

# 2142 St. Louis County Schools Local Literacy Plan

(Consistent with MN Statute 120B.12)

*Note: This document is intended to be fluid and dynamic based on the changing needs of learners and the requirements defined by the State of Minnesota and the Minnesota Department of Education*

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every student reading at or above grade level no later than the end of third grade. A local literacy “plan must include a process to assess students’ 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 district must post its literacy plan on the official school district Web site.”

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.

The following addresses the requirements of MN Statute 120B.12 and is the basis for our local literacy plan:

## **Goals and Objectives**

Reading proficiency for all students at each grade level K-3 will be achieved through the seamless integration of services provided by Regular Education Classroom Teachers, Support Services (including Title I, Indian Education Staff, Volunteers, Special Education teachers, Math and Reading Corp Interventions and Paraprofessionals), with the goal of all students reading at or above grade level no later than the end of grade 3.

Teachers and Support Staff will provide comprehensive, scientifically-based reading instruction and support using Mondo Guided Reading and Words Their Way and will be evaluated for effectiveness based on student achievement on grade level assessments including STAR Assessment, MCA (where applicable), Mondo and Words Their Way. The district transitioned to the use of the STARS Assessment for the 2015- 2016 school year to add the progress-monitoring component.

Individual student results from STAR Assessment and Mondo Assessments are used to group students and to differentiate instruction. Because our teachers use either a “Daily

5” or “Daily 6” model for delivering reading instruction, students with varying levels of reading proficiency meet with the classroom teacher for intensive instruction times based on need. Students who are at or above grade level on the Mondo assessment and/or are at or above the mean on the STAR Assessment tests meet with the teacher three times a week; students who are below grade level receive intensive instruction daily. Students who qualify for Title I service in their respective schools also receive Title I supplemental support. Specials Education students receive special education services according to their Individual Education Plans. Each student in our schools has a Personalized Learning Plan which outlines the goal(s) for reading throughout the year.

## **Assessments**

ISD 2142 will use STAR Assessment, Mondo Guided Reading, and Words Their Way to assess students’ level of reading proficiency. STAR will be used: Three times a year (F, W, Sp) .

Previous Spring STAR scores, Fall Mondo assessments, Words Their Way assessments, and/or previous Early Childhood “report cards” are used as screening tools in determining reading levels and placement in groups for students. Mondo Benchmark assessments are used as diagnostic tools to individualize and differentiate instruction. Progress Monitoring is done through the Mondo W & Sp Assessments as well as through teacher’s anecdotal notes and other assessments.

Under the Mondo Guided Reading Program, each student has a “Student Profile” sheet, which includes an Initial Assessment, a Mid-Year Assessment, and a Year-End Assessment. Each assessment category contains a number of assessments. In K-2, for example, the assessment tools are: Oral Language, Benchmark Text Level, Fluency, Print Concepts, Phonemic Awareness, Letter Recognition, Letter-Sound Correspondence, and Word Knowledge. The Third Grade Student Profile includes similar tools, but also includes Vocabulary and Comprehension assessment tools. Mondo materials also include charts that indicate how the respective scores reflect below, at, or above grade level achievement. The K – 2 Student Profile levels on the chart are: Pre-Emergent, Early-Emergent, Emergent, Beginning, Transitional, and Established. Third grade charts continue to progress beyond the K – 2 levels. Each teacher is to conduct the assessment three times a year and to monitor progress in the interim between assessments.

Mondo Guided Reading and Words Their Way assessments will be used in an on- going manner throughout the school year. Individual results will be communicated to parents of students at Parent-Teacher Conferences twice a year (Fall and Spring), through report cards four times a year, mid-term reports four times a year, and through each student’s Personalized Learning Plan (PLP). Students who qualify for Title I services and their parents have the opportunity to attend “specials” provided by the Title I teachers in the evening or after school no less than twice a year.

The district has an integrated assessment system that is mostly developed K – 6. We have consistent alignment of benchmarks (both MN Standard and Mondo) in K – 3 and we have multiple data measures to use. However, we are not always consistent in our use of

all the data measures, nor do we use all of the data effectively to inform instructional decisions.

## **Communication**

Each school within the district will notify and involve parents through information presented on school websites, scheduled Parent-Teacher Conferences each fall and spring, Title I Parent Involvement Evening activities, Kindergarten Transition Nights, annual Open Houses, and communication through report cards. Additionally, parents have access to IXL enrichment activities. Some sites also participate in “I Love to Read Month,” “Book It,” “Accelerated Reader,” and some sites have after school programming designed to remediate and/or accelerate literacy development. Teachers also send home extra copies of materials as well as supplemental materials with students for use at home.

The Mondo Guided Reading Program allows students movement throughout the year. Our district is progressing in their efforts to implement a “Standards-Based Instruction” approach to delivering our instruction based on the ELA Academic Standards and Benchmarks, plus the development of the components of reading that are consistent with MS section 122A.06, subdivision 4 and will further that implementation in the coming year.

## **Interventions and Instructional Supports**

Students not reading at or above grade level in grades K-3 may be eligible to receive Title I services at our qualifying schools. Students qualify for Title services based on their scores on NWEA MAP tests primarily; however, other factors may influence a student’s eligibility for Title services, such as Mondo assessment scores and/or Words Their Way scores. The Minnesota Proficiency Tables from Scale Alignment Study from NWEA are used to determine “cut scores” on the MAP tests. In addition, struggling students will receive small group meetings with the classroom teacher through the Mondo Guided Reading program and “Daily 5.” The district has piloted “Razz Kids” in two of our sites and will implement it at all sites next year (2013-14) for all of our students. Dolch Sight Words lists are used with struggling students as a pre-screening tool for possible Special Education Services Evaluations. Volunteer “Reading Buddies” do come into our schools to assist struggling readers; “Reading Buddy” peers also assist readers to improve their reading skills. Monthly newsletter correspondence with parents is the usual mode of communication with all parents. Our annual Open House is used in part to inform parents of our programs during and after school to assist students in their learning and parent/teacher conferences are particularly effective in communicating specific helps available to struggling learners.

ISD 2142 also offers “Targeted Services” at many of our sites to assist students particularly in reading and mathematics. These services are typically offered two days a week. The VinE program (Volunteers in Education) is used in all our sites to assist struggling readers and significant training is involved for volunteers to ensure effective tutoring occurs. Several of our sites offer summer school following the Targeted Services model for approximately six weeks. One of the goals of the summer school program is to

bring struggling learners up to grade level. For students with specific learning disabilities, we do have Special Education Services available through Extended School Year (ESY) provisions.

### **Professional Development**

We are fortunate to be a Q-Comp District, so our teachers have designated Professional Learning Communities (PLC) time built into our weekly schedule. Our teachers have 60 minutes of PLC time a week that allows teachers and specialists to collaborate across grades, subjects, and disciplines to promote development of competent use of literacy practices and instructional strategies that are effective for the students most in need of additional supports. All 2142 teachers are required to develop a Professional Goals Plan, which consistently tied to student performance goals based on assessment data. These goals are considered in the planning of PLC time activities. Data Analysis is consistently a topic of Site PLC meetings. As the State implements the new teacher evaluation process, our district will be using student data along with individual teacher goal data to assess and evaluate teacher performance. Thirty-five percent of a teacher's annual evaluation must be based on student achievement data.

Additionally, we have two (2) District-Wide Staff Development days built into our calendar that allows teachers and specialists to collaborate across buildings to work on competent use of literacy practices and instructional strategies supportive to the PLC work done throughout the year. Reading Specialists have been employed by the district or other ancillary agencies to provide staff development training for our teachers in effective reading strategies. Many of our teachers participated in the Reading Cohort training sponsored by the Northeast Service Cooperative. Now that the cohorts are no longer supported by the NESC, ISD 2142 plan to preserve that model through in-house trainings and professional development time.

### **Comprehensive Scientifically Based Reading Instruction**

Comprehensive, scientifically-based reading instruction is consistently implemented for all students through the following: Mondo Guided Reading Program, Daily 5, Words Their Way, as well as through Title I and Special Education services for qualifying students. Ongoing training has been provided district-wide for teachers regarding the Mondo Guided Reading Program, Daily 5, and Words Their Way. The District Literacy Group, comprised of teachers of K -3 students and the Curriculum Director, meet twice a year to review the reading instruction throughout the district.

### **Training and Support for Diverse Needs**

Currently, we have no EL students in our district. One of our Student Support Services programs is the Indian Education program that provides academic and cultural services to our students and teachers. We have recently implemented a Culturally Based Arts Integration program in our schools with American Indian students. This program is integrated into our elementary classrooms and benefits all students, not just American Indian students. Additionally, we have Indian Education staff in each of our buildings

who assist teachers, students, and families with academic and cultural support. This support, along with Title I and/or Special Education services uses data from a variety of sources (MCA, STAR, Mondo) to identify the specific academic needs of our students. PLC time, Staff meetings, and Child Study meetings allow teachers and support staff to collaborate to best serve the needs and interests of our students.