

# **Foley Public Schools**

## **Local Literacy Plan**

### **June 2023**



**“Literacy is the ability to read, write, speak, listen, view, visually represent and think in order to communicate to society.”**

International Reading Association

*Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.*

*MN Statute 120B.12*

## **Introduction**

The purpose of English Language Arts and Literacy programs in Foley Public Schools is to develop proficient readers and writers, who are prepared to be successful in a 21st-century world. The creation of a District Literacy plan is an important task. As we strive to prepare our students, we are continuously reminded that a high level of literacy is not a luxury, but rather a necessity. Our students will be measured by their ability to read, write, speak, and listen. Our district will be defined by our success in preparing students to effectively engage in these tasks.

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. A local literacy "plan must include a process to assess student's level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level and identify and meet staff development needs."

The purpose of this document is to outline how Foley Public Schools plans to address each of these requirements for our students in kindergarten through third grade.

## **Goals and Objectives**

### **Literacy Goals**

Students will demonstrate reading proficiency throughout the primary grades and by grade 3 through the results of both screening and progress monitoring measures. Our goal is for all students to be at or above grade level on the FAST aReading and either the CBM-R fluency or Early Reading assessments, as well as the MCA reading assessment. We will challenge students at all ability levels before, during, and after achieving proficiency. Students will be supported through high-quality core instruction and differentiation. Based on assessment outcomes, students may also qualify for additional support through our MTSS program.

### **Reading Goals for 2023-2024**

In 2022-2023, our school reading goal was for 75% or more of all students to demonstrate Advanced or Low-Risk benchmark achievement as measured by the spring aReading assessment. This was an increase of 11% from the previous spring's proficiency level. This goal was not met as the results of our spring aReading assessments showed that 61% of students scored in the Advanced or Low-Risk levels.

Our goal for 2023-2024 will be to increase the broad reading score of all students so that 70% or higher, will demonstrate Advanced or Low-Risk benchmark achievement as measured by the spring aReading assessment by May 2024.

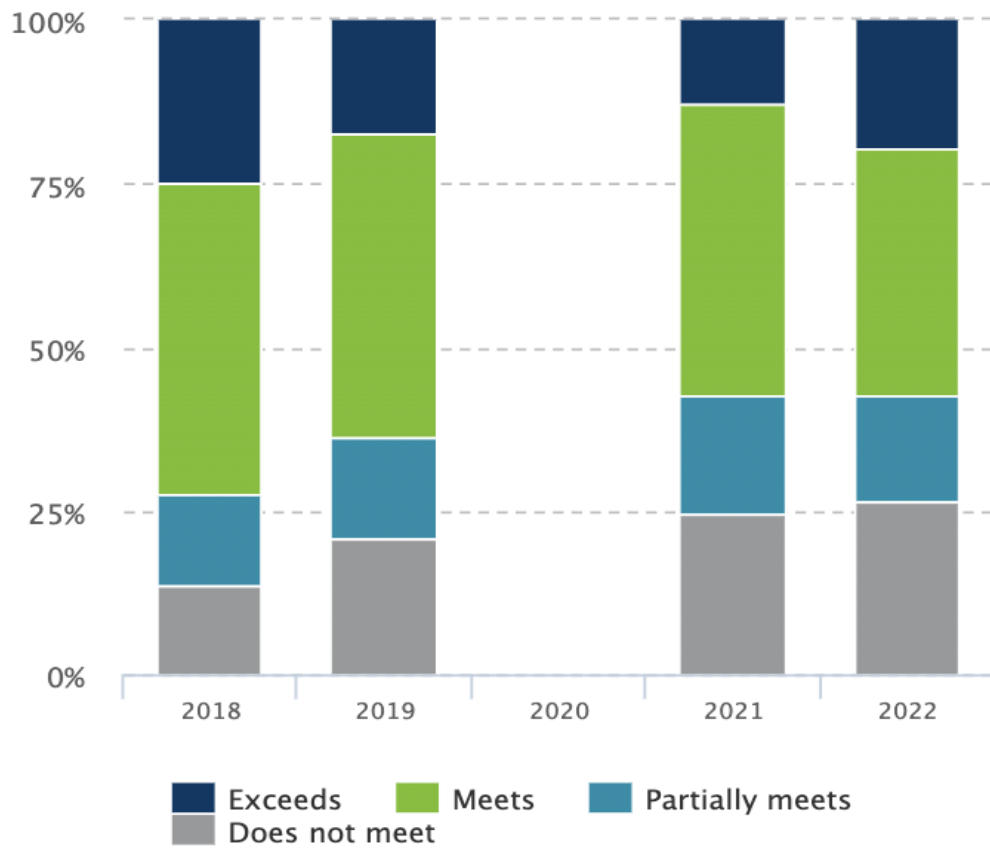
Grade-Level and School-Wide Results

FAST aReading Results

Percentage Of Students By Benchmark:



### MCA Reading Results



Year		Exceeds	Meets	Partially meets	Does not meet
2018	Count	35	67	20	19
	Percent	24.8%	47.5%	14.2%	13.5%
2019	Count	21	56	19	25
	Percent	17.4%	46.3%	15.7%	20.7%
2020	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2021	Count	18	62	25	34
	Percent	12.9%	44.6%	18.0%	24.5%
2022	Count	29	55	24	39
	Percent	19.7%	37.4%	16.3%	26.5%

# Assessment

## Assessments Used

Foley Public Schools assessment program brings together statewide testing, district standardized testing, and classroom assessments to provide a complete picture of student achievement.

- Statewide Assessment - All third grade students complete the MCA III reading assessment each spring as prescribed by the MN Department of Education.
- District Standardized Assessment - Foley Elementary School currently uses the FastBridge (Formative Assessment System for Teachers) suite of assessments to measure student foundational, fluency and comprehension skills for reading. Students in kindergarten through third grade are assessed in the fall, winter, and spring.
- Classroom Assessment - All students in Kindergarten through third grade are assessed throughout the year on their progress toward meeting grade-level literacy standards. These assessments are a part of our core reading curriculum, [Wonders by McGraw Hill](#).

## District Assessment Calendar

The District Assessment Calendar outlines when all standardized tests are administered across all schools in the district. The link to Foley's district assessment calendar may be found here: [Assessment Calendar](#)

## Elementary Assessment Schedule

Assessment	Date	Student Population
ACCESS	January 29 - March 22	Grades K-3 qualifying for ELL
MCA/MTAS	March 4 - May 3	Grade 3
FAST	September 11-22	Grades K-3
	January 8-19	
	May 6-17	

## Fastbridge Assessments

FAST reports the percentile ranks, or percentiles of scores relative to same-grade peer performance in the class, school, district, and nation. Those percentiles are classified with standards at the 20th (red), 30th (yellow), 40th (green), and 75th or 80th percentile (blue; 75th through middle school, 80th percentile for high school). These standards were set to support early intervention and prevention within multi-tiered systems of support (MTSS; Brown-Chidsey & Bickford, 2016).

*Numbers in the tables below represent scores at the 40th percentile.*

<b>aReading- Broad Reading</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Kindergarten	386	417	437
First	435	455	468
Second	469	481	490
Third	490	498	503

## **Core Curriculum and Instruction**

The goal of ISD 51 is to ensure that all learners achieve proficiency on the Minnesota K-12 Academic Standards in English Language Arts. The K-8 ELA Committee, composed of teachers from Foley Elementary and Foley Intermediate Schools constructed a Literacy Belief Statement for Language Arts instruction in order to guide literacy instruction for all K-8 teachers. During the 2018-2019 school year, the school district made the decision to adopt a new core ELA curriculum program for grades PreK-4. The ELA committee spent considerable time researching and analyzing a variety of programs for their alignment to state standards, their ability to meet the individual needs of students in our district, and their use of research-based practices.

### **Literacy Belief Statement**

The PreK-8 ELA Team of Foley Public Schools believes literacy education should guarantee the development of college and career-ready students in reading, writing, speaking, viewing, listening, media literacy, and language. To accomplish this goal, teachers will employ a literacy model which includes direct instruction, guided instruction, and independent learning. This model will include read-aloud, word study, shared reading and writing, guided reading and writing, and independent reading and writing. Literacy instruction will include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Literacy instruction is based on the following guiding principles:

1. Instill the love of reading and the importance of being well-read.
2. Reading is taught for meaningful, authentic purposes. People read...
  - a. for enjoyment
  - b. to build knowledge
  - c. to perform a task

3. Use high-quality, high-interest literature in a variety of fiction and nonfiction genres to motivate students
  - a. authentic texts
  - b. mentor texts
  - c. content area topics
  - d. multiple levels of difficulty
  - e. diverse in cultural representation
4. Explicit and systematic instruction must be provided in these areas:
  - a. A comprehensive word study/phonics program significantly improves children's word recognition, spelling, and reading comprehension. This program should be strong in phonemic awareness & phonics instruction in the early stages of reading.
    - i. Phonemic awareness
    - ii. Phonics instruction
    - iii. Sight word recognition
  - b. Fluency is a strong predictor of comprehension.
    - i. Rate
    - ii. Expression
    - iii. Accuracy
  - c. Vocabulary plays an important part in learning how to read and comprehend text. Children use words they have heard to make sense of words they see in print.
    - Indirectly through conversations and modeled read-aloud
    - Reading experiences
    - Direct instruction
    - Word Study
  - d. Comprehension strategies are directly taught to derive meaning. Effective use of these comprehension strategies requires knowledge and mastery of comprehension skills.
5. Balance teacher and student-led discussions. Use higher-order thinking skills and practice comprehension using think-alouds, constructed responses, response journals, etc.
6. Knowing that students enter school with a diverse background of literacy experience and skills, instruction must be differentiated to meet the needs of each learner. Small group instruction using appropriate texts for the learners has proven effective in meeting the needs of *all* learners.
7. Give students plenty of time to read in class during the school day.
8. Provide students with an environment rich in print through school libraries and classroom libraries.

9. Use a variety of assessment tools and techniques to inform instruction and report progress.
10. Create a community of readers by promoting recreational reading experiences. Extensive reading results in substantial growth in vocabulary, comprehension abilities, and background knowledge. Families, communities, and schools all play a large part in contributing to this community of readers. “It takes the whole village.”

### **Core Resources**

Our school district has adopted McGraw Hill’s Wonders (2014) as our core literacy resource for grades preK-6. The Wonders program was chosen because of its systematic and explicit instruction, a wide variety of connected resources, decodable literary and informational text, and integration of reading, spelling, handwriting, grammar, composition and highly motivating materials.

All students in grades K-2 receive explicit phonemic awareness and phonics instruction through the use of Winsor Learning’s Sondag System. Sondag is based on the Orton-Gillingham multisensory instructional approach.

## **Multi-Tiered Systems of Support**

### **Tier 1**

In Tier I, interventions are provided by the classroom teacher in the regular classroom.. Interventions are based on data gathered from MAP, along with best practices in reading instruction. Progress is regularly monitored by the classroom teacher. Foley Public Schools provides a layered system of support called a Multi-Tiered System of Support (MTSS) so that all students can grow academically, behaviorally and emotionally. MTSS is a framework for continuous school improvement and uses evidence-based practices, a data-driven problem-solving model, and a three-tiered instruction/intervention model to maximize growth for ALL students. MTSS combines Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) into one effective and efficient approach.

### **Tier 2**

In Tier II, standardized interventions are more focused instruction, both in increased time and in decreased student-to-instructor ratio. This setting provides more time, explicitness, focus, and opportunities for students to respond. Foley Public Schools use the [Path to Reading Excellence in School Sites](#) (PRESS) framework as an intervention tool which was developed by the MN Center for Reading Research at the University of Minnesota. Tier 2 interventions are primarily delivered through Title 1 programming. These interventions are in addition to Tier I supports provided by the classroom teacher. Progress is regularly monitored by the intervention teacher or educational assistant using oral reading fluency probes, early literacy skills probes, or comprehension probes.

### **Tier 3**



In Tier III, instruction is intensely focused and may include more than one Tier 2 intervention, as well as special education programming, in addition to Tier 1 support provided by the classroom teacher. Progress is regularly monitored by the intervention teacher using oral reading fluency probes or early literacy skills probes.

## **Key Student Support Personnel and Programs**

### **Title 1**

Title 1 is a federally funded program that is *“meant to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”* Identified students meet with a Title 1 teacher for 20-30 minutes daily using the [WonderWorks](#) intervention program, PRESS framework, or other research-based interventions. Student progress is measured bi-weekly through the use of progress monitoring assessments.

### **Paraprofessionals**

Instructional paraprofessionals are educational assistants who meet Minnesota’s Highly Qualified requirements. Paraprofessionals provide supplemental practice to students who need assistance after an intervention by a licensed teacher, or with students who need extra practice to maintain learned skills. Under the direction of a licensed teacher, they may assess and monitor a student’s progress and provide practice activities for students who need to develop their skills.

### **English Learners**

Foley Public Schools has two identified English Language Learners (ELLs) in grades K-12. The instructor provides instruction for students and supports educators to ensure all students are successful in acquiring the English language skills needed to promote literacy. Students are screened using the World-Class Instructional Design and Assessment ([WIDA](#)) each spring. This data provides planning information for program interventions for students receiving ELL services.

### **Problem-Solving Team (PST) and Teacher Assistance Teams (TAT)**

If students are not making adequate progress, the team, including the principal, school social worker, Title 1 teacher, school psychologist, classroom teachers, and special education teachers follow a systematic protocol to create a plan for more intensive targeted instruction. The progress of the student in these new interventions is monitored and further steps may be taken if adequate progress is still not apparent.

### **Special Education**

The focus of special education is to ensure a Free and Appropriate Public Education (FAPE) for eligible students identified to have a disability and who are in need of individualized and specially designed instruction. This instruction must provide for progress toward goals and objectives created through collaboration between parents/guardians, students, and professional staff.

### **Reading Corps**

[Minnesota Reading Corps](#) is a statewide initiative to help every Minnesota child become a successful reader by the end of 3rd grade. The program places AmeriCorps members in sites to implement a researched-based early-literacy effort to help struggling readers. The Minnesota Reading Corps strategies are designed for K–3rd grade students.

Minnesota Reading Corps members serve as one-on-one tutors and provide research-based interventions to students who are just below proficiency in reading. The members tutor each student daily for 20 minutes each week to build phonics, phonemic awareness, and fluency skills. A Response to Intervention (RtI) model is followed. Some members also recruit and train volunteers to support literacy efforts within the school.

### **Early Learning Corps**

[Early Learning Corps](#) is an evidence-based program that works to meet the needs of all students. Trained tutors deliver language, literacy, and numeracy skills preschool children need to be ready for kindergarten. Tutors work hand-in-hand with classroom teachers to deliver research-based interventions in the classroom, in small groups, or one-on-one with children.

### **Targeted Services**

Targeted Services is a state-funded, invitation-only program that offers additional learning opportunities to academically targeted K-8 students. Students are invited if they would benefit from the program and are able to be independent, safe, and successful within the program. Targeted services programs are purposefully designed to build academic skills, as well as to help students develop better organizational and social/emotional skills. Targeted services programs are offered through extended day (after-school) and extended year (summer school) programs. These take place outside of the regular school day and are optional learning supports offered to those students who meet specific academic criteria based on state and local reading and math assessments.

## **Professional Development**

The ISD 51 District Staff Development Committee has established a vision statement and goals for ongoing Professional Development and support. The district statement and goals guide the creation of professional development goals for each school in the district.

### **PD Vision Statement**

Professional Development should promote student achievement by providing opportunities to improve the knowledge and skills of all staff.

We believe that professional development ...

- Promotes strategies to improve the learning of all
- Focuses on staff as members of an inclusive learning community that plans and works collaboratively
- Values learning and improvement as a continuous process
- Embeds inquiry and improvement in the daily life of a school
- Respects and nurtures the intellectual and leadership capacity of all.

- Reflects the best available research on learning and practices in teaching and leadership.
- Uses research and data to drive decisions.
- Uses multiple sources to make improvements and demonstrate learning.
- Provides educators with knowledge and skills to involve the community.

### **District Staff Development Team Goals**

- Goal 1: Increase Student Achievement levels
- 1.1 Norm our district at 80% -15% - 5% proficiency levels
  - 1.2 Grade 3-8 MCA proficiency levels under 70% would require a rigorous response
  - 1.3 Use of data to predict student performance
  - 1.4 Use of data to identify student proficiency levels
- Goal 2: Familiarize staff, students and the public with the Foley Core Values
- 2.1 Place signage throughout the district
  - 2.2 Provide a conduit for communication to students
- Goal 3: Implement ALICE training and Intruder Drills
- 3.1 Send Cabinet to training
  - 3.2 Provide staff (Instructional and Operational) with information
  - 3.3 Provide students with options and begin training
    - 3.3.1 Acronym for ALICE (Announce; Lockdown; Inform; Counter; Evacuate)
- Goal 4: Embrace a philosophy of continuous improvement throughout the school system
- 4.1 Continue to support Standards-Based Instruction
    - 4.1.1 Establish Institutionalize Formative Assessment, focus on Power Standards. Linking learning targets to standards
    - 4.1.2 Overview presentations of Standards-Based Instruction
  - 4.2 Establish systems that support the educational mission of the school district
    - 4.2.1 Articulate the mission of educating “all students” at high levels
    - 4.2.2 Research programming for those who “know and can do.”
    - 4.2.3 Establish methods to evaluate school readiness

### **Ongoing PD and Curriculum Alignment Initiatives**

- Standards-based Instruction - All elementary grade levels have identified priority standards in the area of reading. After identification, grade-level teachers are aligning their year-long reading curriculum maps to ensure that all priority standards are included with enough instructional time and opportunities for the introduction of content, as well as remediation and extension opportunities to meet the needs of all students.

## Family Communication and Involvement

The district notifies parents of their children's progress in several ways:

- Parents/Guardians of kindergarten through third-grade students that qualify for a specific intervention program are informed about the program at the time of qualification.
- Parents/Guardians continue to be notified about specific programs and interventions throughout the year as their child enters or exits any "out of class" intervention programs.
- Parents/Guardians receive information on their child's progress throughout the year. All parents receive FastBridge assessment data after each screening period.
- Parents/Guardians receive report cards three times per academic year.
- Parents/Guardians are invited to meet with teachers, specialists, and the intervention teacher three times a year; at the fall open house, fall conferences and spring conferences.
- ISD 51 has implemented the student data program, "Campus". Among the features available with this student program is a service known as "Parent Portal". Parent Portal will allow parental access to information relating to their child. This information will include grades they have received on daily work, tests, and final grades for a marking period and attendance.
- Parents/Guardians are invited to become part of the local parent/teacher organization; [Foley Elementary PTO](#)

## Resources and Tools for Literacy Practice

The following are resources and tools for parents, caregivers, and/or community members to use in support of literacy practices at home. They are based on the five components of reading.

- **Starfall** is a site that helps students with their foundational and early reading skills. [Starfall.com](#)
- **Reading Rockets** is a site that encourages students to work with words and build phonics, comprehension, and vocabulary skills. Students will learn to put letters and sounds together to make words, create meaning from what they have read, and recognize and use new vocabulary.  
[Readingrockets.org- phonics](#)  
[Readingrockets.org-comprehension](#)  
[Readingrockets.org-vocabulary](#)
- **Start With a Book** is a site that helps a student increase their ability to read a text accurately, quickly, and with expression. Once students build fluency skills they are more able to focus on understanding what is being read. [Startwithabook.org](#)

## Educator Resources

- **ASCD** (Association for Supervision and Curriculum Development): [www.ascd.org](http://www.ascd.org)
- **CCSSO** (Council of Chief State and School Officers/INTASC Standards Interstate New Teacher Assessment and Support Consortium): [www.ccsso.org](http://www.ccsso.org)
- **ILA** (International Literacy Association): [www.literacyworldwide.org](http://www.literacyworldwide.org)
- **Learning Forward**: [www.learningforward.org](http://www.learningforward.org)
- **Learning Forward Minnesota**: [www.learningforwardmn.org](http://www.learningforwardmn.org)
- **National Council of Teachers of English**: [www.ncte.org](http://www.ncte.org)
- **Phi Delta Kappa International, The Professional Association in Education**: [www.pdkintl.org](http://www.pdkintl.org)
- **Institute of Education Services**: [www.ies.ed.gov](http://www.ies.ed.gov)

## Annual Data Submissions to the Commissioner

The ISD 51 Foley Public Schools Local Literacy Plan can be found on the school district website on its [Data Center for District Reports and Plans](#) webpage. The plan will be completed and submitted to the MN Department of Education each summer.