

St. Anthony-New Brighton #282 Literacy Plan

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3

St. Anthony-New Brighton third graders will increase proficiency in reading by 2% (from 74% to 76%) as measured by the MCAIII given in the spring of 2017. Our goal is to increase reading percentage by 2% each year to increase to 80% proficient in three years. This data only includes proficiency not partial proficiency.

- Disaggregated student achievement results and growth data in grades K-3

Trend Data: MCA II Reading- Grade 3

Year	State Av % meet or exceeding standards	WP % Meet or exceeding standards	Black % Meet or exceed	Hispanic % Meet or exceed	ELL % Meet or exceed	Free and Reduced% Meet or exceed	White% Meet or exceed	Sp. Ed.% Meet or exceed
2014-2015	58.7	77.4	52.9	71.5	53.4	60	80.6	41.7
2013-2014	58.1	72.8	69.2	71.5	20	45.4	79.7	50
2012-2013	57.2	84.3	57.1	57.2	22.2	56.5	93.2	72.7

Trend Data: MAP Scores – Grade 2

Year	Black – not at grade level %	Hispanic – not at grade level %	ELL – not at grade level %	Free & Reduced – not at grade level %	White – not at grade level %	Sp. Ed. – not at grade level %
2014-2015	18.2	50	56.2	43.3	8.8	42.9
2013-2014	54.5	28.6	80	39.1	11.4	54.5
2012-2013	33.3	50	50	46.2	14.3	42.9

- Analysis of current practices including effectiveness of core literacy instruction for all and specifically student groups that have not been making adequate growth to meet grade level objectives

General Education:

Guided Reading- Teachers use multiple measures such as: Developmental Reading Assessments, MAP, and AIMSweb to determine the reading proficiency of students. These proficiencies are then used to group students according to their instructional level. Students receive direct instruction to improve their literacy skills.

Title 1:

Students are referred to Title 1 help when the general education teacher shows their assessment level as not being at grade level or showing deficiency. Students in grades K-3 qualify for Title 1 services based upon a combination of qualifying scores in 3 or more areas of individualized assessments given in September and again in January. Those assessments and qualifying benchmark scores are listed in the “Title 1 Entrance and Exit Criterion” section of this report. Instructional interventions used to improve reading proficiency include: Guided Reading, Read Naturally, Orton-Gillingham based phonics, phonemic awareness activities, sight word work and comprehension strategies instruction and practice.

Alternative Delivery of Specialized Instructional Services Program (ADSIS):

Students are referred to the ADSIS program when the general education teacher shows their assessment level as not being at grade level or showing deficiency. Students in grades 1-5 qualify for ADSIS services based upon not meeting proficiency in MAP and AIMSWeb assessments. Students who score in the lowest percentiles will qualify to receive ADSIS support in reading. Instructional interventions used to improve reading proficiency include: Guided Reading, Leveled Literacy Instruction, Read Naturally, Orton-Gillingham based phonics, phonemic awareness activities, sight word work and comprehension strategies instruction and practice.

English Learners (EL):

Students referred to the EL program are those who show a need for help in English language acquisition. Students are identified by the Home Language Questionnaire on the registration form. Those students with a primary language other than English are then assessed using the W-APT assessment (if new to country) or ACCESS assessment (if they previously attended school in the US).

Research-based programs used to improve reading proficiency include: National Geographic Reach curriculum: Students are taught using reading selections developed specifically for language learners and provided with rich opportunities for interaction and use of academic language. Students may also be taught using the co-teaching model, in which the EL teacher plans and teaches scaffolded content lessons with classroom teachers. Resources are created and modified in order to meet the specific learning needs of English learners who do not have the reading skills to access grade-level academic materials. Students are also provided with audio-visual supports to allow them to access complex and challenging texts.

Special Education (Sp. Ed.):

Students are referred to the Sp. Ed. program that have not responded to and made adequate progress in the general education curriculum, Title, and ADSIS. These students have continued to receive interventions, increasing in intensity and duration, until it is determined that general education interventions alone cannot facilitate academic progress. If further evaluation determines the student has a reading disability, researched based literacy programs implemented to improve reading proficiency include: Wilson Reading Program.

- Analysis of current practices and supports that have demonstrated success/data leading to improved results for groups of students not yet proficient

Title I

Year	Total Students in Title I Program	Number of Students Exiting Program in Jan.
2015-2016	39	8

ADSIS

Year	Total Students in Program	
2015-2016	12 (Grades 1-3)	

The End of Year Review for ADSIS will be completed by September 1, 2016 and that data will be inserted into this report after that date.

EL

Students in EL are assessed yearly to determine their level of proficiency and whether they are making progress in listening, speaking, reading, and writing. New students are given the W-APT assessment in the fall or when they are enrolled in school. In addition, all EL students are given the WIDA Consortium’s ACCESS assessment in the spring, which evaluates students’ skills in listening, speaking, reading, and writing. This information is helpful in determining whether students are making progress in the acquisition of English language skills. When test results and grade level achievement show that a student has reached proficiency, they are exited from EL services. Students who are nearing proficiency may receive indirect service until they reach proficiency.

In addition, students’ proficiency levels are used to inform individualized goals for interventions, based on the normed data provided by AIMSweb.

EL students by grade and ACCESS proficiency level 2014-2015

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
K	5	3	6	5	2	0
1	0	3	5	7	2	0
2	0	1	6	7	2	2
3	0	0	0	5	6	6
4	0	1	0	5	7	6
5	0	0	1	7	4	3

Statement of process to assess students’ level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3

- Describe screening assessments, given to all students at minimum in Fall and Winter that support all staff with identifying and supporting students who need targeted assistance to achieve grade-level proficiency

AIMSweb benchmarks are given to all students in the Fall, Winter, and Spring. Students not at grade or proficiency level will be assessed using the weekly progress monitoring tools.

- Identify diagnostic assessment process and data that support staff in matching student needs with instructional practices that have the greatest likelihood in closing the gap

Our staff has been consistently working at acquiring strategies for increasing student engagement which has been a strategy targeted at students in sub groups who are not at grade level. Our staff has also been receiving staff development through the West Metro Education Plan (WMEP) to increase teaching proficiency to close the achievement (or what our district calls the Equity) gap. Our work with the NEXUS group (Science Museum) has also provided valuable information about how students work in cooperative groups and how to provide equitable experiences for all students.

The use of AIMSweb has given our teachers authentic data to use three times per year. MAP is given in both the fall as a diagnostic tool and in the spring as a summative assessment. MCA is given in the spring

as a summative assessment. When a student is not at the proficiency rate according to national norms, an intervention is considered and often implemented.

The AIMSweb, MAP and MCA assessments used in the spring, are used to inform teachers in efforts to close the achievement gap include:

Kindergarten: Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, Phonemic Segmentation Fluency

Kindergarten Spring Assessment Data 2016:

Publisher	Name of Assessment	Unit of Measure	Cut Off Number	Number of Students at or above grade level	Total Number of Students Tested
AIMSweb	Letter Naming Fluency	Letters correct per minute	37	92	112
AIMSweb	Letter Sound Fluency	Sounds correct per minute	33	90	113
AIMSweb	Nonsense Word Fluency	Sounds correct per minute	32	88	113
AIMSweb	Phonemic Segmentation Fluency	Sounds correct per minute	40	93	114

Grade 1: Nonsense word fluency, R-CBM

Grade 1 Spring Assessment Data 2016:

Publisher	Name of Assessment	Unit of Measure	Cut Off Number	Number of Students at or above grade level	Total Number of Students Tested
AIMSweb	R-CBM (Oral Reading)	Words correct per minute	49	90	113

Grade 2: R-CBM, MAP

Grade 2 Spring Assessment Data 2016:

Publisher	Name of Assessment	Unit of Measure	Cut Off Number	Number of Students at or above grade level	Total Number of Students Tested
AIMSweb	R-CBM (Oral Reading)	Words correct per minute	89	97	117
Measures of Academic Progress (MAP)	Survey with Goals	RIT Score	182	97	116

Grade 3: MAZE, R-CBM, MAP MCA
 Grade 3 Spring Assessment Data 2016:

Publisher	Name of Assessment	Unit of Measure	Cut Off Number	Number of Students at or above grade level	Total Number of Students Tested
AIMSweb	R-CBM (Oral Reading)	Words correct per minute	108	99	115
AIMSweb	MAZE	Reading Accuracy (Comprehension)	13	84	115
Measures of Academic Progress	Survey with Goals	RIT Score	192	103	115
Pearson	Minnesota Comprehensive Assessment (MCA)	Scale Score	339	99	114

- Include progress monitoring process and data that support staff in evaluating the effectiveness of instruction and in adjusting instruction as needed to maximize growth towards proficiency. The use of AIMSweb has given our teachers authentic data to use three times per year. This data can show when a student will need to receive an intensive intervention. Teachers problem solve with a team to decide what appropriate intervention should take place. The intervention begins and the teacher conducts a weekly progress monitoring probe to see if the intervention shows improvement toward target goal.
- Outline communication plan and timelines for sharing screening, diagnostic, and progress monitoring data and results with parents or caregivers for all students not meeting grade level proficiency expectations

Staff at Wilshire Park use the following avenues for notifying parents to share data regarding student progress: Conferences, Phone Calls, Email/Letters, Parent Meetings (Title, ADSIS).

The timeline will be as follows for the 2016-2017 school year:

September- AIMSweb benchmark assessment given. Parents of students not at grade level will be contacted by email/letter or phone call by the end of October. The information shared with parents will consist of data and also interventions or programs that will begin.

October- Title and ADSIS families notified via personalized letters with qualifying student information and program information. Parents are invited to meet with teachers individually.

October- Parent Conferences. Parents will be given AIMSweb benchmark and progress monitoring data. MAP data will be shared with parents in grades 2 and 3.

January- AIMSweb benchmark assessment given. Parents of students not at grade level will be contacted by email/letter or phone call by Jan. 30. The information shared with parents will consist of data and also interventions or programs that will be changed.

March- Parent Conferences. Parents will be given AIMSweb benchmark and progress monitoring data.

May- AIMSweb benchmark assessment given. Parents of students still not at grade level will receive communication. Many of these students will be invited to a summer school tutoring program as funding is available. The information shared with parents will consist of data and also interventions or programs that will be recommended for the following school year.

Specific information on how elementary schools within the district will notify and involve parents accelerating literacy development for their children in each grade Kindergarten through Grade 3

- Identify how core literacy supports are aligned with grade-level content standards
Intervention teachers of the Title, ADSIS, EL and Sp. Ed. teams work collaboratively with general education teachers. Our staff underwent co-teaching training and now see general education and special education teachers working together as student need is determined. Title, ADSIS, and EL teachers have worked with general education teachers with the adoption of the Language Arts standards to be aware of changes to the current program and how to reinforce these concepts in the intervention programs. Teachers are also involved with developing essential standards at each grade level. Developing these standards will guarantee mastery of all students.

- Identify how diagnostic assessments facilitate matching of student needs to instruction
With the acquisition of AIMSweb testing for all students, there are a variety of assessments that teachers can choose when assessing students. Due to our district and its small size, teachers can make a local decision dependent on the needs of the students they are monitoring. We have also learned that MAP testing is aligned with MCA testing. We can make predictions based on MAP testing and have some reliable data to predict proficiency on MCA testing.

- Identify how corresponding effectiveness in accelerating achievement of students in need of additional instruction

At Wilshire Park we use the analogy that students placed in intervention programs must “run faster” than their peers in order to “catch up” or be proficient at grade level. Our intervention programs offer students a blast at skills they are currently lacking in order to make progress as fast as possible. With the addition of a more effective RTI model we also hope to capture students falling behind more quickly and swiftly intervene by providing direct instruction based on the deficient need.

- Communication plan and timelines for collaborating with parents on understanding data and existing supports

The communication plan outlined in the plan above will be communicated to parents through our Words from Wilshire parent newsletter. Teachers will also be trained in the new timeline and communicate this to parents through classroom newsletter. Specific data from AIMSweb benchmarks will be communicated with parents so they understand their student deficiencies. Parents will also be given strategies through a Grade Level Strategy Letter and Internet Links to intervention strategies that parents can implement in their home.

- Provide explanation of entrance and exit criteria for students needing instructional interventions or problem solving practices used when indicated by diagnostic and progress monitoring data

Title 1 Program

Entrance Criterion: Kindergarten

Student identifies:

less than 13 capitol letters

less than 13 lower case letters

less than 13 primary letter sounds

less than 6 sight words

Student scores below the 33rd%ile on the January AIMSweb Benchmarks in Letter Naming Fluency, Letter Sound Fluency and/or Phonemic Segmentation Fluency.

A combination of qualifying scores in 3 or more of these areas could qualify a student for Title I services.

Entrance Criterion: Grade 1

Student scores less than the 33rd%ile on the AIMSweb Nonsense Word Fluency check.

Student identifies less than 20% of the FRY 1st 100 Instant Sight Words

Student scores below 90% oral accuracy on Rigby's PM Benchmark Assessment #2
A combination of qualifying scores in 3 or more of these areas could qualify a student for Title I services.

Entrance Criterion: Grade 2

Student recognizes less than 80% of Fry's 2nd 100 Instant Sight Words.
Student scores less than 26 wcpm on DIBELS Oral Reading Fluency check.
Student scores below 90% oral accuracy, along with low comprehension and fluency on Rigby's PM Benchmark Assessment # 16.
A combination of qualifying scores in any of these areas could qualify a student for Title I services.

Entrance Criterion: Grade 3

Student recognizes less than 80% of Fry's 4th 100 Instant Sight Words.
Student scores less than the 33rd%ile on the AIMSweb R-CBM.
Student scores below 90% oral accuracy, along with low comprehension and fluency on Rigby's PM Benchmark Assessment # 23.
A combination of qualifying scores in any of these areas could qualify a student for Title I services.

Mid-Year Exit Criterion for Title I Services:

Exit Criterion: Kindergarten

Kindergarteners are only serviced during the second semester they do not exit the program, but instead, complete the entire semester of service.

Exit Criterion: Grade 1

Student identifies 80% of Fry's 1st 100 Instant Sight Words.
Student scores at or above the 33rd%ile on the AIMSWeb R-CBM.
Student scores 95% oral accuracy with good comprehension on Rigby's PM Benchmark Assessment # 7.
A combination of these qualifying scores could exit a student from Title I services.

Exit Criterion: Grade 2

Student identifies 95 % of Fry's 2nd 100 Instant Sight Words.
Student scores at or above the 33rd%tile on the AIMSWeb R-CBM.
Student scores 95% oral accuracy with good comprehension on Rigby's PM Benchmark Assessment #20.
A combination of these qualifying scores could exit a student from Title I services.

Exit Criterion: Grade 3

Student identifies 90% of Fry's 5th 100 Instant Sight Words.
Student scores at or above the 33rd%ile on the AIMSWeb R-CBM.
Student scores 95% oral accuracy with good comprehension on Rigby's PM Benchmark Assessment # 24.
A combination of these qualifying scores could exit a student from Title I services.

ADSIS

Entrance Criterion: Grade 1

Student scores less than the 33rd%ile on the AIMSWeb Nonsense Word Fluency check in the fall.
Student scores less than the 33rd%ile on the AIMSWeb R-CBM in the spring.
Student scores below 90% oral accuracy on Rigby's PM Benchmark Assessment #2.
Student identifies less than 20% of the FRY 1st 100 Instant Sight Words.
A combination of the lowest qualifying scores in 3 or more of these areas could qualify a student for ADSIS services.

Entrance Criterion: Grade 2

Student scores less than the 33rd%ile on the AIMSWeb R-CBM.
Student scores below 90% oral accuracy, along with low comprehension and fluency on Rigby's PM Benchmark Assessment # 17.
Student identifies less than 80% of the Fry's 2nd 100 Instant Sight Words.
A combination of the lowest qualifying scores in any of these areas could qualify a student for ADSIS services.

Entrance Criterion: Grade 3

Student scores less than the 33rd%ile on the AIMSWeb R-CBM.
Student scores below 90% oral accuracy, along with low comprehension and fluency on Rigby's PM Benchmark Assessment # 23.
Student identifies less than 80% of Fry's 2nd 100 Instant Sight Words.
A combination of the lowest qualifying scores in any of these areas could qualify a student for ADSIS services.

Exit Criteria:

Exit Criteria: 1st Grade

Student scores at or above the 33rd%ile on the AIMSweb R-CBM..
Student scores 95% oral accuracy with good comprehension on Rigby's PM Benchmark Assessment # 10.
Student identifies 80% of Fry's 1st 100 Instant Sight Words.
A combination of these qualifying scores could exit a student from ADSIS services.

Exit Criteria: 2nd Grade

Student scores at or above the 33rd%ile on the AIMSweb R-CBM.
Student scores 95% oral accuracy with good comprehension on Rigby's PM Benchmark Assessment #20.
Student identifies 95 % of Fry's 2nd 100 Instant Sight Words.
A combination of these qualifying scores could exit a student from ADSIS services.

Exit Criteria: 3rd Grade

Student scores at or above the 33rd%ile on the AIMSweb R-CBM.
Student scores 95% oral accuracy with good comprehension on Rigby's PM Benchmark Assessment # 24.
Student identifies 90% of Fry's 5th 100 Instant Sight Words.
A combination of these qualifying scores could exit a student from ADSIS services.

EL**Entrance Criteria:**

Students referred to the EL program are those who show a need for help in English language acquisition. Students are identified by the Home Language Questionnaire in during registration. Those students with a primary language other than English are then assessed using the W-APT assessment (if new to country) or ACCESS assessment (if they previously attended school in the US).

Students' W-APT scores will be used to help determine what services should be administered. The following guidelines should be used:

- Students with a composite score of 1.0 - 4.9 will qualify for direct services. In addition, if a particular domain shows a score of below 4.0 the student will remain eligible.
- Students with a composite score of 5.0-5.7 and who score a 4.0 or higher on all four domains will be eligible for indirect services status.
- Students with a minimum composite score of 5.8, and who score a 5.5 or higher on all four domains, will not be eligible for services under normal circumstances.

Exit Criteria:

A student will be eligible for automatic exit from EL services if he or she receives an ACCESS test composite score of 6.0 or at least 5.8 with a minimum score of 5.5 in all domains.

A student will be considered for exit if, under normal circumstances, he or she receives an ACCESS test composite score of at least 5.0 and a minimum of 4.0 in all domains, and:

- has multiple data points that support exit from EL services, including test scores that place the student in the 40th percentile or higher in applicable reading assessments (grades 3 and up),
- parents and educators agree that the student has reached full English proficiency, and
- has received 1 – 2 years of indirect service.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.

Use of data on level of primary and English language acquisition to match student needs with core and intervention supports.

Students in EL are assessed yearly to determine their level and whether they are making progress in listening, speaking, reading, and writing. New students are given the W-APT when they begin at our school. In addition, all EL students are given the WIDA Consortium's ACCESS assessment in the spring, which evaluates students' skills in listening, speaking, reading, and writing. This information is helpful to determine whether students are making progress in their English language skills. The data provided through these tests assists EL staff in making decisions regarding students' support needs. See entrance and exit criteria for a more detailed explanation.

Special Education

Entrance Criterion: If general education interventions have proven to be unsuccessful and the student fails to make progress with the additional interventions, the student is referred to the special education child study team to conduct a special education evaluation to determine eligibility to receive services. The team generates an evaluation plan in accordance with the student's needs and send to the student's parents for approval to continue with the evaluation. Once permission has been received, the team conducts each evaluation measure listed on the evaluation plan. After all of the testing is complete the team meets to determine eligibility in one of the 13 categories. The team compiles all of their data, information, and observations in a report and will meet with the family to discuss results.

Exit Criterion: Students are re-evaluated every 3 years, more often if the IEP team deems it necessary, to re-evaluate special education eligibility criteria. The team will conduct new assessments or review existing data to determine whether or not each student still meets criteria. If they continue to meet criteria, a new IEP will be written and they will continue to receive special education services. If not, they will exit special education and receive general education interventions and supports.

- **Include resources and tools for parents, caregivers, and/or community members to support**

General education teachers will be sending home grade level strategy letters to parents to give information at each specific grade level. Teachers have also developed websites and will be asked to provide more intervention resources to parents. An idea implemented was to create a Kindergarten DVD to be given out to parents at Kindergarten Warm-Up events. Our hope is to provide these at the Community Services program to give to younger students as they begin to acquire pre-reading skills.

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress

Statement may be best informed by use of the following quality practices:

- Outline the continuum of core instruction and intervention practices and how they align to the grade level standards and benchmarks

Students will be given three baseline assessment using the AIMSweb program throughout the year. If at any time a student scores lower than the grade level average, the intervention process will begin.

Interventions will be given in the following programs:

General education classroom (co-teaching at times)

Title 1 classroom

ADSIS classroom

Special Education

As an intervention process begins, parents will be informed that a Level 3 Rtl meeting will be held to discuss the learner difficulties. Parents will be informed about intervention strategies and information on when the parent will be contacted again. Parents will be asked for their input throughout the process so that the parent feels that they are part of the Student Assistance Team. Permission would need to be given by the parent for the student to participate in another intervention program.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction

Statement may be best informed by use of the following quality practices:

- Describe how teachers and specialists collaborate across grades, subjects, disciplines, buildings and district to promote development of competent use of literacy practices and instructional strategies that are effective for the students most in need of additional supports

In the area of Language Arts, teachers received comprehensive training during the 2015-2016 school year. The following activities were conducted:

Reading Specialist from the Anoka Hennepin School District conducted a training based on the text of "The Next Steps in Guided Reading," by Jan Richardson.

Language Arts curriculum team met monthly to discuss Essential Standards and Equity through a Data Coaching model.

Vertical work defining essential standards, moving to grade level work

- Describe how time is provided for teachers to meet regularly for professional development specific to reading instruction

Professional development will be delivered to teachers during our workshop week and at each staff development day designated by the calendar. Teachers will also meet in professional learning communities during their 8:00am-9:00am preparation period or after school as agreed upon monthly.

- Explain how staff are trained to deliver core instruction, instructional interventions, and the scientifically-based reading practices embedded within them

Through the training, professional readings, professional learning communities including essential standard work, staff will discover intervention strategies and begin making plans for implementation. Staff will also be asked to share practices currently in place and share data to prove their effectiveness.

- Describe how training and coaching supports are used to further assist staff in implementing core instruction and interventions as intended

The structure of professional learning communities will be used to assist staff and provide time to discuss research based strategies and share data to discuss the effectiveness of the strategies. The trainer will work along-side teachers to offer modeling and guidance in perfecting practice.

- Describe use of performance data to inform prioritization and selection of professional development strategies

A review of MCA and MAP data showed that overall reading proficiency is not at the same level as math proficiency. A survey was conducted on teacher skill using guided reading. This information was compiled in order to design the professional development strategies.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Statement may be best informed by use of the following quality practices:

- Provide available information on how multi-tiered systems of support, including core instruction and interventions, and the corresponding research-base are used to plan and enhance reading instruction for all students

The teachers have identified the following evidenced-based instruction/intervention to be implemented: 1. Read 180 (Scholastic), Leveled Literacy Intervention, and Wilson Reading Series as core intervention strategies.

- Describe the performance data and timing that will be used in designing and planning future staff development opportunities

An analysis of our trend data for the third grade MCA testing has been conducted. Our students have consistently scored above state averages but we have seen a decline in our reading scores building wide. It is our goal to increase this percentage. Staff training will be conducted in the fall of 2016. This training will consist of implementation of solid Guided Reading practices along with response to intervention models and researched based practices to increase reading acquisition of students. A new curriculum was purchased that is in-line with the building philosophy and strategy.

- Describe the corresponding training and coaching available to staff implementing the instructional practice and supports

There is a grade level staff member that participates in a school wide language arts committee. These staff members are conducting work in developing essential standards and will bring this work to their grade level teams. Wilshire Park also employs several reading intervention specialist who will assist staff within the Response to Intervention model.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students

Statement may be best informed by use of the following quality practices:

- Use of data on level of primary and English language acquisition to match student needs with core and intervention supports

Students in EL are assessed yearly to determine their level and whether they are making progress in listening, speaking, reading, and writing. They are given a screening assessment in the fall or when they are admitted to the school. In addition, all EL students are given the WIDA Consortium's ACCESS assessment in the spring, which evaluates students' skills in listening, speaking, reading, and writing. This information is helpful in determine whether students are making progress in their English language skills. When test results and grade level achievement show that a student has arrived at near or on grade-level, they are placed on monitor status the following year. After 2 years of monitor status, students are typically exited from EL supports into the mainstream.

- Describe processes for allocating resources, training, coaching, and selection of instructional materials to address language acquisition needs of EL and minority students

The process for allocation of resources for our EL staff is an equity based system. The EL staff has access to resources, training, and coaches in the same manner as all staff. The philosophy of budget allocation is if resources and instructional materials are needed to address language acquisition needs, resources are found through prioritizing of the resources available.

- Identify disaggregated data useful for program improvement efforts applied to strengthening core instruction and intervention that accelerate acquisition of oral language and literacy skills of EL and minority students that continue to need additional supports

We have been able to disaggregate data received from the MCA testing and NWEA testing each school year. We monitor our EL population closely and have responded by adding an additional 1.0 FTE in this area. We believe a co-teaching model is best practice for EL students and strive to continue to incorporate this delivery of service in the future.

- Designate training, coaching, and resources available for all school staff to effectively recognize students' diverse needs

Our school district has been intentional about providing training focused on helping every student succeed. During the 2012-13 school year, every teacher from Wilshire Park was required to attend a 2-day training called Beyond Diversity which is provided through our WMEP partnership.

NEXUS training happened in subsequent years to promote equity in education for all students. A study on grouping has been conducted and has made teachers aware of the barriers to education that affect some students.

EL training sessions are periodically presented to teachers, increasing the abilities and knowledge of all teachers regarding meeting the needs of English Learners.

An equity team has been developed that will address racial inequities within the school system.

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3

Statement may be best informed by use of the following quality practices:

- Include how screening, diagnostic, and progress monitoring data inform decision making process

Within the Response to Intervention (RTI) model, teams will meet monthly to discuss student interventions and weekly to discuss assessments. AIMSWeb data will be used to ensure that all students are at appropriate benchmarks. If student scores fall below the benchmark, the intervention process will

begin. There will be individuals assigned to make sure interventions happen with fidelity and as prescribed. If student achievement improves the intervention will be considered successful. If the intervention is not successful, plans are made to move to a new intervention or different tier with RTI.

- Describe how the data is used to determine proficiency, when and where the data is collected Teachers working with administration will determine what is considered grade level proficiency according to the normed assessments. The benchmarking data will be collected three times per year. Students who are engaged with interventions will receive progress monitoring weekly.

- Explain how teachers, administrators, and school staff are involved in regular data review Data will be reviewed in a variety of ways. Individual teachers will review data on a monthly basis. A level 3 RtI team meeting happens every 6 weeks in which data is reviewed and interventions are assigned. As a student is moved to a different tier, the principal, special education director, and school psychologist are involved with decision making with the team facilitators.