

LOCAL LITERACY PLAN

2015-2020

Developed by: Melanie Jiskra, Principal, DAC

Lyle Public School District 497

Literacy Plan Vision

Reading well by third grade is one of many development 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 understandings 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 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 our school from Pre-K through grade 12 promote academic success.

The Lyle Area School District has developed a bold vision to ensure literacy success for all students. The success of this vision depends upon the collaboration between schools, families and our community. This commitment is visible through the creation of literacy rich environments and experiences. It begins with parents reading to their infant child, followed by grandparents taking their grandchildren to the library, teachers fostering the love and excitement of reading high quality literature, and community volunteers sharing their passion of reading with today's youth.

To give direction to the implementation of this vision, a local literacy plan has been developed specifically for students in grades K-3. This literacy plan outlines key components that facilitate the gathering and analysis of information regarding current resources and literacy practices in our school district. Using the plan as an on-going self-assessment, the results will guide and refine our steps to achieve our goals.

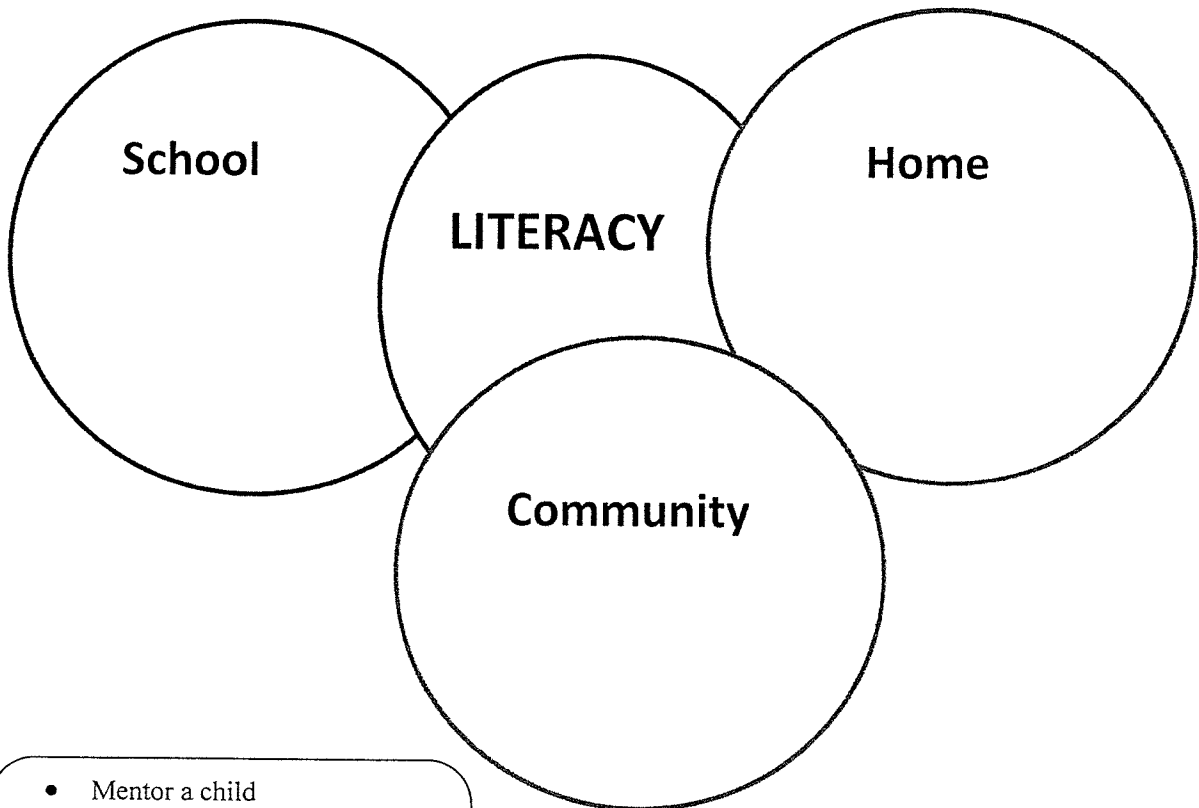


Lyle Public School Literacy Vision

To ensure the success of Lyle students in achieving reading proficiency by Grade 3, District 497 will establish with families a shared vision and strong foundational partnership that is focused on the development of capable readers and writers at every level.

- Quality literacy instruction
- Rich vocabulary environment
- “Read Every Day” expectations
- Standards-based instruction
- Instruction to meet the needs of unique learners
- Data to drive instruction

- Set high expectations for your child
- Read with your child everyday
- (I read to you...You read to me)
- Take your child to the library
- Children observe adults reading
- Check in with your child’s teacher...often!



- Mentor a child
- Adopt a classroom
- Sponsor a book collection drive
- Display/publish student work
- Be a guest reader in a classroom



Lyle Public School District 497 Local Literacy Plan

Literacy Plan Vision Statement: To ensure the success of all Lyle students in achieving reading proficiency by Grade 3, District 497 will establish with families a shared vision and strong foundational partnership that is focused on the development of capable readers and writers at every level.

Background: Lyle Public School is a rural community school located in south central Minnesota. The town population is 550. One school building houses our PreK-12 grade configuration. There is one building principal and 30 licensed staff. Lyle Public School has about 35% of our students open enrolling from larger districts into the smaller environment.

With the changes in our community, the needs of our students have also changed. Socioeconomic factors have increased the number of students receiving free or reduced lunches (60%). Our current enrollment is approximately 260 students, with 40 students in our Pre K programming.

I. Ensuring Reading Proficiency for Kindergarten through Grade 3 Students

Goal Statements:

- All students make continuous progress toward reading proficiency by Grade 3.
- Administrator and teachers ensure reading proficiency for all students through the continued implementation of standards-based instruction, core literacy practices, and use of common formative and summative assessments.
- Instructional practices utilized to ensure reading proficiency are analyzed using disaggregated student achievement results on Measures of Academic Progress (MAP), General Outcome Measures (GOMs), Rigby Reading Benchmark Assessments and Minnesota Comprehensive Assessment (MCA). Proficiency targets on each district measure for fall, winter, and spring are correlated to proficiency on the Grade 3 MCA. (Score of 350 or above)
- Achievement data for proficient and non-proficient students are analyzed at district and building level data retreats to identify achievement trends and determine building focus.
- Additional building retreats and ongoing learning cohorts design specific intervention strategies with ongoing progress monitoring for all students not meeting proficiency.

Common Assessments:

Assessment	K	1	2	3
GOMs	**	**	**	**
Running Records	**	**	**	**
NWEA-MAP	**	**	**	**
MCA III				**

Standard Practices:

District and school improvement plans are written to promote collective ownership and accountability for student learning among all administrators and teaching staff for high levels of achievement, regardless of ability.

- Students who are behind spend more time engaged in reading during the school day and after the school day to accelerate their rate of learning to achieve beyond grade level to college readiness.
- Motivation and self-directed learning is facilitated through providing lessons and learning activities that engage students in cognitively challenging learning experiences, including opportunities to learn from high-quality digital and print texts and offering students a choice in terms of activities and materials.
- Well-trained teachers provide interventions that are balanced, fast paced, and engaging.
- High quality literacy rich environments foster positive classroom and learning experiences at all age or grade levels.

District and building leadership actively seeks, selects, and cultivates personnel by using resources and ingenuity to attract highly qualified personnel. Leaders select staff based on their belief that all students can achieve.

- District and building leadership develop teacher assignments based on a match with teacher competency and student need.
- District and building leadership develops strong, strategic partnerships supported by strong community interest for targeted groups of underperforming students.

District and building leadership, promote the use of innovative practices including integration of technology for engaging all learners in meaningful and relevant learning activities.

- Leadership has technical and practical knowledge of current best practices.
- Integration of technologies is designed to meet the needs of and make instruction accessible for students across ability levels.
- District and school wide leaders regularly analyze services provided and make informed decisions when practices and programs need to be changed or modified.

District 497 Assessment Plan Details for Reading and Math 2015-2016

Kindergarten – Fall

Period	Measure	Timed?	Target	Purpose	Administered by
Fall (Sept.)	Letter Sound Identification	No	0 - 5* = At Risk	<ul style="list-style-type: none"> Provides Baseline Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Fall (Sept.)	Letter Name Identification	No	0 - 25* = At Risk (out of 54 upper & lower case)	<ul style="list-style-type: none"> Provides Baseline Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Fall (Sept.)	Letter Sound Fluency (LSF)	Yes – 1 min.	5~	<ul style="list-style-type: none"> General Outcome Measure – Used for District Data Provides Baseline Personalized Learning Plan Differentiate Instruction 	Classroom Teacher
Fall (By Oct. 16)	Rigby Running Records (For K students who are already reading)	No	See District Running Record Form	<ul style="list-style-type: none"> Differentiate Instruction Personalized Learning Plan 	Classroom Teacher
Fall (Sept. 3 – Oct. 4)	Measures of Academic Progress for Primary (MAP for Primary)	No	Reading:*** 95 th and Higher ≥161 Tier 1: 142-160 Tier 2: 134-141 Tier 3: ≤133 Math:*** 95 th and Higher ≥164 Tier 1: 144-163 Tier 2: 135-143 Tier 3: ≤134	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Individual Goal Setting Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

* Target based on data presented in *Kindergarten Literacy: Matching Assessment and Instruction in Kindergarten* by Anne McGill-Franzen, 2006

***See NWEA Target Handout for full information on NWEA MAP Targets

~ Target based on AIMSweb 50th Percentile Rank (linked to St Croix River Education District Data on MCAs)

Kindergarten - Winter

Period	Measure	Timed?	Target	Purpose	Administered by
Winter (Jan.)	Letter Sound Identification	No	0 – 15* = At Risk	<ul style="list-style-type: none"> Evaluate Progress Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Winter (Jan.)	Letter Name Identification	No	0 – 39* = At Risk (out of 54 upper & lower case)	<ul style="list-style-type: none"> Evaluate Progress Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Winter (Jan.)	Letter Sound Fluency (LSF)	Yes – 1 min.	21**	<ul style="list-style-type: none"> General Outcome Measure – Used for District Data Evaluate Progress Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Winter (Jan.)	Phonemic Segmentation Fluency (PSF)	Yes – 1 min.	11^	<ul style="list-style-type: none"> General Outcome Measure – Used for District Data Evaluate Progress Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Winter (Jan.)	Rigby Running Records (For K students who are already reading)	No	District Running Record Form	<ul style="list-style-type: none"> Differentiate Instruction Personalized Learning Plan 	Classroom Teacher
Winter (Dec. 2 - Jan. 31)	Measures of Academic Progress for Primary (MAP for Primary)	No	Reading:*** 95 th and Higher ≥171 Tier 1: 151-170 Tier 2: 141-150 Tier 3: ≤140 Math:*** 95 th and Higher ≥173 Tier 1: 150-172 Tier 2: 141-149 Tier 3: ≤140	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Personalized Learning Plan Individual Goal Setting 	Classroom Teacher, Media Specialist, MAP Proctor

*Target based on data presented in *Kindergarten Literacy: Matching Assessment and Instruction in Kindergarten* by Anne McGill-Franzen, 2006

**Target based on Proficiency on the MCAs

*** See NWEA Target Handout for full information on NWEA MAP Targets

^ Target based on AIMSweb 25th Percentile Rank

Kindergarten - Spring

Period	Measure	Timed?	Target	Purpose	Administered by
Spring (May)	Letter Sound Identification	No	0 – 23* = At Risk	<ul style="list-style-type: none"> Evaluate Progress Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Spring (May)	Letter Name Identification	No	0 – 50* = At Risk (out of 54 upper & lower case)	<ul style="list-style-type: none"> Evaluate Progress Differentiate Instruction Personalized Learning Plan Title I Eligibility 	Classroom Teacher
Spring (May)	Letter Sound Fluency (LSF)	Yes – 1 min.	41**	<ul style="list-style-type: none"> General Outcome Measure – Used for District Data Evaluate Progress Differentiate Instruction Personalized Learning Plan 	Classroom Teacher
Spring (May)	Phonemic Segmentation Fluency (PSF)	Yes – 1 min.	35^	<ul style="list-style-type: none"> Evaluate Progress Differentiate Instruction Personalized Learning Plan 	Classroom Teacher
Spring (May)	Rigby Running Records	No	Level B is the Publisher Benchmark Level C is District 497 Median	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan 	Classroom Teacher
Spring (April 14 – May 30)	Measures of Academic Progress for Primary (MAP for Primary)	No	Reading:*** 95 th and Higher ≥178 Tier 1: 156-177 Tier 2: 146-155 Tier 3: ≤145 Math:*** 95 th and Higher ≥180 Tier 1: 156-179 Tier 2: 145-155 Tier 3: ≤144	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

*Target based on data presented in *Kindergarten Literacy: Matching Assessment and Instruction in Kindergarten* by Anne McGill-Franzen, 2006

**Target based on Proficiency on the MCAs (St Croix River Education District)

*** See NWEA Target Handout for full information on NWEA MAP Targets

^ Target based on AIMSweb 25th Percentile Rank

District 497 Assessment Plan Details for Reading and Math 2014-2015

Grade 1 - Fall

Period	Measure	Timed?	Target	Purpose	Administered by
Fall (Sept.)	Letter Sound Fluency (LSF)	Yes	31~	<ul style="list-style-type: none"> Progress Monitoring Differentiate Instruction Personalized Learning Plan Title 1 Eligibility 	Classroom Teacher
Fall (Sept.)	Phonemic Segmentation Fluency (PSF)	Yes	29^	<ul style="list-style-type: none"> Progress Monitoring Differentiate Instruction Personalized Learning Plan Title 1 Eligibility 	Classroom Teacher
Fall (Sept.)	Oral Reading Fluency (ORF)	Yes	13~	<ul style="list-style-type: none"> Provides Baseline Personalized Learning Plan Differentiate Instruction 	Classroom Teacher
Fall (By Oct. 16)	Rigby Running Records	No	Level B is the Publisher Benchmark Level C is District 497 Median	<ul style="list-style-type: none"> Evaluate Progress Differentiate Instruction Personalized Learning Plan Provide Baseline 	Classroom Teacher
Fall (Sept. 3 – Oct. 4)	Measures of Academic Progress for Primary (MAP for Primary)	No	Reading:*** 95 th and Higher ≥181 Tier 1: 160-180 Tier 2: 150-159 Tier 3: ≤149 Math:*** 95 th and Higher ≥185 Tier 1: 163-184 Tier 2: 152-162 Tier 3: <151	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Individual Goal Setting Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

~ Target based on AIMSweb 50th Percentile Rank (linked to St Croix River Education District Data on MCAs)

^ Target based on AIMSweb 25th Percentile Rank

*** See NWEA Target Handout for full information on NWEA MAP Targets

Grade 1 - Winter

Period	Measure	Timed?	Target	Purpose	Administered by
Winter (Jan.)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 51^*$ Tier 2: 7-50 Tier 3: ≤ 6	<ul style="list-style-type: none"> Progress Monitoring Title 1 Eligibility Personalized Learning Plan Differentiate Instruction 	Classroom Teacher
Winter (Jan.)	Rigby Running Records	No	Level E is the Publisher Benchmark Level F is District 497 Median	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan Differentiate Instruction 	Classroom Teacher
Winter (Dec. 2 – Jan. 31)	Measures of Academic Progress for Primary (MAP for Primary)	No	Reading:*** 95 th and Higher ≥ 193 Tier 1: 171-192 Tier 2: 160-170 Tier 3: ≤ 159 Math:*** 95 th and Higher ≥ 194 Tier 1: 172-193 Tier 2: 162-171 Tier 3: ≤ 161	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Personalized Learning Plan Individual Goal Setting 	Classroom Teacher, Media Specialist, MAP Proctor

*Target based on Proficiency on the MCAs

*** See NWEA Target Handout for full information on NWEA MAP Targets

Grade 1 - Spring

Period	Measure	Timed?	Target	Purpose	Administered by
Spring (May)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 80^*$ Tier 2: 38-79 Tier 3: ≤ 37	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan 	Classroom Teacher
Spring (May)	Rigby Running Records	No	Level H is the Publisher Benchmark Level J is District 497 Median	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan 	Classroom Teacher
Spring (April 14 – May 30)	Measures of Academic Progress for Primary (MAP for Primary)	No	Reading:*** 95 th and Higher ≥ 201 Tier 1: 177-200 Tier 2: 165-176 Tier 3: ≤ 164 Math:*** 95 th and Higher ≥ 200 Tier 1: 179-199 Tier 2: 169-178 Tier 3: ≤ 168	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

*Target based on Proficiency on the MCAs

*** See NWEA Target Handout for full information on NWEA MAP Targets

District 497 Assessment Plan Details for Reading and Math 2014-2015

Grade 2 – Fall

Period	Measure	Timed?	Target	Purpose	Administered by
Fall (Sept.)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 71^*$ Tier 2: 31-70 Tier 3: ≤ 30	<ul style="list-style-type: none"> Differentiate Instruction Provide Baseline Title I Eligibility Progress Monitoring Personalized Learning Plan 	Classroom Teacher
Fall (Sept.)	Rigby Running Records	No	Level I is the Publisher Benchmark Level J is District 497 Median	<ul style="list-style-type: none"> Differentiate Instruction Provide Baseline Personalized Learning Plan 	Classroom Teacher
Fall (Sept. 3 – Oct. 4)	Measures of Academic Progress (MAP)	No	Reading:*** 95 th and Higher ≥ 202 Tier 1: 180-201 Tier 2: 160-179 Tier 3: ≤ 159 Math:*** 95 th and Higher ≥ 200 Tier 1: 176-199 Tier 2: 163-175 Tier 3: ≤ 162	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Individual Goal Setting Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

* Target based on Proficiency on the MCAs

*** See NWEA Target Handout for full information on NWEA MAP Targets

Grade 2 – Winter

Period	Measure	Timed?	Target	Purpose	Administered by
Winter (Jan.)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 100^*$ Tier 2: 64-99 Tier 3: ≤ 63	<ul style="list-style-type: none"> Progress Monitoring Differentiate Instruction Title 1 Eligibility Personalized Learning Plan 	Classroom Teacher
Winter (Jan.)	Rigby Running Records	No	Level K is the Publisher Benchmark Level L is District 497 Median	<ul style="list-style-type: none"> Evaluate Progress Differentiate Instruction Personalized Learning Plan 	Classroom Teacher
Winter (Dec. 2 – Jan. 31)	Measures of Academic Progress (MAP)	No	Reading:*** 95 th and Higher ≥ 208 Tier 1: 188-207 Tier 2: 171-187 Tier 3: ≤ 170 Math:*** 95 th and Higher ≥ 206 Tier 1: 184-205 Tier 2: 172-183 Tier 3: ≤ 171	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Individual Goal Setting Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

* Target based on Proficiency on the MCAs

*** See NWEA Target Handout for full information on NWEA MAP Targets

Grade 2 – Spring

Period	Measure	Timed?	Target	Purpose	Administered by
Spring (May)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 118^*$ Tier 2: 82-117 Tier 3: ≤ 81	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan 	Classroom Teacher
Spring (May)	Rigby Running Records	No	Level M/N is the Publisher Benchmark Level N is District 497 Median	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan 	Classroom Teacher
Spring (April 14 – May 30)	Measures of Academic Progress (MAP)	No	Reading:*** 95 th and Higher ≥ 214 Tier 1: 195-213 Tier 2: 181-194 Tier 3: ≤ 180 Math:*** 95 th and Higher ≥ 212 Tier 1: 192-211 Tier 2: 181-191 Tier 3: ≤ 180	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

* Target based on Proficiency on the MCAs

*** See NWEA Target Handout for full information on NWEA MAP Targets

District 497 Assessment Plan Details for Reading and Math 2014-2015

Grade 3 – Fall

Period	Measure	Timed?	Target	Purpose	Administered by
Fall (Sept.)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 100^*$ Tier 2: 59-99 Tier 3: ≤ 58	<ul style="list-style-type: none"> • Provide Baseline • Differentiate Instruction • Title I Eligibility • Progress Monitoring • Personalized Learning Plan 	Classroom Teacher
Fall (Sept.)	Rigby Running Records	No	Level N is the Publisher Benchmark Level O is District 497 Median	<ul style="list-style-type: none"> • Provide Baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan 	Classroom Teacher
Fall (Sept. 3– Oct. 4)	Measures of Academic Progress (MAP)	No	Reading:*** 95 th and Higher ≥ 215 Tier 1: 194-214 Tier 2: 180-193 Tier 3: ≤ 179 Math:*** 95 th and Higher ≥ 213 Tier 1: 191-212 Tier 2: 181-190 Tier 3: ≤ 180	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Provide Baseline • Individual Goal Setting • Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

* Target based on Proficiency on the MCA

*** Target based on TIES Alignment Study , See NWEA Target Handout for full information on NWEA MAP Targets

Grade 3 – Winter

Period	Measure	Timed?	Target	Purpose	Administered by
Winter (Jan.)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 123^*$ Tier 2: 88-122 Tier 3: ≤ 87	<ul style="list-style-type: none"> • Progress Monitoring • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan 	Classroom Teacher
Winter (Jan.)	Rigby Running Records	No	Level O is the Publisher Benchmark Level P is District 497 Median	<ul style="list-style-type: none"> • Evaluate Progress • Differentiate Instruction • Personalized Learning Plan 	Classroom Teacher
Winter (Dec. 2 – Jan. 31)	Measures of Academic Progress (MAP)	No	Reading:*** 95 th and Higher ≥ 219 Tier 1: 200-218 Tier 2: 189-199 Tier 3: ≤ 188 Math:*** 95 th and Higher ≥ 219 Tier 1: 198-218 Tier 2: 189-197 Tier 3: ≤ 188	<ul style="list-style-type: none"> • Differentiate Instruction • Title I Eligibility • Individual Goal Setting • Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

* Target based on Proficiency on the MCA

*** See NWEA Target Handout for full information on NWEA MAP Targets

Grade 3 – Spring

Period	Measure	Timed?	Target	Purpose	Administered by
Spring (May)	Oral Reading Fluency (ORF)	Yes	Tier 1: $\geq 138^*$ Tier 2: 100-137 Tier 3: ≤ 99	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan 	Classroom Teacher
Spring (May)	Rigby Running Records	No	Level P/Q is the Publisher Benchmark Level R is District 497 Median	<ul style="list-style-type: none"> Evaluate Progress Personalized Learning Plan 	Classroom Teacher
Spring (April 14 – May 30)	Measures of Academic Progress (MAP)	No	Reading:*** 95 th and Higher ≥ 223 Tier 1: 205-222 Tier 2: 197-204 Tier 3: ≤ 196 Math:*** 95 th and Higher ≥ 225 Tier 1: 205-224 Tier 2: 197-204 Tier 3: ≤ 196	<ul style="list-style-type: none"> Differentiate Instruction Title I Eligibility Personalized Learning Plan 	Classroom Teacher, Media Specialist, MAP Proctor

* Target based on Proficiency on the MCA

*** See NWEA Target Handout for full information on NWEA MAP Targets

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

Goal Statements:

- Reading proficiency levels for all students is screened, diagnosed and monitored through the use of common grade level assessments; district level MAP, Rigby, and GOM assessments as well as the State level MCA assessment.
- Assessment and screening practices are completed a minimum of twice a year with on-going progress monitoring for students performing below target levels of proficiency.
- Target levels on all assessments are correlated to proficiency on the state assessment (MCA).
- Student assessment results are communicated with families at multiple reporting times throughout the year via scheduled conferences (twice a year) and standards-based report card distribution (four times per year).
- For students who are not meeting proficiency progress monitoring data will be shared with families on a frequent and ongoing basis.

Standard Practices:

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

- Teachers regularly utilize formative assessment as a tool to effectively differentiate instruction for all students within the classroom.
- A current list of all assessments administered at all grade levels, at what times and for what purpose is available and consulted when district/school level decisions are made.
- Teachers, individually and by grade levels, regularly analyze student work/performance data in meeting learning goals.
- Universal screening and other assessment data is reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed.
- Staff communicates student-level data to students in ways that enable them to monitor their progress and promote development of personal achievement.

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

Goal Statements:

- District 497 notifies and involves parents/families in the acceleration of their child's literacy development in multiple ways.
- Using standards based report cards (four times per year) parents/families are informed of their child's progress toward proficiency of the ELA standards.
- Through family-teacher conferences and ongoing communication, parents are informed of the assessments and instructional practices used to accelerate their child's reading achievement.
- For students who are not meeting proficiency, progress monitoring data will be shared with families on a frequent and on-going basis.
- A variety of resources and tools are available for families, caregivers and/or community members to support literacy practices at home, for example:
 - *Minnesota Reading Corps RAH Program*
 - *Family Literacy Night*
 - *On-line resources on District 497 classroom websites*
 - *Community Library/School Library open year round*

Standard Practices:

- Information is provided to parents on how to effectively interact with their child when using technology to advance literacy outside of school.
 - o Parents/caregivers are informed of ways they can support their child's literacy development in and out of school.
 - o Student data is regularly communicated with parents/families to inform them of their child's progress toward grade level reading goals.
 - o Access to the school library is available year around due to the partnership with the Community Library.

IV. High Quality Literacy Instructional and Intervention Supports

Goal Statements:

- High quality literacy instruction is a complex process that occurs within a Multi-Tiered System of Support (MTSS). Teaching reading and writing is multi-faceted and requires teachers to implement multiple scientifically based practices. Essential components of reading (phonemic awareness, phonics, comprehension, fluency and vocabulary) are proven to maximize student learning and are embedded our Core Literacy Instructional Practices and aligned to the 2010 ELA standards. These components include:
 - Shared Reading/Shared Writing
 - Scaffolded independent leveled reading and writing to build stamina
 - Conferring/conferencing with individual students in reading and writing
 - Writer's Workshop and extended Writing
 - Small group differentiated guided strategy instruction in reading and writing
 - Vocabulary development, Word Study, and Interactive Read Aloud
 - Active student engagement in purposeful reading and writing
 - Sustained daily writing across the curriculum of mostly self-chosen topics
- Through our MTSS, students not meeting grade level proficiency are provided high yield instructional interventions based on their target areas of need.
 - Our MTSS includes a continuum of intervention strategies aligned to core instructional practices and delivered by classroom teachers and reading interventionists.
 - The level of intervention for students not meeting proficiency is determined by common classroom formative assessments (i.e. Rigby Running Records, Conferring Assessment Data) and district level summative assessment (i.e. Rigby Benchmark, Measures of Academic Progress)

Standard Practices:

Leadership has a strong, cohesive vision for all students to make growth and be educated in grade level content standards.

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

V. Professional Development in Reading Instruction

Goal Statements:

- Elementary teachers are provided multiple opportunities to participate in and benefit from professional development related to content area standards, oral language development, and scientifically-based reading strategies.
- Professional development activities are focused on building teachers' capacity to better identify, plan for, and meet the unique needs of the diverse learners identified in building School Improvement Plans.
- Job embedded professional development occurs within learning cohorts, building staff development days, and consortium-wide grade level meetings to learn and further strengthen current knowledge of best practices in literacy instruction.
- Trained peer coaches provide support within the instructional setting to assure the consistency in the delivery of scientifically based reading strategies.
- Professional development plans will be determined based on district and building trends in student achievement and instructional practice, as indicated through assessment data, principal learning walks, and principal formal teacher evaluation.

Standard Practices:

- PLCs – Professional Learning Communities are centered on student learning and development.
 - PLCs are focused on instruction and assessment as guided by the School Improvement Plan.
 - PLC Members participate in collective inquiry and collaborative teams, with an orientation toward action and research, a commitment to continuous improvement, and a clear focus on results.
 - Peer Coaches and administrative observations provide support within the instructional setting to assure the consistency in the delivery of scientifically based reading strategies.
 - School Improvement Plans identifies activities designed to increase family and community involvement.
- Teachers participate in annual data retreats where school teams: 1) analyze all of their school data, 2) determine if the goals from the previous year were met, and 3) determine the school goals for the next year and what professional development is necessary to reach those goals.

- Practices are in place to ensure that all necessary resources and support services are funded and implemented to guide planning and related instruction through use of objective and relevant student assessment information.
 - There is use of administrative and peer monitoring techniques, co-teaching, and coaching to support continuous improvement of instructional practices and maintain common understanding of and fidelity to curricula.
 - There are appropriate supports for teachers to meet the needs of all students, including coaching of literacy practices and interventions.
 - There are collaborative processes across age levels, grades, subjects, building and district administration in place to promote development of competent use of data, literacy practices and instructional strategies.
 - Collaborative teaming includes specialists provides for regularly scheduled meetings to address students' needs as they arise.
 - Building level master schedule works to provide common planning time for grade levels and interventionists to design instructional interventions that address specific student need areas.

- There is training for administrators and teachers in formative assessment and flexible grouping strategies to support accelerated growth for all students.

- There is training for administrators and teachers in the effective collection, management, and use of data in planning, implementing, and monitoring instruction.
 - Professional development opportunities are built into the regular school schedule, with consistent opportunities to learn about new research and practices.
 - Opportunities are supported to implement and reflect upon new ideas.
 - Professional development needs are based on data that identifies necessary professional development and reflects the effectiveness of implementation of literacy practices.

VI. Consistent Implementation of Reading Curriculum and Instruction

Goal Statements:

Reading curricula at all grades is closely aligned to the 2010 English Language Arts standards as referenced in district standards documents and standards based report cards.

- There is a minimum required 120 minute Language Arts block (90 minute reading block and 30 minute writing block) for all students.
- Teachers will implement, at a minimum, the following components of effective instruction of Lyle's core instructional practices using a framework for differentiating instruction such as the Daily 5. These components include:
 - Focused mini-lessons on literacy instruction with an emphasis on comprehension
 - Small group differentiated guided instruction in reading and writing,
 - Scaffolded independent level reading and writing with individual conferencing,
 - Writer's workshop aligned with process writing and the 6 Traits +1 of Writing.
- Materials are available in schools' professional library for teachers to review and use in planning differentiated instruction to accelerate learning for all students
Teachers use professional library resources, available integrated technology, and state standards in planning their instruction and assessments to support meeting the diverse needs of our students.

Standard Practices:

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

- Teachers and administrators express consistent views about achievement related to school goals.
- Structures and schedules are focused on literacy practices, providing meaningful instructional time.
- Appropriate time and resources are allocated for intervention and enrichment.
- Practitioners and instructional leaders use data-driven decision-making and problem-solving processes at the school, classroom and individual student level to make educational decisions.
 - Student-level classroom intervention procedures are based upon on-going collections of student-level data matched to the intervention the student needs using a problem solving level of analysis.
 - Assessments regularly evaluate and review systemic implementation of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills.
- There are training and coaching opportunities that provide on-going access to relevant evidence-based practice. Appropriate supports are provided to ensure full implementation of the chosen evidence-based practices.
 - Training and coaching in differentiated instruction is provided to staff.
 - Coaching is focused on increasing teacher and administrator capacities to positively impact student literacy development and proficiency for all students, using and collecting data, and building home-school-community connection.