

ANOKA-HENNEPIN SCHOOLS LOCAL LITERACY PLAN



ANOKA-HENNEPIN
SCHOOLS
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Updated May 2023



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GOALS AND VISION

Reading proficiently no later than the end of grade three, MN Statute 120B.12.

Literacy Goal: The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive,

scientifically based reading instruction consistent with section 122A.06, subdivision 4.

The law requires that district plans attend to four specific areas: identification and reporting, parent notification and engagement, intervention, and staff development. Legislation requires the district to post its literacy plan on the official school district website, submit a report with a K-2 summary of reading data, and identify students in grade three or higher who demonstrate reading difficulty. This plan is available to view at: ahschools.us/LLP.



Anoka-Hennepin Schools mission and vision statement

Mission statement

It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success.

To fulfill this mission, the school district is accountable for:

- Providing a caring, highly trained, and effective staff who use research-based best practices.
- Providing learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning.
- Promoting high achievement for all students.
- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success.
- Improving connections with the community to foster public involvement with and understanding of our educational programs.
- Providing a safe and respectful learning environment.
- Using all resources efficiently and effectively.

Vision statement

It is the vision of the Anoka-Hennepin School District to be a public school system of excellence, with high quality staff and programs and successful graduates.





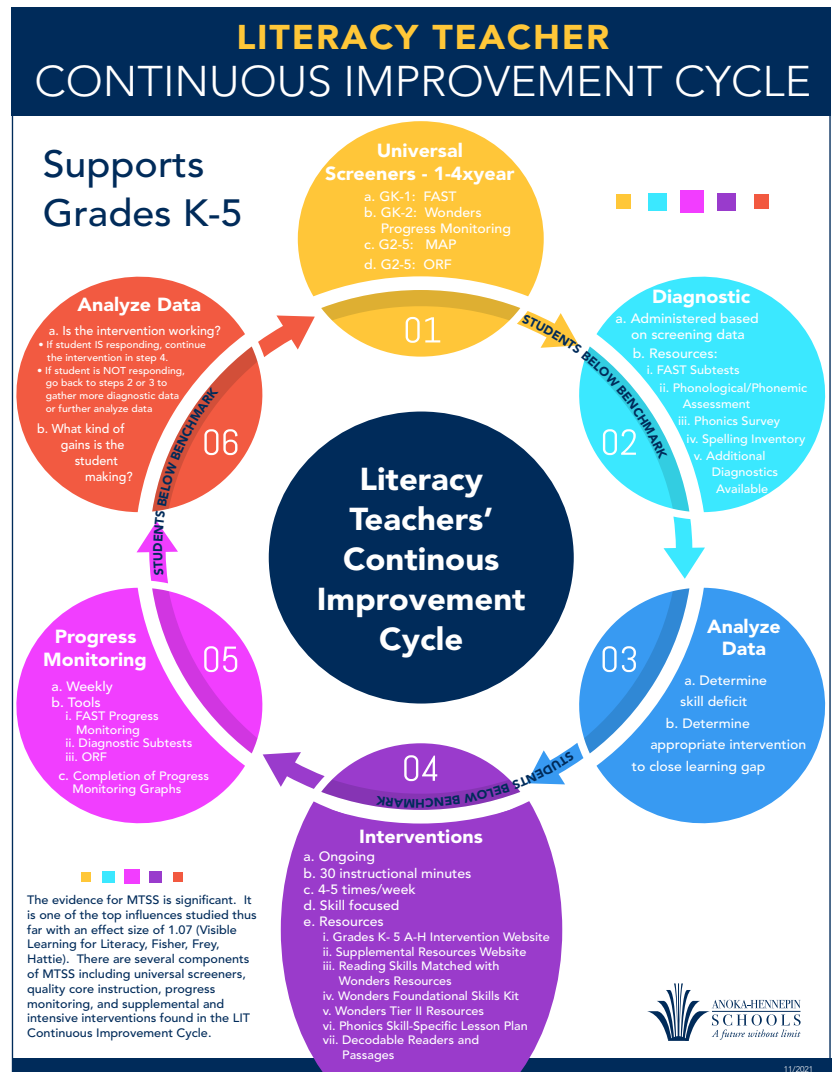
CONTINUUM OF LITERACY

During the 2015-16 school year, a comprehensive review of the Anoka-Hennepin reading curriculum was conducted. There was an urgent need to evaluate and change the district's instructional practices in the area of literacy. Thus, the adoption of McGraw Hill's **Reading Wonders**. During the 2017-18 school year, McGraw Hill's WonderWorks and Wonders ELD programs were adopted. These programs are aligned to the Minn. state standards.

Core literacy instruction

Anoka-Hennepin is committed to ensuring success in reading for all students by:

- Implementing the research-based *Reading Wonders* 2017 curriculum that is fully executing the 2010 Minn. K-12 academic standards in English Language Arts (ELA) to include phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. *Reading Wonders* is composed of the following instructional practices yielding high leverage effects including:
 - close reading
 - complex text
 - increased rigor
 - collaborative conversation
- Providing a gradual release of responsibility framework: teach and model, practice and apply, differentiate for acceleration, and assessment of student application.
- Ensuring all students are provided access to grade level standards through guided whole group and differentiated small group instruction.
- Enacting a core Reading Writing Workshop model built through connected ideas, fully implementing collaborative conversations and close reading of complex text which focuses on the quantitative, qualitative, and matches the reader to task.
- Applying all writing standards, from genre to process to research, by giving daily instruction and opportunities for application.
- Providing print and digital access to the ELA standards for instruction and practice.
- Developing school improvement plans which address reading goals at every site by literacy teams.
- Following the district continuous improvement model.
- Participating in Professional Learning Communities (PLCs) with a focus on improving literacy instructional practices for teachers.



Identification process

Research, evaluation and testing:

Staff receive training focused on the science of reading on an annual basis. All students receive core instruction with scientifically based reading materials and use of best instructional practices. Assessment data is used to determine reading proficiency for all students. Assessments are one component of the educational program provided by the Anoka-Hennepin School District. Students take a variety of assessments including those that are classroom-based, nationally normed, and state required. Each has a specific purpose designed to give the teacher, student, and family information about the academic performance and progress of the students.

Universal screeners used in Anoka-Hennepin are outlined below. Students receive evidence-based interventions aligned to their individual needs. Students are monitored for progress and receive more intensive intervention or service informed by student data.

Anoka-Hennepin programming supports students with reading challenges including, but not limited to, those with characteristics of [dyslexia](#) identified through our [universal screeners](#). Anoka Hennepin conducts vision screening on a regular basis to detect eye or vision issues. If there are concerns about potential Convergence Insufficiency, families may choose to seek care from a private medical provider for assessment.

Universal Screeners

Grade K-1 Universal Screeners and Assessments					
Fall		Winter		Spring	
Kindergarten	Grade one	Kindergarten	Grade one	Kindergarten	Grade one
FAST					
Concepts of Print Onset Sounds Letter Names Letter Sounds	Letter Sounds Word Segmenting Nonsense Words Sight Words Sentence Reading	Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Word Segmenting Nonsense Words Sight Words CBM	Letter Sounds Word Segmenting Nonsense Words Sight Words	Word Segmenting Nonsense Words Sight Words CBM
OTHER ASSESSMENTS					
Reading Wonders Assessments Wonders Progress Monitoring		Reading Wonders Assessments Wonders Progress Monitoring		Reading Wonders Assessments Wonders Progress Monitoring	
Select Students (diagnostic/formative): <ul style="list-style-type: none">Weekly Progress Monitoring		<ul style="list-style-type: none">Phonological and phonemic awarenessFAST subtests		<ul style="list-style-type: none">Running RecordsPhonics and decoding survey)	

Grade 2 Universal Screeners and Assessments		
Fall	Winter	Spring
NWEA MAP (screener) Reading Wonders Assessments Oral Reading Fluency	Reading Wonders Assessments CogAT-Cognitive Ability Test Oral Reading Fluency	NWEA MAP Reading Wonders Assessments Oral Reading Fluency
Select Students (diagnostic/formative): <ul style="list-style-type: none">Weekly progress monitoring	<ul style="list-style-type: none">Phonological and phonemic awarenessPhonics and decoding survey	<ul style="list-style-type: none">Informal reading survey (diagnostic)Running recordsNWEA MAP- winter

Grade 3-5 Universal Screeners and Assessments		
Fall	Winter	Spring
NWEA MAP (screener) Reading Wonders Assessments Oral Reading Fluency	Reading Wonders Assessments Oral Reading Fluency CogAT- Cognitive Ability Test (G3)	Reading Wonders Assessments Oral Reading Fluency MCAs
Select Students (diagnostic/formative): <ul style="list-style-type: none">Regular Oral Reading FluencyPhonological and phonemic awareness	<ul style="list-style-type: none">Phonics and decoding surveyInformal reading survey	<ul style="list-style-type: none">Running recordsNWEA MAP- winter and springMTAS

Assessment data is used to determine district needs and provides guidance for upcoming professional development. It is also used to determine instructional needs at the classroom and student level. If students are not demonstrating proficiency, teachers administer additional assessments, including diagnostic and formative, to determine next instructional steps (listed in the chart above under the heading of "Select Students"). There are many tools available to monitor student progress indicating effectiveness of interventions and instruction.

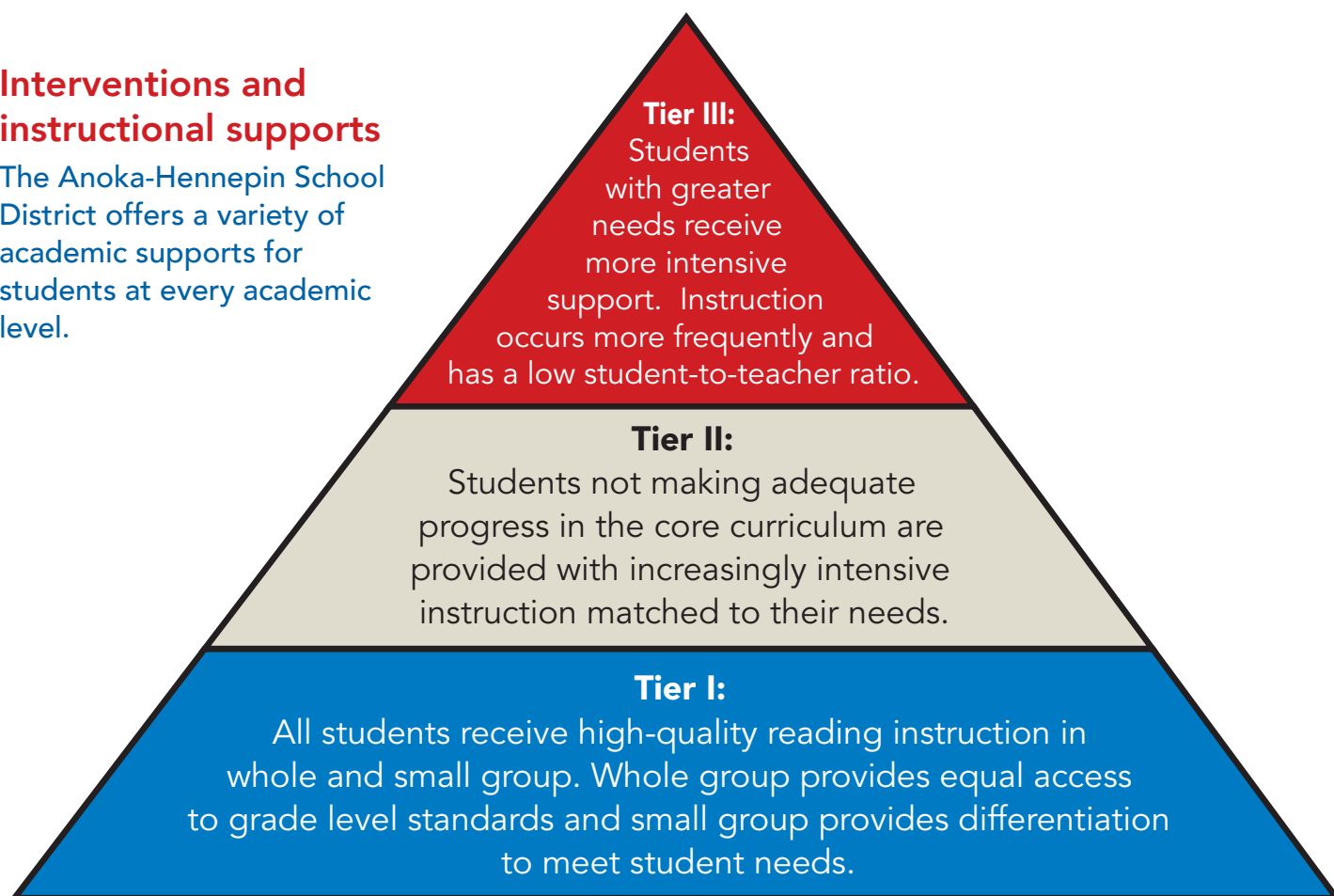
English or Multilingual Learners' needs are determined through a number of data points which may include: ACCESS/Alternate ACCESS, MCA/MTAS, MAP, FAST, ORF, and the students' report cards. All teachers collaborate to discuss data, student progress, and to plan interventions when necessary.



CONTINUUM OF LITERACY

Interventions and instructional supports

The Anoka-Hennepin School District offers a variety of academic supports for students at every academic level.



Literacy supports, services and interventions:

Possible intervention	Description	Provider	Frequency	Student selection criteria	Communicating progress to parents
Classroom teacher <i>Reading Wonders</i> Tier II: <ul style="list-style-type: none"> • Phonemic Awareness K-5 • Phonics K-5 • Fluency K-5 • Comprehension K-5 • Writing 3-5 • Vocabulary K-5 Tier II skills practice	Students receive additional instruction with <i>Wonders'</i> Tier II resources identified through formative assessments and progress monitoring	Licensed teacher	2-5 times per week	FAST, MAP, ORF, Phonemic, Phonics & Decoding Survey	Conferences and report cards Progress is communicated through the classroom teacher
Supplemental programs teacher and Literacy Intervention Teachers (LIT) <ul style="list-style-type: none"> • <i>Reading Wonders</i> Tier II 	Students receive additional instruction with <i>Wonders'</i> Tier II resources identified through <i>Reading Wonders</i> assessments and progress monitoring	Licensed teacher	4-5 times per week	FAST, MAP, ORF, Phonemic, Phonics & Decoding Survey	Progress is communicated through the classroom teacher

Literacy supports, services and interventions (cont.):

Possible intervention	Description	Provider	Frequency	Student selection criteria	Communicating progress to parents
Supplemental programs teacher <ul style="list-style-type: none"> • <i>WonderWorks</i> 	Students receive additional instruction connected to the core Reading Wonders and foundational skills	Licensed teacher	4-5 times per week	FAST, MAP, ORF, Phonemic, Phonics & Decoding Survey	Progress is communicated through the classroom teacher
Reading Corps	An AmeriCorps program that partners with schools to provide research-based early literacy practice for select students in grades K-3	Reading Corps trained tutor	20 minutes, 3-5 times per week	Reading Corps Assessment data and eligibility criteria	A "Read at Home" folder is sent home to provide an opportunity for caregivers to practice skills their student has mastered Progress is communicated through the classroom teacher
Special education <ul style="list-style-type: none"> • <i>WonderWorks</i> • <i>WonderWorks</i> Foundational Skills Kit • Alternate methodology for select students • Tier II resources 	Instruction targeted to student's individual needs as indicated by an Individual Education Program (IEP) and qualification guidelines	Licensed special education teacher	As determined by IEP team	Meets criteria for a categorical disability based on comprehensive evaluation and has learner-based needs in reading	Progress monitoring reports three times per year, including the annual IEP review
Targeted Services (TS) summer school	<i>Reading Wonders</i> Tier I and Tier II instruction is extended into the summer to assist qualifying students in reaching grade level standards	Licensed teacher	4-5 weeks, 90 minutes per day	FAST, MAP, MCA, select students ORF	Mid-summer and end of summer progress report
Extended School Year (ESY)	Skill specific instruction for qualifying students to maintain progress towards SPED IEP goals/objectives	Licensed teacher	Individual based on program	As defined in IEP	End of summer progress report

In addition to receiving core instruction in the mainstream classroom, ELs receive supplemental language support with an EL teacher. The *Wonders ELD* curriculum develops speaking, listening, reading, and writing skills through differentiated instruction.

WonderWorks supports struggling readers and writers through research-based, data-driven, systematic instruction. These programs are aligned to the core reading instruction and are designed to ensure equity of access to core content.



CONTINUUM OF LITERACY

Tier I, II, III and IV talent development & gifted education interventions

The Anoka-Hennepin School District's talent development and gifted education elementary programming offers a continuum of services. These tiered services and programming provide students with differentiated learning opportunities that both enrich and extend their learning.

Talent Development Intervention	Description	Possible activities	Student selection criteria
Tier I	Core curriculum	<ul style="list-style-type: none"> • Differentiation within the classroom 	Open to all students
Tier II	Extensions and enrichment of the core curriculum for a select small group of students	<ul style="list-style-type: none"> • Literary genre studies extensions 	Students scoring at a minimum of the 90-94 percentiles across multiple measures
Tier III	Enrichment using specialized curriculum for a select small group of students	<ul style="list-style-type: none"> • Talent Development Classes for ELA (grades 3-5) • Passion Projects (grades 3-5) • Creativity Festival • Young Authors Conference • North Suburban Summer Academy 	Students scoring at a minimum of the 95-97 percentiles across multiple measures
Tier IV	School Within a School experience for grades 3-5 located at Eisenhower Elementary school	<ul style="list-style-type: none"> • Accelerated ELA • Gifted & Talented curriculum • Passion Projects • All field trips & metro programming opportunities 	Students scoring at a minimum of the 98 percentile across multiple measures



ANNUAL REPORTING

On an annual basis our school district submits a World's Best Workforce Report. This report details our academic and student performance data which includes all data related to language arts instruction and programming. The Anoka-Hennepin School District's Board of Education, as well as community stakeholders, review the report, and it is published on our website at [World's Best Workforce](#).

Visit [Research, evaluation, and testing](#) for additional reports.





PARENT COMMUNICATION AND ENGAGEMENT

Schools provide on-going communication and support about literacy instruction connected to state standards.

School to home communication and student achievement

Family conferences:

Family-teacher conferences are held in the fall and winter to provide communication on student progress and reading assessment information to deepen families' understanding of student progress and grade-level expectations. Interpreters are provided to families as needed.

Topics of conference:

- Progress towards the 2010 ELA Minn. state standards
 - Progress monitoring data
- Data to support student performance
 - Assessment data
 - MCA
 - MAP
 - CogAT
 - Diagnostic
 - Weekly and unit assessments
 - FAST (K-1)
- Student work
- Summer school qualifications - Targeted Services (TS) or Extended School Year (ESY)
- Interventions for student to accelerate student progress toward grade level
- Ways to support student achievement
 - School to home connection
 - K Skillbuilders
 - Challenge reading

A "read at Home" folder will be sent home. The folder will contain mastered skills the student has been practicing in Reading Corps. The purpose of this folder is to provide families an opportunity to practice with their student.

Classroom teachers send home classroom newsletters and activities to encourage literacy at home.

Report cards:

Report cards are sent home three times a year (December, March, and June) to show students' progress toward 2010 ELA Minn. state standards. MAP test and grade 2 and 3 CogAT results accompany report cards for students in grades 2-5. For students in special education, IEP progress is reported three times per year through two written reports and the annual IEP review.

On the Anoka-Hennepin School District website, additional information is provided to families on how to help their child.

There are documents available online for families called [Understanding your child's report card](#). They define the benchmarks toward grade-level proficiency at the end of a marking period.

Building opportunities

Family and community engagement opportunities:

Schools provide families with ideas for accelerating and enhancing literacy at home. Some events may include: open house, meet and greet, curriculum nights, "I love to read" events, Kindergarten round-up, and family engagement nights. Interpreters are provided at various events to ensure equity of information for all families.

Parent Teacher Organization (PTO) and Parent Advisory Committee (PAC) are other opportunities for parents to support schools with student learning, fundraising, and involvement.

District opportunities

Anoka-Hennepin creates opportunities for curriculum feedback from members of the community through the various community groups listed below.

World's Best Workforce Advisory Committee:

This committee provides recommendations to the School Board regarding rigorous academic standards, student achievement goals, district assessments, and program evaluation. Members include students, parents/guardians, other community members, teachers, and support staff.

Community Curriculum Advisory Committee (CCAC):

CCAC is a district-level, K-12 parent involvement committee. The purpose of this committee is to provide feedback on the accessibility and usefulness of the district's intervention structure.

Resources

Online resources, aligned to the 2010 ELA Minn. state standards, are available for families to access. The [McGraw-Hill Reading Wonders website](#) is available for student use at home. Within the Reading Wonders website, families can find specific information about what students are learning as well as weekly assessment results.

A district newsletter, [Focus](#), is sent to all Anoka-Hennepin residents three times a year to communicate accomplishments of students and staff throughout the district.



PROFESSIONAL DEVELOPMENT

Scientific-based reading professional development is provided to teachers at the district and building levels. Literacy specialists and grade-level teacher leaders are provided with training opportunities at the district level. Together they facilitate professional development and provide support to the staff back in their buildings. Through this “train the trainer” model, professional development is efficiently delivered to relevant staff.

All educators take responsibility for the academic and language development of English Learners (EL) in our district. Professional development is provided to all teachers at the building and district level. Trainings focus on understanding diverse needs of ELs in the classroom and effective strategies for teaching English learners that increase English Language Proficiency and access to content.

Staff	Occurrence	Level of staff development	Topics	Key factors to determine professional development
Teachers: <ul style="list-style-type: none"> • K-2 (3) classroom • Literacy specialist • Literacy intervention teachers (LIT) • Supplemental programs • Administrators • Select EL • Select Special education 	Ongoing	Districtwide	LETRS - Language Essentials for Teachers of Reading and Spelling	Teacher survey Data
<ul style="list-style-type: none"> • G3-5 classroom • Literacy specialist 	Ongoing	Districtwide	The Writing Revolution Strategies	Teacher survey Data
<ul style="list-style-type: none"> • G3-5 classroom literacy • TD 	November	Districtwide ELA dyads	Differentiation Instruction for All Learners	Teacher survey Data
<ul style="list-style-type: none"> • LIT 	November	Districtwide LIT	Using data to determine interventions	Based on need
Select: <ul style="list-style-type: none"> • K-3 Classroom • LIT • Literacy specialists • Special education 	February-June	Select schools	Bridge2Read Pilot	LETRS training Data Teacher input
Teachers: <ul style="list-style-type: none"> • Classroom • Supplemental programs • Special education • EL teachers • Literacy specialists • LIT 	Weekly Building PLCs	Building and district level	Topics vary by site	Building decisions based on need
Literacy specialists <i>Train the trainer</i>	August September October January February March May	Districtwide	LETRS PLCs Data - Using data to make instructional decisions Sound walls Keyboarding Supporting EL students in the classroom Whole Group Interventions Multisyllabic decoding strategies Handwriting Unpacking the 2020 ELA Standards	Teacher needs Data driven
Principals	October February	Districtwide	Read Well by Third Grade	Data
All staff	On demand	Districtwide	<i>Reading Wonders</i> online professional development Instruction videos	Teachers select based on individual needs



Probationary Teachers: <ul style="list-style-type: none"> • Classroom • Special Education • Supplemental Programs • Talent Development (TD) 	August-February	Probationary staff - Year 1-3	New to Wonders Standards & Pillars Writing How to support struggling students Supporting EL Students PLCs Data Analysis Coaching Skill Specific Instruction Resource Collaboration New Special Education Teacher ELA training PLCs Resource Collaboration New to WonderWorks and Wonders Tier 2 PLC's New to Talent Development/Gifted Education Extending Student Learning Reading Differentiation for Talent Development	Data Teacher need
Talent Development (TD) teachers	Sept-June	Districtwide	CogAT: The What, Why and When Differentiating Instruction for All Learners	Data Teacher feedback
EL teachers	August October November January April	Districtwide	Wonders ELD 2020 WIDA Standards	Data Teacher need Teacher feedback
Select EL teachers			School-Wide English Language (SWEL)	
Special Education teachers <ul style="list-style-type: none"> • Setting I/II • LAUNCH • EBD Centerbased 	February replace this row with what is from Sped	Districtwide	Explicit Instruction	Special Education Audit
Select Special Education teachers	November December February March	Districtwide	LETRS	Alignment to general education Data
	August	Districtwide	Sonday System	Student Specific Needs Data
	November February	Districtwide	Bridge the Gap	Student Specific Needs Data
	November	Districtwide	Explicit Instruction	Special Education Audit





APPENDIX OF TERMS

CogAT- Cognitive Abilities Test -- Standardized assessment intended to estimate students' learned reasoning and problem solving abilities through a battery of verbal, quantitative, and nonverbal test items.

Core -- The instruction that is used with all students in a general education setting is considered 'core instruction.' Standard outcomes are delivered and students show understanding of the knowledge and skills necessary for literacy development. It is essential to form the foundation of MTSS academic support.

Curriculum-Based Measures (CBM) -- Measurement that uses direct observation and recording of a student's performance to gather information for teachers to make instructional decisions.

Convergency Insufficiency (CI) -- Convergence insufficiency is a common binocular vision disorder that is often associated with a variety of symptoms.

Diagnostic -- A distinct form of measurement. Its purpose is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills.

Differentiation -- An extension of core instruction tailored to meet the needs of students.

English (Multilingual) Learners (ML/EL) -- Students who speak and/or come from a home that predominantly speaks a language other than English and has been determined by a valid measure of English Language proficiency as lacking the necessary English skills to participate fully in academic classes taught in English.

Extended School Year (ESY) -- Extended school year for students receiving special education.

Formative Assessment System for Teachers (FAST) -- A formative assessment system for teachers used to screen students.

Formative assessments -- Assessments aimed at understanding and improving learning along the progression of students' studies. It involves gathering and interpreting evidence of student learning.

Individualized Education Program (IEP) -- A written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.

Intervention -- Instructional supports that address academic holes preventing students from being successful at grade level.

LETRS -- Language Essentials for Teachers of Reading and Spelling - LETRS is a professional development course of study for instructors of reading, spelling, and related language skills.

LIT -- Literacy Intervention Teacher provides small group reading interventions based on the MTSS model in Anoka-Hennepin.

Measures of Academic Progress (MAP) -- Computer adaptive achievement tests in Mathematics and Reading. The computer adjusts the difficulty of the questions so that students take a unique test used to determine their instructional level.

Minnesota Reading Corps (MRC) -- An initiative of Serve Minnesota, demonstrating how service and science can accelerate improvement in both students and systems. MRC tutors provide literacy interventions and data-based assessments to children from age three through grade three.

Minn. state standards -- Guidelines for the knowledge and skills students learn in each grade.

Multi-Tiered Systems of Supports (MTSS) -- Within Anoka-Hennepin Schools, this is a framework to improve outcomes for all students that uses research-based instruction and intervention/enrichment, systemic and data informed problem solving processes, and is matched to individual academic and social/emotional/behavior student needs.

Nationally normed test/assessment -- A standardized test that has been given to large numbers of students, whose scores are used to create benchmarks which make it possible to compare students to the group.

ORF -- Oral Reading Fluency assessments measure reading rate and accuracy. It is expressed in terms of the number of words read correctly per minute (WCPM).

Professional Learning Communities (PLCs) -- Collaborative teacher teams meeting to discuss student data and progress.

Progress monitoring -- Used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Reading Minnesota Comprehensive Assessment (MCA) -- An adaptive assessment in reading that helps schools and districts measure students' progress toward the state's academic ELA standards.

Reading proficiency -- The level at which students are able to understand and make meaning of text based on the Minnesota Comprehensive Assessment and the Anoka-Hennepin report cards.

- » *Does not meet standards:* When interacting with literature and informational text, students at this achievement level demonstrate the ELA standards inconsistently and with minimal accuracy.
- » *Partially meets standards:* When interacting with literature and informational text, students at this achievement level demonstrate the ELA standards with limited consistency and accuracy.
- » *Meets standards:* When interacting with literature and informational text, students at this achievement level demonstrate the ELA standards consistently and accurately.
- » *Exceeds standards:* When interacting with literature and informational text, students at this achievement level demonstrate the ELA standards with a high degree of consistency and efficiency.

Supplemental Programs Teachers- Title I funded intervention teachers who provide small group reading and math interventions based on the MTSS model.

Targeted Services (TS) -- Program that helps below grade level students before or after school to improve their math and/or reading abilities.

Universal Screener -- A brief measure designed as a first step in identifying children who may be at high risk for delayed development or not achieving academic outcomes, academic failure, and in need of further diagnosis of their need for special services or additional reading instruction.

World's Best Workforce (WBWF) -- Bill that was passed in the 2013 Minnesota State Legislature to ensure every school district in the state is making strides to increase student performance.

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