Local Literacy Plan: Kindergarten- Grade 3

District: Lyle Public School, ISD 497

2018-2019 School Year

Developed by: Bryan Boysen, DAC and Jami Donaldson, Title I Coordinator

Purpose Statement

This plan focuses on the Lyle Public School District's continuous improvement efforts to advance student learning, increase the number of students reading proficiently at grade level, close racial and socioeconomic achievement gaps, and ensure all students are career and college ready by:

- Using data to conduct ongoing reviews of literacy curriculum, instructional practices, and student achievement.
- Improving the capacity of K-3 teachers to utilize culturally responsive, evidence-based strategies to deliver core literacy instruction.
- Developing a systematic approach to supplementing core literacy instruction with evidence-based interventions for students not yet reading proficiently at grade level.
- Providing outreach, education, and support to parents to increase their capacity to support their children's literacy development at home.
- Providing ongoing, supportive professional development in literacy assessment and instruction

Students in grades K-3 are considered proficient when they are able to master grade level benchmarks from the MN Academic Standards in English Language Arts and read literature and informational texts representative of the levels outlined in the text complexity bands of the MN Academic Standards in English Language Arts accurately, fluently, and with comprehension. Reading at grade level is defined as meeting grade level benchmarks or higher on the Fastbridge aReading assessment.

Lyle Public School's Mission Statement is: To partner with the community to empower all students to achieve excellence in a global society

The literacy plan vision statement is: 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.

Use of Data

ISD 497 uses data to guide and individualize classroom instruction and interventions; to monitor student progress at various levels; to measure student literacy growth and reading proficiency; to evaluate the impact and effectiveness of reading interventions; to guide continuous improvement efforts, and to ensure accountability to all stakeholders.

Comprehensive Needs Assessment (CNA)

An analysis of student achievement data reveals the following insights;

- Lyle Public School students' proficiency on the Minnesota Comprehensive Assessment (MCA) in reading has improved over the past three years. In 2016 40.2 percent met proficiency. In 2017, 42.4 percent met proficiency. In 2018 46.3 percent met proficiency. Statewide averages for all three years were at about 59 percent meeting proficiency.
- 50 percent of third grade students were reading at grade level as measured by Fastbridge aReading assessments administered during the spring of 2018.

Assessment Plan

Reading assessment is an ongoing process which includes screening, progress monitoring, and diagnostic assessments. Lyle Public School employs a balanced assessment approach that identifies, through multiple measure benchmarks, students" performance relative to grade level proficiency. Multiple sources of data are used to measure all students' progress and make instructional and programmatic decisions. Teachers use the results of a variety of assessments to identify students' specific reading strengths and needs, to plan differentiated core instruction, to identify students in need of intervention, and to monitor the effectiveness of interventions.

Screening

District-wide benchmark screening assessments are given three times yearly. All students in Kindergarten through Grade 3 are assessed in September, January, and May with Fastbridge aReading assessment. Additionally, students in grades K-1 are given FastBridge Early Reading assessments. Students in grades 2-3 are given Fastbridge CBM Reading and CompEfficiency assessments. All students in grades 1-3 are assessed with Words Their Way Spelling Inventory to determine appropriate level for word work instruction and as a screener for possible spelling problems.

Diagnosis

Based on student data, more diagnostic assessment is sometimes necessary. Some students whose assessment data shows them to be at risk for reading difficulty may be assessed individually with the Whole to Part Assessment or the ERSI (Early Reading Screening Inventory).

English language learners are also assessed annually using the WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners. This assessment measures students' progress in acquiring academic English. It assesses students' skills within four domains of Listening, Speaking, Reading, and Writing relative to the WIDA English language development standards. The results of the ACCESS are shared with families and teachers.

Efforts to Identify Students with Dyslexia
The following assessments are used as screeners for identification of those who may have Dyslexia.
Poor Decoding: Letter Sound Fluency, Nonsense Words Fluency, and Oral Reading Fluency
Poor Orthographic Memory and Recall: Letter Name Fluency, Letter Sound Fluency
Poor Spelling: Words Their Way Spelling Inventory
Poor Phonemic Awareness: Word Segmenting

Efforts to Identify Students with Convergence Disorder
Lyle Public School does not include screening for convergence insufficiency disorder as part of its vision screening program. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.

Progress Monitoring

Students with benchmark assessment scores below proficiency targets are progress monitored weekly with Fastbridge Early Reading and CBM Reading.

Kindergarten Assessments 2018-2019

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	Fastbridge aReading	• Tier 1 387-403 • Tier 2 373-386 • Tier 3 Below 373 • CP Above 403	• Differentiate Instruction • Title I Eligibility • Personalized Learning	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes, 1 minute	Fastbridge Letter Name Fluency	• Tier 1 20 • Tier 2 7-19 • Tier 3 Below 7	• Provides Baseline • Personalized Learning Plan • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Fall (Sept.)	Yes, 1 minute	Fastbridge Letter Sound Fluency	• Tier 1 5 • Tier 2 1-4 • Tier 3 Below 1	• Provides Baseline • Personalized Learning Plan • General Outcome Measure • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Fall (Sept.)	No	Fastbridge Word Segmenting	• Tier 1 3 • Tier 2 1-2 • Tier 3 0	• Provides Baseline • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening	Title I Teacher
Winter (Jan.)	No	Fastbridge aReading	• Tier 1 417-433 • Tier 2 391-416 • Tier 3 Below 391 • CP Above 433	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes	Letter Name Fluency	• Tier 1 42 • Tier 2 30-41 • Tier 3 Below 30	• Evaluate Progress • Personalized Learning • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Winter (Jan.)	Yes	Fastbridge Letter Sound Fluency	• Tier 1 29 • Tier 2 18-28 • Tier 3 Below 18	• Evaluate Progress • Personalized Learning • General Outcome Measure • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Winter (Jan.)	Yes	Fastbridge Nonsense Words Fluency	• Tier 1 8 • Tier 2 3-7 • Tier 3 Below 3	• Provides Baseline • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening	Title I Teacher
Spring (May)	No	Fastbridge aReading	• Tier 1 435-444 • Tier 2 416-434 • Tier 3 Below 416	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning	Classroom Teacher, FAST Proctor
Spring (May)	Yes	Fastbridge Letter Name Fluency	• Tier 1 50 • Tier 2 38-49 • Tier 3 Below 38	• Evaluate Progress • Personalized Learning • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Spring (May)	Yes	Fastbridge Letter Sound Fluency	• Tier 1 41 • Tier 2 30-40 • Tier 3 Below 30	• Evaluate Progress • Personalized Learning Plan • General Outcome Measure • Differentiate Instruction • Dyslexia Screening	Title I Teacher
Spring (May)	No	Fastbridge Nonsense Words Fluency	• Tier 1 12 • Tier 2 7-11 • Tier 3 Below 7	• Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening	Title I Teacher
Spring (May)	No	Fastbridge Word Segmenting	• Tier 1 30 • Tier 2 26-29 • Tier 3 Below 26	• Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening	Title I Teacher

1st Grade Assessments 2018-2019

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	Fastbridge aReading	• Tier 1 435-446 • Tier 2 416-434 • Tier 3 Below 416 • CP Above 446	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes	Fastbridge Letter Sound Fluency	• Tier 1 31 • Tier 2 21-30 • Tier 3 Below 21	• Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Fall (Sept.)	No	Fastbridge Word Segmenting	• Tier 1 27 • Tier 2 21-26 • Tier 3 Below 21	• Provides Baseline • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening	Title I Teacher
Winter (Jan.)	No	Fastbridge aReading	• Tier 1 454-472 • Tier 2 440-453 • Tier 3 Below 440 • CP Above 472	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes	Fastbridge Letter Sound Fluency	• Tier 1 43 • Tier 2 31-42 • Tier 3 Below 31	• Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Spring (May)	Yes, 1 minute	Fastbridge Oral Reading Fluency (CBM)	• Tier 1 43-72 • Tier 2 23-42 • Tier 3 Below 23 • CP Above 72	• Provides Baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening	Title I Teacher
Spring (May)	No	Fastbridge aReading	• Tier 1 471-481 • Tier 2 453-470 • Tier 3 Below 470 • CP Above 481	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning	Classroom Teacher, FAST Proctor
Spring (May)	Yes, 1 minute	Fastbridge Oral Reading Fluency (CBM)	• Tier 1 71-95 • Tier 2 45-70 • Tier 3 Below 45 • CP Above 95	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening	Title I Teacher
Spring (May)	Yes	Fastbridge Letter Sound Fluency	• Tier 1 52 • Tier 2 45-51 • Tier 3 Below 45	• Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Title I Eligibility • Dyslexia Screening	Title I Teacher
Spring (May)	Yes	Fastbridge Nonsense Words Fluency	• Tier 1 21 • Tier 2 15-20 • Tier 3 Below 15	• Title I Eligibility • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening	Title I Teacher
Spring (May)	No	Fastbridge Word Segmenting	• Tier 1 32 • Tier 2 28-31 • Tier 3 Below 28	• Evaluate Progress • Personalized Learning Plan • Differentiate Instruction • Dyslexia Screening	Title I Teacher

2nd Grade Assessments 2018-2019

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	Fastbridge aReading	• **Tier 1** 469-482 • **Tier 2** 450-468 • **Tier 3** Below 450 • **CP** Above 482	• Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning Plan	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes, 1 minute	Fastbridge Oral Reading Fluency (CBM)	• **Tier 1** 58-84 • **Tier 2** 30-57 • **Tier 3** Below 30 • **CP** Above 84	• Provides baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan • Dyslexia Screening	Title I Teacher
Fall (Sept.)	No	Fastbridge CompEfficiency	• **Tier 1** 56-100 • **Tier 2** 44-55 • **Tier 3** Below 44	• Provides baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan	Classroom Teacher, Title I Teacher
Fall (Sept.)	No	Words Their Way Spelling Inventory	• Early Within Word Patterns	• Provides baseline • Differentiate Instruction • Personalized Learning Plan • Dyslexia Screening	Classroom Teacher
Winter (Jan.)	No	Fastbridge aReading	• **Tier 1** 481-494 • **Tier 2** 470-480 • **Tier 3** Below 470 • **CP** Above 494	• Differentiate Instruction • Title I Eligibility • Personalized Learning Plan	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes, 1 minute	Fastbridge Oral Reading Fluency(CBM)	• **Tier 1** 87-114 • **Tier 2** 61-86 • **Tier 3** Below 61 • **CP** Above 114	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening	Title I Teacher
Fall (Sept.)	No	Fastbridge CompEfficiency	• **Tier 1** 70-100 • **Tier 2** 61-69 • **Tier 3** Below 61	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan	Classroom Teacher, Title I Teacher
Winter (Jan.)	No	Words Their Way Spelling Inventory	• Middle Within Word Patterns	• Provides baseline • Differentiate Instruction • Personalized Learning Plan • Dyslexia Screening	Classroom Teacher
Spring (May)	No	Fastbridge aReading	• **Tier 1** 489-501 • **Tier 2** 477-488 • **Tier 3** Below 477 • **CP** Above 501	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning	Classroom Teacher, FAST Proctor
Spring (May)	Yes, 1 minute	Fastbridge Oral Reading Fluency(CBM)	• **Tier 1** 106-129 • **Tier 2** 79-105 • **Tier 3** Below 79 • **CP** Above 129	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening	Title I Teacher
Fall (Sept.)	No	Fastbridge CompEfficiency	• **Tier 1** 88-100 • **Tier 2** 75-87 • **Tier 3** Below 75	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan	Classroom Teacher, Title I Teacher
Spring (May)	No	Words Their Way Spelling Inventory	• Late Within Word Patterns	• Provides baseline • Differentiate Instruction • Personalized Learning Plan • Dyslexia Screening	Classroom Teacher

3rd Grade Assessments 2018-2019

Period	Timed	Measure	Target	Purpose	Administered By
Fall (Sept.)	No	Fastbridge aReading	• **Tier 1 487-500** • **Tier 2 475-486** • **Tier 3 Below 475** • **CP Above 500**	• Differentiate Instruction • Title I Eligibility • Individual Growth Plan • Personalized Learning	Classroom Teacher, FAST Proctor
Fall (Sept.)	Yes, 1 minute	Fastbridge Oral Reading Fluency (CBM)	• **Tier 1 90-117** • **Tier 2 62-89** • **Tier 3 Below 62** • **CP Above 117**	• Provides baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening	Title I Teacher
Fall (Sept.)	No	Fastbridge CompEfficiency	• **Tier 1 56-100** • **Tier 2 44-55** • **Tier 3 Below 44**	• Provides baseline • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan	Classroom Teacher, Title I Teacher
Fall (Sept.)	No	Words Their Way Spelling Inventory	•	• Provides baseline • Differentiate Instruction • Personalized Learning Plan • Dyslexia Screening	Classroom Teacher
Winter (Jan.)	No	Fastbridge aReading	• **Tier 1 497-508** • **Tier 2 482-496** • **Tier 3 Below 482** • **CP Above 508**	• Differentiate Instruction • Title I Eligibility • Personalized Learning	Classroom Teacher, FAST Proctor
Winter (Jan.)	Yes, 1 minute	Fastbridge Oral Reading Fluency (CBM)	• **Tier 1 116-139** • **Tier 2 89-115** • **Tier 3 Below 89** • **CP Above 139**	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening	Title I Teacher
Winter (Jan.)	No	Fastbridge CompEfficiency	• **Tier 1 56-100** • **Tier 2 44-55** • **Tier 3 Below 44**	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan	Classroom Teacher, Title I Teacher
Winter (Jan.)	No	Words Their Way Spelling Inventory		• Provides baseline • Differentiate Instruction • Personalized Learning Plan • Dyslexia Screening	Classroom Teacher
Spring (May)	No	Fastbridge aReading	• **Tier 1 503-515** • **Tier 2 589-502** • **Tier 3 Below 489** • **CP Above 515**	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning	Classroom Teacher, FAST Proctor
Spring (May)	Yes, 1 minute	Fastbridge Oral Reading Fluency (CBM)	• **Tier 1 131-153** • **Tier 2 103-130** • **Tier 3 Below 103** • **CP Above 153**	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning • Dyslexia Screening	Title I Teacher
Winter (Jan.)	No	Fastbridge CompEfficiency	• **Tier 1 56-100** • **Tier 2 44-55** • **Tier 3 Below 44**	• Evaluate Progress • Differentiate Instruction • Title I Eligibility • Personalized Learning Plan	Classroom Teacher, Title I Teacher
Spring (May)	No	Words Their Way Spelling Inventory	• Early Syllables and Affixes	• Provides baseline • Differentiate Instruction • Personalized Learning Plan • Dyslexia Screening	Classroom Teacher

Action Planning for Continuous Improvement

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.
- Benchmark Literacy is the core curriculum in the classroom.
- Grades K-3 continue to follow the Daily 5 instructional framework in the classroom.
  - 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 reading and writing with individual conferencing
    - Writer's workshop
- Materials are available in school's 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.

- 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 administrator 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 practices. 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 connections.

Evidence-based Interventions

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 in our Core Literacy Instructional Practices and aligned to the 2010 ELA standards. These components include:

- o Shared Reading/Shared Writing
- o Scaffolded independent leveled reading and writing to build stamina
- o Conferring/conferencing with individual students in reading and writing
- o Writer's Workshop and extended writing
- o Small group differentiated guided strategy instruction in reading and writing
- o Vocabulary development, Word Study, and Interactive Read Aloud
- o Active student engagement in purposeful reading and writing
- o 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.
  - o Our MTSS includes a continuum of intervention strategies aligned to core instructional practices and delivered by classroom teachers and reading interventionists.
  - o The level of intervention for students not meeting proficiency is determined by common classroom formative assessments and district level summative assessment
- Leadership has a strong, cohesive vision for all students to make growth and be educated in grade level content standards.
  - o 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.
  - o Grade level learning targets are aligned to the 2010 English Language Arts standards for all students.
  - o Leadership has a shared understanding and provides support for effective differentiated instructional strategies.
  - o A range of research-based instructional interventions for students at risk of academic or behavioral failure is in place through our MTSS framework.

See attached multi-tiered instructional plan.

Parent and Community Engagement

In addition to sending progress reports and conducting bi-yearly individual conferences, teachers provide recommendations and share strategies for how parents can support their children's literacy development through site-based parental involvement activities including literacy-focused family fun events and a summer reading program making the school media center collections available to families when school is not in session.

Communication Plan

Reporting to Stakeholders

The Lyle Public School annual report will be shared at an annual meeting in the fall by the DAC/Superintendent during an open monthly school board meeting. Additionally, the annual report will be posted on the school website, ensuring residents have the opportunity to learn about district results, highlights, and achievements.

Reporting to Parents/Guardians

District 497 notifies and involves parents/families in the acceleration of their child's 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

Professional Development

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 met 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 evaluation.

- PLC's—Professional Learning Communities are centered on student learning and development.
    - o PLCs are focused on instruction and assessment as guided by the School Improvement Plan.
    - o 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.
    - o Peer Coaches and administrative observations provided support within the instructional setting to assure the consistency in the delivery of scientifically based reading strategies.
    - o 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 that ensure that all necessary and support services are funded and implemented to guide planning and related instruction through use of objective and relevant student assessment information
    - o 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.
    - o There are appropriate supports for teachers to meet the needs of all students, including coaching of literacy practices and interventions.
    - o 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.
    - o Collaborative teaming includes specialists provides for regular scheduled to address students' needs as they arise.
    - o 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.

Multi-Tiered Instructional Plan

K-3	Regular Classroom (Tier 1)	Targeted Intervention (Tier 2)	Intensive Intervention (Tier 3)
Learners	All students	Students scoring below target on a screening measure (Some Risk)	Students scoring significantly low on a screening measure (High Risk) and are not showing growth in target areas.
Instructional leaders	Classroom teachers	Intervention teachers, special education teachers and trained support staff.	Intervention teachers and special education teachers.
Time Allocation	120 minutes daily of core standards based instruction and guided reading and writing.	Small group intervention that may vary in time and setting depending on student's need (10-25 minutes 3-5 days per week)	Additional daily, explicit interventions that will help the student make accelerated growth towards target.
Instructional components	Essential Components • Phonological Awareness • Phonics • Fluency • Vocabulary • Comprehension A balance of fiction and non-fiction text using the 2010 Minnesota ELA standards as the guide	Based on the identified need determined by student data and the student's response to the intervention. May include intervention for the following components: • Phonological Awareness • Phonics • Fluency • Vocabulary • Comprehension	Intensive, explicit instruction in the component/s determined to be a priority for the student based on data.
Grouping structure	Flexible (whole group, small group).	Small group (3-6 students optimal) based on common intervention need. One on One if needed	One-on-one instruction Small group or one on one (optimal) based on need.

Instructional program	2010 Minnesota Academic Standards for English Language Arts Benchmark Literacy Explicit instruction using research based materials and strategies to target areas needed to be on track to read well by 3rd grade as determined by student data.	Explicit instruction using research based materials and strategies to accelerate growth in targeted areas as identified by student data.
Instructional Materials	Core Curriculum materials Guided reading materials Research based programs and strategies that may include, but are not limited to the following: • MN Reading Corps • Letter Sound Correspondence • Repeated Oral Assisted Reading • Guided Reading • Great Leaps • Systematic Sequential Phonics They Use Based on student need and response to intervention.	Research based programs and strategies that may include but are not limited to the following: • Great Leaps • Susan Barton Reading and Spelling • Systematic Sequential Phonics They Use • SRA • Read Naturally • Language! Based on student need and response to intervention.
Assessment and Progress Monitoring	Fastbridge Benchmark Assessments for all students-3 times a year MCA (grades 3-5) • Benchmark assessments -3 times a year. • Progress monitoring every other week. • Diagnostic Assessments	• Benchmark assessment-3 times a year. • Progress monitoring weekly or biweekly to assess intervention efficacy. • Diagnostic assessment