrated technology, along with grade level web pages, in planning their instruction and assessments to support meeting the diverse needs of our students.

Core Curriculum and Instructional Practices:

There is explicit communication of district expectations for high levels of achievement among all students as well as regular and systematic follow-up with focused conversations on what it will take for each child to achieve at high levels.

- Teachers and administrators express consistent views about achievement related to school goals.
- Structures and schedules are focused on literacy practices, providing meaningful instructional time.
- Appropriate time and resources are allocated for intervention and enrichment.
- Teachers and instructional leaders use data-driven decision-making and problem-solving processes at the school, classroom and individual student levels to make educational decisions.
 - Student-level classroom intervention procedures are based upon on-going collections of student-level data (match of intervention to student need use of problem solving level of analysis).
 - Student support teams focus on individual student data, determine appropriate interventions and monitor the progress of each intervention on a regular basis.

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- Assessments regularly evaluate and review implementation of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills.
- There are training and coaching opportunities that provide on-going access to relevant evidence-based practice, as well as support for full implementation of the chosen evidence-based practices.
 - Staff receives training and coaching in effective instructional strategies, including differentiating instruction.
 - Coaching is focused on increasing teacher and administrator capacity to positively impact student literacy development and proficiency for all students, using and collecting data.

VII. Recognizing and Serving Students' Diverse Needs in Cross-Cultural Settings

Universal Expectations:

- Training and support is provided to ensure that all district elementary teachers can effectively recognize students' diverse needs.
- Leadership has a shared understanding and provides support for effective differentiated instructional strategies.
- Alignment of district practices reflects the unification of and Tier I and Tier II/III resources.
- Districtwide implementation of Thinking Maps to increase use of cognitive process in a culturally responsive manner.

Standard Practices:

- Through the use of on-going assessment and teacher recommendation, students are moved to and from resource to a mainstream model of instruction as appropriate to their needs.
- Services are provided to students in addition to their classroom based instruction whenever possible.
- Data driven decision making processes are used to make personalized instructional decisions for each child, according to his/her unique needs.

VIII. Screen and Identify Students with Dyslexia and Convergence insufficiency

Universal Expectations:

All student K-10 th grade will be screened using the STAR assessment (Renaissance) to determine if they are reading below the 40th percentile. If students are reading below the 40% further assessment will be completed using FASTbridge as a diagnostic tool to further assess reading with the CBM reading (error analysis), Auto reading (fluency), and CBMcomp (comprehension). The assessment will help teams in identifying specific issues as they are related to Dyslexia and Convergence insufficiency.

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Students will be identified to have concerns in four quadrants of reading (fluency, phonics/phonemic, comprehension or vocabulary) and be provided with intervention specific to these areas. In addition, children in K-1 will be further analyzed to determine their early reading levels in the following areas: concepts of print, onset sounds, word rhyming, word blending, word segmenting, letter naming, letter sounds, decodable words, nonsense words, sight words, sentence reading and oral repetition. This process is part of the Alexandria Area Schools multi-tiered systems of support (MTSS) process. Students in 11-12th grade will be provided with additional assessment given information from the ACT assessment at the eleventh grade level. Any student moving into the district will have the opportunity for assessment given STAR and further analysis as described above given the MTSS process within the district. In addition, students with continued need given intervention at level I, II and III in the MTSS model will be referred to special education for intensive evaluation under state and federal regulations.

Standard Practices:

The Alexandria Area School district has adopted multi-sensory approaches to reading which include but are not limited to: Press, Orton-Gillingham, Barton Reading, and Language Live. In addition, the MTSS process includes frequent progress monitoring using FASTbridge at all academic levels to determine the impact of intervention or need for referral to special education to incorporate specialized instruction.

IX. Annual Assessment Reporting Process

Annual assessment methods and data are posted for stakeholder review on the district website and submitted to the Commissioner of Education per state and federal requirements.