ROBBINSDALE
Area Schools

LOCAL LITERACY PLAN

Updated: June 2022

Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Unified District Vision

High Intellectual Performance Through Equity

This mission leads to the following goals:

1. Enrich and accelerate academic achievement
2. Provide high-quality, engaging teaching and challenges every student
3. Cultivate learning environments characterized by mutual respect and

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personal responsibility
4. Strengthen relationships among students, staff, families, and community members
5. Maximize resources and demonstrate financial accountability

Robbinsdale Area Schools' District Equity Transformation Framework is designed to address issues of race and equity throughout the district in order to build an institution free of institutional racism and inequities. Evidence that the plan is working will be based on four key variables that directly relate to the Board of Education's goals:
1. Academic success, as measured by data related to the current achievement gap and other data elements.
2. Sense of belonging, as measured by the district student opinion survey and other data elements.
3. Access to and participation in rigorous course/programs and co- and extra-curricular programs, as measured by demographic participation data and other data elements.
4. Institutional practices are free of disparate impact on specific groups of people as measured by needs assessment and evaluation data collected by equity teams and the research, evaluation, and assessment department.

Equity Vision
The Equity Vision for Robbinsdale Area Schools is that:
1. Children of diverse races, culture, and incomes succeed in school and achieve at high levels.
2. School and classroom climate is improved for all students and staff.

Equity Goals
The Equity Goals of Robbinsdale Area Schools are:
1. Increase Cultural Understanding
2. Culturally Competent Teachers and Multi-cultural Curriculum
3. Equity in Access and Opportunity
4. Increased Staff Diversity, Modeling, and Mentoring
5. Increased Parental Involvement and Empowerment
6. Community Understanding and Support

LITERACY DEFINITION BY DEVELOPMENTAL STAGE

General Literacy Definition
The ability to identify, understand, interpret, create, compute, and communicate

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using visual, audible, and digital materials across disciplines and in any context. Literacy has been applied to a wide range of activities and appears as computer literacy, math literacy, or dietary literacy; in such contexts, it refers to basic knowledge rather than to anything specific to reading and writing.
https://literacyworldwide.org/get-resources/literacy-glossary (ILA)

Early Literacy (Birth-5)
Some early literacy skills appear to be more important than others. Predictors of later literacy for development are alphabet knowledge, phonological awareness, oral language skills, memory, rapid automatized naming of letters and objects, and writing letters. Early reading and writing behaviors (e.g., scribble writing and pretend reading), knowledge (e.g., a book is a source of a story or information), and attitudes (e.g., question asking about neighborhood signs) are demonstrated by individuals as precursors of conventional literacy. The term is often used to characterize those aspects of literacy that develop without any formal instruction but rather through a stimulating environment. The concept reflects an appreciation for the notion that literacy development begins well before formal instruction. The ability to comprehend and communicate through reading and writing—begins as babies understand your spoken words.
https://literacyworldwide.org/get-resources/literacy-glossary (ILA)
https://www.naeyc.org/our-work/families/everyday-steps-reading-and-writing
(National Early Literacy Panel)

Elementary Literacy (K-2nd Grade)
Elementary Literacy includes a program or collection of instructional practices that are based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Phonological awareness is a core practice in K-2 at the start of the phonics lesson. For our striving readers, if phonological awareness is indicated as a need, at any grade, explicit instruction should be included in the intervention. A heavier emphasis (40% of phonics instruction) is on decoding for those learning how to read.
https://education.mn.gov/MDE/dse/prof/

Intermediate Literacy (3rd-8th Grade)
Comprehension and the development of academic and content-specific language are emphasized more in these grades. This also includes the practice of morphology, decoding multi-syllabic words, and vocabulary work. Increased literacy demands in content area classes reflect the need to explore new teaching strategies to assist students with navigating these demands. Certain literacy-related abilities, such as being able to read and comprehend printed material, are required across all content area classes; however, as the complexity of content area learning increases, more

specialized strategies are needed to comprehend texts and learn from them. A useful framework for showing the differences between these types of literacy strategies include basic literacy (e.g., reading and writing), intermediate literacy that enables learning across all disciplines (e.g., using graphic organizers, visualizing, predicting, asking questions), and disciplinary literacy, which involves "technical uses of literacy" within the academic disciplines.
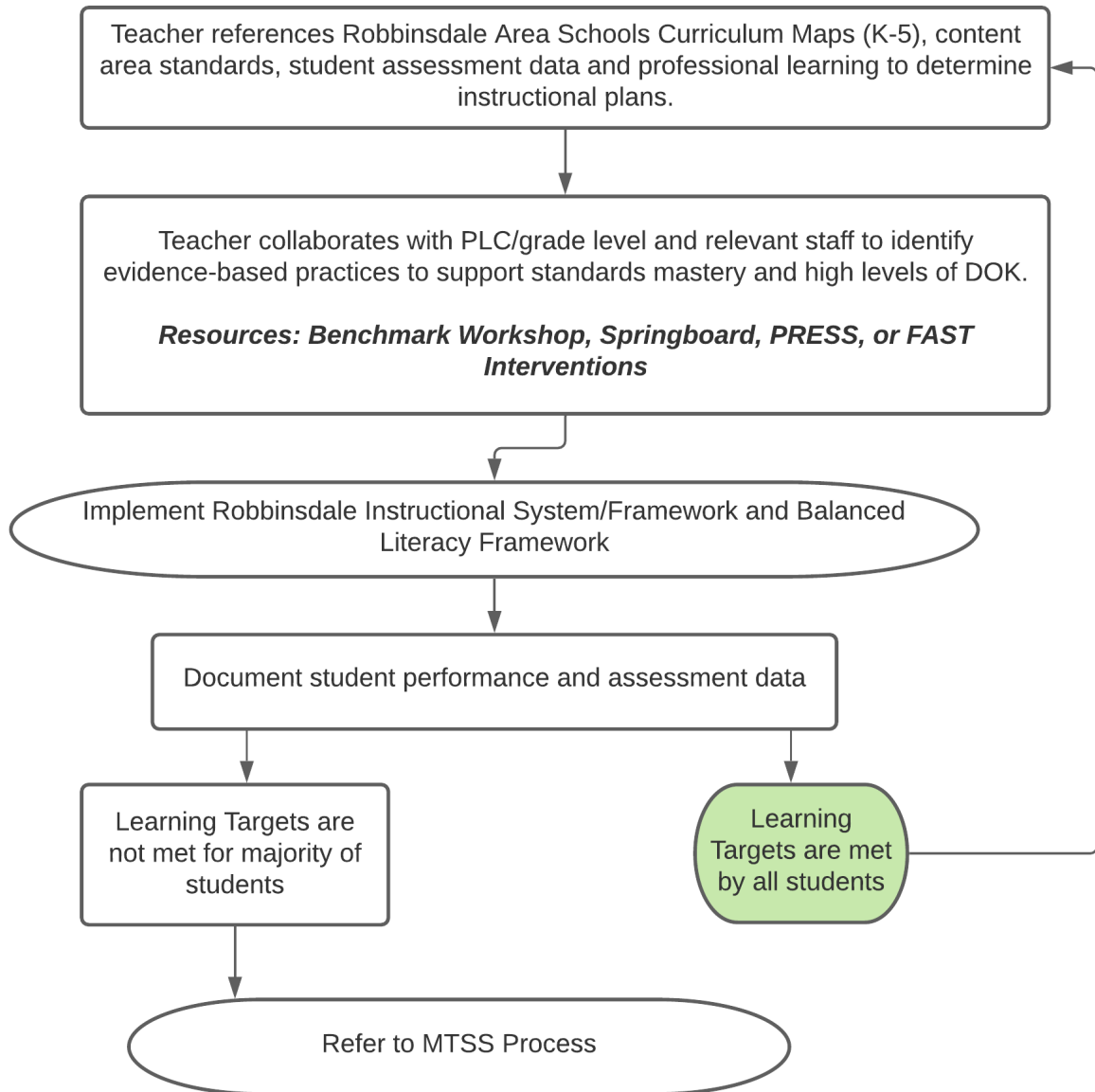*(Shanahan and Shanahan 2008)*

High School (9th-12th Grade)

The world demands that a literate person possess and intentionally apply a wide range of skills, competencies, and dispositions. These literacies are interconnected, dynamic, and malleable. As in the past, they are inextricably linked with histories, narratives, life possibilities, and social trajectories of all individuals and groups. Active, successful participants in a global society must be able to:

- Participate effectively and critically in a networked world;
- Explore and engage critically, thoughtfully, and across a wide variety of inclusive texts and tools/modalities;
- Consume, curate, and create actively across contexts;
- Advocate for equitable access to and accessibility of texts, tools, and information;
- Build and sustain intentional global and cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Promote culturally sustaining communication and recognize the bias and privilege present in the interactions; Examine the rights, responsibilities, and ethical implications of the use and creation of information;
- Determine how and to what extent texts and tools amplify one's own and others' narratives as well as counter unproductive narratives;
- Recognize and honor the multilingual literacy identities and culture experiences individuals bring to learning environments and provide opportunities to promote, amplify, and encourage these different variations of language (e.g., dialect, jargon, register).

Adolescent literacy is understood as the ability to read, write, understand and interpret, and discuss multiple texts across multiple contexts.
International Literacy Association Position Statement: Adolescent Literacy

LITERACY INSTRUCTION PLANNING PROCESS

Teacher references Robbinsdale Area Schools Curriculum Maps (K-5), content area standards, student assessment data and professional learning to determine instructional plans.

↓

Teacher collaborates with PLC/grade level and relevant staff to identify evidence-based practices to support standards mastery and high levels of DOK.

Resources: Benchmark Workshop, Springboard, PRESS, or FAST Interventions

↓

Implement Robbinsdale Instructional System/Framework and Balanced Literacy Framework

↓

Document student performance and assessment data

↓ ↓

Learning Targets are not met for majority of students

Learning Targets are met by all students

↓

Refer to MTSS Process

2022 Elementary Reading Assessment & Intervention
Subject to Change

Student is on track according to FAST Screening data

→ Yes → No intervention needed. While teaching core curriculum, use formative and summative grades to track student progress.

↓ No

After looking at multiple points data (i.e. observational, formative and/or classwork), try a variety of tier I strategies. Did the support work?

→ No → Complete a diagnostic depending on the need of the student. Analyze results to identify category of need

↓ Yes

↓ Next

Continue to monitor during class instruction

← Yes ← Choose an intervention to meet the need identified. Progress Monitor with FAST. Implement intervention(s) for 4-6 weeks. Is student meeting target benchmark?

↓ NO

Choose another intervention in target area and complete another 4-6 weeks. Did the student meet benchmark?

← Yes

↓ No

If student does not meet benchmark after several interventions, bring student intervention data to the MTSS Team to decide next steps.

CLASS-WIDE NEED: 50% or more of the class is at some or high risk.

GROUP NEED: 10-50% of the class is at some or high risk.

INDIVIDUAL NEED: 10% or less of the class is at some or high risk.

IF → Phonemic Awareness → THEN → TIER I: Whole Class Instruction Modifications (PRESS; FAST; Heggerty & Kilpatrick) TIER II: Classroom interventions like PRESS; FAST TIER III: Kilpatrick

IF → Phonics → THEN → TIER I: Whole Class Instruction Modifications (PRESS; FAST) TIER II: Classroom interventions like PRESS; FAST; TIER III: Sonday

IF → Fluency → THEN → TIER I: Whole Class Instruction Modifications (PRESS; FAST) TIER II: Classroom interventions like PRESS; ReadingPlus; FAST TIER III: Sonday; LLI

IF → Comprehension → THEN → TIER I: Whole Class Instruction Modifications (PRESS; FAST) TIER II: Classroom interventions like PRESS; ReadingPlus; FAST TIER III: LLI; Sonday

IF → Vocabulary → THEN → TIER I: Whole Class Instruction Modifications (PRESS; FAST) TIER II: Classroom interventions like PRESS; ReadingPlus; FAST TIER III: LLI
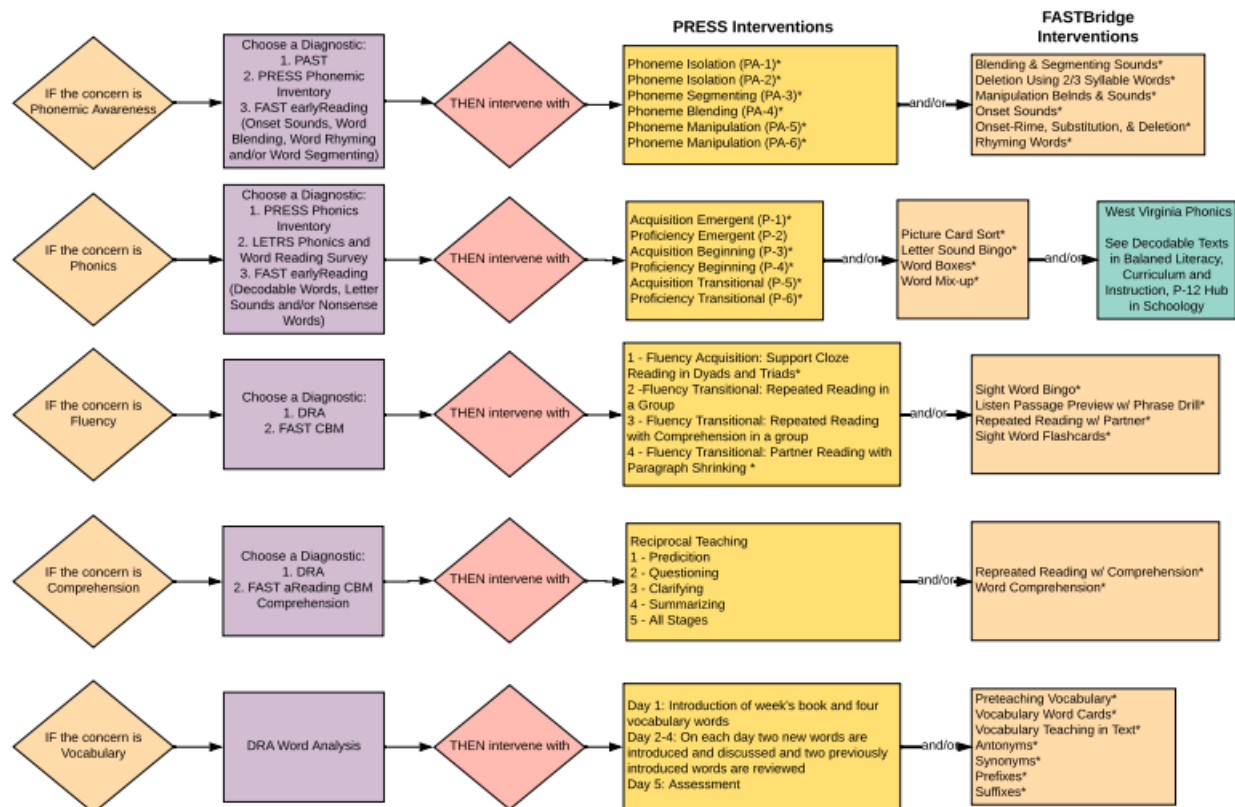
Revised Fall 2022

2022 Elementary PRESS & FAST Interventions
Classwide Option (use when 50% of students are not proficient in that area of reading)

LITERACY BELIEFS AND BALANCED LITERACY FRAMEWORK

Robbinsdale Area Schools have identified Balanced Literacy as the guiding framework for implementing literacy instruction, accomplishing its mission and meeting its goals and objectives for literacy learning and achievement. Balanced Literacy, as practiced in Robbinsdale Area Schools, is demonstrated by the following principles:

- A Gradual Release or Responsibility approach allows teachers to slowly and consciously release more responsibility for learning to the students. The gradual release is done across components of Balanced Literacy, across a lesson, and across the week, and unit.
- Explicit, systematic instruction of foundational literacy skills is critical and necessary.
- Teaching for understanding must be the primary goal. Teachers will implement explicit instruction to model their thought processes out loud.

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- Students learn best through collaboration and conversation with others.
- Skills must be taught in context, as part of relevant literacy events through culturally relevant texts.
- Classrooms need to optimize learning opportunities.
- Prepare students for learning by frontloading (build background, etc.). The more we frontload for students, the more independently students - even our youngest ones - are able to work, problem solve, and produce better-quality work.
- Assessment that identifies strengths as well as needs and involves students in making decisions about their own learning.
- The purpose of assessment is to inform and shape instruction.
- Students need access to interesting, appropriate texts and choices.
- Quality literacy instruction builds skill and the desire to read increasingly complex materials.
- Students need a variety of books and other reading materials in their classrooms and in school and community libraries.
- Teachers must understand text complexity expectations.
- Writing and reading have reciprocal positive effects.
- Link reading and writing to take advantage of the natural reciprocity between the various reading and language processes.
- Some students simply need more intensive and more expert instruction if they are to maintain a pace of development that is comparable to their peers.
- Ensure the supplemental instruction from professionals specifically prepared to teach literacy.
- The teacher's own literacy habits and strategies greatly impact what is done in the classroom.

As Robbinsdale Area Schools instructors implement a Balanced Literacy Framework, they will look to Richard Allington's scholarship, "Every Child, Every Day." This research supports the use of Six Elements of Effective Literacy Instruction:
1. Listens to a fluent adult read aloud.
2. Read something they choose.
3. Talks with peers about reading and writing.
4. Writes about something personally meaningful.
5. Read accurately.
6. Read something they understand.

INSTRUCTIONAL SYSTEM/FRAMEWORK

Robbinsdale Area Schools utilize an instructional framework for literacy instruction. Language Essentials for Teachers of Reading and Spelling (LETRS) helps us sort out the essential purposes of a framework for literacy instruction. The literacy frameworks we use in conjunction with Charlotte Danielson's Framework for Effective Teaching help instructional staff use a common language and understanding to drive data-driven, best instructional practice.

To understand the Robbinsdale Area Schools model for literacy instruction and its component connections, it is helpful to have a grounding in some basic philosophical principles regarding balanced literacy. This model is supported by research from the International Literacy Association, the National Council for Teaching English, and Minnesota Common Core Standards. In a Balanced Literacy program:

- Foundational literacy skills are critical, especially for grades K-2 *(Moats 2000, 2008; Cunningham, 2017)*
- Teaching for comprehension must be the primary goal *(Anderson and Pearson, 1984; Cunningham and Stanovich, 2003; McKnight and Allen, 2018)*
- The goal of the guided contexts in reading and writing is to help readers and writers become independent problem solves, self-monitors, reflective learners, and goal setters *(Allington, 2005; Neuman and Roskos, 2012)*
- The teacher is the knowledgeable decision-maker who continually monitors and adjusts support and instruction based on principles of effective practice as outlined by the Danielson framework including culturally responsive and inclusive instructional practices as well as data collected through nationally-normed assessment tools *(Pressley, 2002; Hargreaves and Fullan, 2012; Blachowicz and Ogle, 2017)*
- A Self-Regulation approach allows teachers to slowly and consciously release more responsibility for learning to the students *(Cash 2016)*
- Students learn best through collaboration and conversation with others *(Gee, 1992; Beers and Probst, 1998)*
- Skills must be taught in context, as part of relevant literacy events *(Goodman and Gollasch, 1982; Cunningham, 2001; Rief, 2014)*
- The purpose of assessment is to inform and shape instruction and monitor student growth toward standards mastery *(Harvey and Goudvis, 2007; James-Ward, Fisher and Frey and Lapp, 2013; Horn, Kane, and Wilson, 2015)*
- All aspects of reading and writing receive systemized, data-driven emphasis *(Florio-Ruane & Raphael, 2004)*

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PROGRAM GOALS AND OBJECTIVES

Reading Well by 3rd Grade is one component of Robbinsdale Area Schools making comprehensive efforts towards reaching its goal of having all students reading proficiently by the end of third grade. Data from state accountability assessments are used to determine if students are reading proficiently by the end of third grade. The district also uses a number of other performance indicators to monitor progress toward this goal.

The district uses FastBridge reading assessments to measure early reading skills, reading fluency , and general reading skills. The district's Reads Well by Third Grade goals, which mirror our World's Best Workforce goals, are adjusted to monitor our students prior to completing third grade.

Reads Well by Third Grade Goals
- 100% of students will receive their appropriate screenings, either before entering Kindergarten or within the first thirty days of school.
- For kindergarten students, the average sounds correct per minute score on the Letter Sound Fluency subtest of FAST will increase from an average of 7.4 sounds correct per minute in Fall 2019 to 37 sounds per minute in Spring 2020.
- The percentage of students enrolled in third grade who score proficient on the state reading accountability assessments will increase from 43.5% in 2019 to 46.5% in 2020.
- The difference in the percentage of Students of Color compared to White students in third grade who score at proficient levels on the state reading accountability assessments (MCA and MTAS) will decrease 3 percentage points, from 33.2 percentage points in 2019 to 30.2 percentage points in 2020. (63.5% of White students scored proficient on the 2019 state reading accountability assessments compared to 30.3% of Students of Color, a difference of 33.2 percentage points.) (Students of Color include students who indicated they were multi-racial. These percentages are for all students in 3rd grade who took state reading accountability assessments).

CURRICULUM IMPROVEMENT PROCESS AND OUTCOMES

Purpose:
The Instructional and Curricular Program Review Process was developed in accordance with Minnesota Statute 102B.11 and
provides a comprehensive framework to ensure that teachers use evidence-based instructional best practices and the requisite curriculum resources and assessments
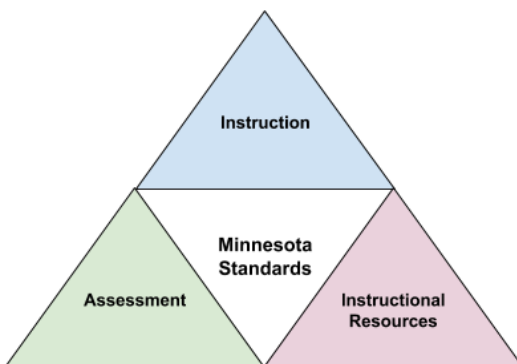
to provide engaging and culturally relevant learning experiences that enable students to gain skills and meet academic standards for career and college readiness. This process explores both modifications to current practices and curricular resources and potential needs for new curricular resources.
The need for an Instructional or Programmatic Review arises when:

- There is a significant change in standards
- Data indicates that the Continuous Improvement Process1 is not yielding adequate results
- When a program/curriculum has not been reviewed in 5-7 years

General Statement of Policy 603:

To Guarantee that every student has equitable access to the highest quality education, the district is committed to a continuous Curriculum and Education Program Review and Development Process. The Process shall be research-based and systemic and shall include the collaborative involvement of teachers and administrators, along with input from parents, students, and the community.

Curriculum... is the **relationship** between standards, instruction, instructional resources, and assessment.

Stage	Name	Purpose
Stage 1	Research and Review	To plan and prepare for an upcoming curriculum review by soliciting stakeholder membership, identifying and collecting relevant data, and a shared understanding of the Curriculum Review Process.
Stage 2	Comprehensive Needs Assessment/Recommendations	To assess the current effectiveness of a specific program area by conducting a comprehensive analysis of achievement data, identify areas for improvement and curricular resources needed.
Stage 3	Create Plan	To examine options for a specific program area determine budgetary needs, plan professional development and develop an implementation plan. 3A: purchasing material 3B: modifying curriculum and/or instructional practices
Stage 4	Plan Implementation	To implement a plan for delivering professional learning, organizing and distributing materials for implementation and collecting data to evaluate whether revisions are needed. Curriculum and Instruction will support this process. 4A: purchasing material 4B: modifying curriculum and/or instructional practices.
Stage 5	Monitor/Refine	To establish a standard process for large-scale implementation, ongoing professional learning, and design a data collection system to ensure implementation fidelity.

READING MATERIALS SELECTED

The Robbinsdale Area Schools will determine when reading materials will be reviewed as the Instructional and Curricular Program Review and Improvement and corresponding review schedule is finalized. K-12 educators and administrators will evaluate materials based on an evaluation rubric that identifies instructional priorities and will apply the rubric to proposed resources and materials. ***Currently, the following materials are in use:***

Grades K-5: Benchmark Workshop

Supports a workshop model that is responsive to student strengths and needs. Teachers draw from literacy modules in five areas to support their Tier 1 and Tier 2 instruction: reader's workshop, writer's workshop, phonics, and word study workshop, technology (ePocket Chart and Benchmark Universe), and professional development.

This resource recommendation was the result of a comprehensive process, including engaging with (and seeking input from) stakeholders across our district. The collaborative recommendation process also included feedback and input from teachers, parents, students, and staff from the Robbinsdale Area Schools community. The recommendation was consistent across stakeholder groups.

Highlights of the program include:
- Phonics instruction based on Wiley Blevins's research (A Fresh Look at Phonics)
- Responsive Toolkit for intervention needs
- Authentic texts including texts about or written by Native Americans from Minnesota
- Direct correlation with the Robbinsdale Area Schools' Balanced Literacy framework with clear outlines and resource support
- Beginning-of-year "Launching" units to establish routines and rituals, aligning with the Safe and Civil Schools Pillar of Focus
- Equitable resources in Spanish
- Teacher tools to support biliteracy instruction

Grades 6-8 ELA:
Springboard (College Board/Pearson)

Involves grade-level courses that include an in-depth study of one novel and one play, with an emphasis on close reading and literary analysis. SpringBoard selects specific texts for study but also allows teachers to choose their own texts that they know will work for their students.

Every course is divided into themed units. Each grade-level course features a novel unit and a drama unit, with a variety of text types in the remaining units. Springboard was selected by Robbinsdale Area Schools District Leadership, first implemented at Plymouth Middle School during the 2016-2017 school year and implemented at the other RAS Middle Schools during the 2017-2018 school year.

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Grades 6-8 Reading:

Grades 9-12:

Literacy instruction occurs in all courses including English Language Arts. As options increase at the secondary level, the Minnesota State Standards become the core curriculum and curricular resources are dependent on the needs of individual cards for English Language Arts heavily incorporate literacy instruction, it is critical that content area teachers support their students in literacies that amplify standards mastery in all courses.

CURRICULUM MAPS FOR KINDERGARTEN THROUGH GRADE 5

Robbinsdale Area Schools Curriculum Maps indicate a scope and sequence of the following elements of literacy that support standards-driven, systematic, sequential instruction:

- Reading Comprehension Skills and/or Strategies
- Literature/Informational Text Comprehension and Analysis
- Foundational Literacy Skills
- Writing
- Speaking, Viewing, Listening, and Media Literacy
- Language Usage

Outcomes

The 2010 Minnesota English Language Arts Standards include reading, writing, speaking, viewing, listening, media literacy and language.

Standards and benchmarks are identified by grade level, including standards in History/Social Studies, Science, and Technical Subjects.

K-12 English Language Arts courses are aligned with the best practices of literacy instruction and the Minnesota state standards.

Technical subjects, science, and social studies also include embedded language arts standards in reading and writing.

LITERACY INSTRUCTIONAL FRAMEWORK

K-5 Daily Literacy Block
Goal: 120 minutes

★ = Crosswalk to Modern Classroom (Blended Learning)

Daily Component of Balanced Literacy	Instructional Format & Approximate Instructional Time	Instructional Practices
Read Aloud (Modeled Reading) or Interactive Read Aloud • Supports reading and writing instruction and content area integration • Create discussion opportunities with students to deepen comprehension	Whole Group 10-20 minutes Read Aloud or 20-30 minute Interactive Read Aloud	Select various genres to: • Build Oral Vocabulary • Model Fluent Reading • Model Think Aloud • Build background Knowledge • Facilitate Discussion (Turn and Talk) • Provide daily opportunities to hear rich, high-quality fiction, poetry, and informational texts • Spark appreciation of stories • Model fluent expressive reading • Excite curiosity about the world • Stretch critical and creative thinking • Foster enjoyment and reading for pleasure
Phonology and Phonics Workshop/Word Study		
Phonemic Awareness • Develop ability to produce and manipulate individual sounds (phonemes) in spoken words Word Study/Phonics • Builds decoding skills and oral vocabulary Option for adding in small group work Lesson 3 days a week Small Groups 2 days a week	Whole Group 40-45 minutes (K-2) 20-30 minutes (3-5)	Provide instruction on critical reading components: • Phonemic Awareness • Phonics • Reading Practice • Spelling/High Frequency Word Instruction • Word Study • Oral Language
Reading Workshop		
Mini-Lesson, Shared Reading, or Interactive Reading • Provides explicit direct instruction, modeling and guided practice (★Asynchronous or synchronous)	Whole Group 7-10 minutes	• Comprehension Strategies and Skills • Think Aloud • Vocabulary Instruction • Anchor Chart • Aligns with foundational skill instruction and grade-level standards • Smaller portions of text, read multiple times • Students read the text with guided support by a teacher • Models skills of proficient readers, including fluency, comprehension, and increasing vocabulary

Guided Reading
• Meet with small groups to read and provide differentiated instruction using leveled texts. Groups may change based on need.
★Differentiated Small Groups
• Meet with small groups to provide differentiated instruction (teacher station)
• Includes WIN
 	
★Work Stations
• While the teacher works with a small group, remaining students participate in focused workstation activities.
  ○ Asynchronous Station
  ○ Collaborative
  ○ Offline
	Small Group
	45-60 minutes
		Provide Instruction on Critical Reading Components:
		• Decoding Skills
		• Comprehension
		• Fluency
		• Vocabulary Development/Word Study
		Literacy Work Stations are Based on Scaffolding Needs and Data:
		• Reading Workstations
		  ○ Read to Self
		  ○ Partner Reading and Conferring
		  ○ Reciprocal Teaching
		  ○ Listening to Reading
		  ○ Fluency Practice
		• Skill-based workstations
		  ○ Graphic Organizers
		  ○ Annotation Activities

Independent Reading • Students choose reading material for independent consumption and enjoyment		○ Summarizing ○ Word Work ○ Questioning, Connecting, and Predicting ○ Text deconstruction
Reading Workshop Closure	Whole Group 5 minutes	Provide Opportunities to check for understanding: • Exit slip/Mastery Check • Reader-Response Notebook

Writing Workshop
20-30 min (K-2) 20-30 min (3-5) (this may rotate within a week with phonics to provide more time for a block)

Mini-Lesson, Shared Writing, or Interactive Writing • Provide explicit, direct instruction, modeling and guided practice (★Asynchronous or synchronous) Provide instruction on: • Pre-writing/Planning • Drafting • Revising • Editing/Conventions • Publishing • Analysis of mentor texts • Grammar/mechanics • Spelling • Handwriting (**K-1 Foundational skills critical**)	Whole Group 10-15 minutes	• Think Aloud • Vocabulary Instruction • Anchor Chart • Aligns with foundational skill instruction and grade-level standards • Students observe thinking process • Students gain knowledge of strategies to use in their own writing
Guided Writing • Meet with small groups to teach strategies that a group for students need to practice and provide immediate feedback ★Differentiated Small Groups = Meet with small groups to write and provide differentiated instruction ★Work Stations • While the teacher works with a small group, remaining students participate in focused workstation activities. ○ Online ○ Offline ○ Collaborative Independent Writing • Students produce text and draw on knowledge and skills that have been taught during previous modeling and guided practice.	Independent Practice 15-25 minutes	Engage students in: • Teacher/Student Conferences • Peer Conferences • Author's Chair Provide opportunities to practice the writing process • Research projects • Narrative writing • Informational writing • Opinion writing
Writing Workshop Closure	Whole Group 5 minutes	Provide opportunities for students to share writing

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Secondary Literacy Model for Grades 6-12

All students receive literacy instruction in all secondary courses in order to achieve standard mastery in the course's respective content standards and to support their literacy development as adolescents. Adolescent literacy, as defined by the International Literacy Association is understood as the ability to read, write, understand and interpret, and discuss multiple texts across multiple contexts.

In order to serve our students in their content area courses and support their literacy development as adolescents, students need access to engaging and motivating content and instruction. In addition, students need instruction for interacting with and producing text in discipline-specific ways within and across all subjects inclusive of, but not limited to, electives, career and technical education, and visual and performing arts.

Areas to consider include the following:
- Provide opportunities for adolescents to work with text that is inclusive of print and nonprint materials.
- Writing instruction and writing process
- Offer Web-based learning experiences.
- Implement multiple assessment methods that demonstrate students' strengths as well as needs.
- Expand the focus on content and disciplinary literacies.
- Develop a Literacy Focused Team.
- Offer access to relevant resources.
- Provide appropriate professional development for educators.

Practices that support adolescent literacy align with RAS's 2019-2020 professional development focus on flexible grouping and are bolstered by Robbinsdale Area Schools' Six Elements of Effective Literacy Instruction:
- Listens to a fluent adult read aloud.
  - Teachers will also need to provide models of spoken language and examples of academic languages used in different fields of study for different purposes for all students, but particularly for those just beginning to learn the dominant language in the classroom.
- Reads something they choose.
  - A variety of texts including, but not limited to, traditional print text and digital (multimodal) text should be available.

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- ○ Literacy instruction should be differentiated specific to their individual needs.
- Talks with peers about reading and writing.
  - ○ Students will talk about a variety of texts with others, including teachers, peers, members of their own communities, and the larger world population.
  - ○ Create opportunities for students to participate in oral communication when they engage in literacy activities.
- Writes about something personally meaningful.
  - ○ Students should compose written and visual texts in both predetermined and multimodal formats, depending on context and purpose.
  - ○ Adolescents should practice literacy in relation to the pursuit of civic engagement.
- Read accurately.
  - ○ Create a culture of literacy in their schools with a systematic and comprehensive programmatic approach to increasing literacy achievement for all.
- Reads something they understand.
  - ○ Content area teachers provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline including background knowledge, vocabulary, text structures, etc.
  - ○

ASSESSMENT PROCESS

Universal Screeners

Universal screenings are administered by trained proctors. Robbinsdale Area Schools uses the benchmarks established by our assessment team for each season of universal screening for each grade level. These benchmarks are predictors of a student's future overall reading performance. They are one type of indicator of whether a student is "on track" or not reading at grade level expectations. If a student does not meet the benchmark in any given season of any given grade level, one of the following actions is taken based on the analysis of other current and historic screening and diagnostic data:

- No changes to student programming are made based on the analysis of other current and historic screening and diagnostic data.

- Student is placed in an appropriate core: differentiated instruction, (Tier I) or strategic intervention (Tier II), intensive intervention Tier III) given the universal screening score and other screening and diagnostic data.
- Student is referred to the school's Multi-Tiered System of Support Team for further discussion and intervention planning.
- Student remains in an effective intervention program (if the student was already receiving intervention services and making progress at or above the expected rate).

As stated in Effective Universal Instruction by Dr. Kimberly Gibbons, Dr. Sarah Brown, and Dr. Bradley C. Niebling (2019): "It should be noted that a variety of screening tools are commercially available for PreK through Middle School. Unfortunately, there is not a single screening tool that works well for every grade level in secondary settings. As a result, secondary educators must use a variety of existing data to assist them in determining which students are at risk and in need of supplementary or intensive support. It is commonly recommended (sic) that secondary settings use a combination of attendance data, performance data on standardized tests, course grades, credit attainment, and discipline data as part of the screening process (Burns & Gibbons, 2012). Students who fall off track in multiple areas should be targeted for additional support."

Diagnostic Assessments

Screening measures are similar to dashboard lights on a car. The check engine light tells you there may be a problem, but does not tell you what that problem is. To successfully fix the problem, a mechanic must determine what activated the light. Diagnostic assessments are used in the problem-solving process to more precisely identify where a student's difficulties lie. For example, when a student's performance is below a comprehension benchmark score, that performance could indicate issues anywhere in the reading process.

Responding immediately with an intervention targeting comprehension may not address the student's immediate need. A diagnostic such as a reading fluency check may indicate that more fundamental reading skills are the issue. Robbinsdale Area Schools use the diagnostic tools within the FastBridge Learning assessment system and the Developmental Reading Assessment in addition to classroom measures to determine specific student needs.

Progress Monitoring

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All students who are receiving strategic (Tier II) or intensive (Tier III) interventions are progress monitored at least every two weeks, often weekly. The type of progress monitoring tool depends on the type of intervention the student is receiving. There are standard protocols for administering each of these progress monitoring assessments. Progress monitoring data are reviewed at least every six weeks, often more frequently, to determine the next steps in serving students.

Some students may no longer need intervention, they may need a change in intervention, or they may be making expected growth with the intervention. Teachers use these data alongside classroom measures to support changes to services.

ROBBINSDALE AREA SCHOOLS' MULTI-TIERED SYSTEM OF SUPPORTS

Multi-Tiered System of Supports (MTSS) is a framework for helping all learners succeed by matching interventions, instruction, and assessment to the personalized needs of learners. It is a whole school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based systems. MTSS includes social and emotional learning (SEL) and academic instruction and support.

According to the Minnesota Department of Education (2017): "The Minnesota Department of Education (MDE) advocates the use of MTSS to increase the number of students meeting grade-level standards and graduating with skills for further education and work careers. The majority of MDE's work with MTSS is connected to implementing the Minnesota K-12 Academic Standards with fidelity and building additional intervention supports to increase student achievement for all students."

What are the critical elements of MTSS?

The critical elements of a MTSS is a detailed description of how to successfully implement the essential components of MTSS.

1. Effective leadership that provides connections between the MTSS framework and the school improvement plan (SIP) and the unified district vision (UDV)
2. Alignment of policies and procedures across the classroom, grade/departments, building, district, and state levels

3. Ongoing efficient use of problem-solving processes to support planning, implementing, and evaluating the effectiveness of services
4. Positive and ongoing collaboration among all stakeholders to ensure successful student outcomes
5. Comprehensive, efficient, and user-friendly data systems for supporting decision-making at all levels
6. Availability of coaching supports to assist school teams' problem-solving efforts
7. Ongoing data-driven professional development that aligns to student goals and staff needs
8. Communicating successful outcomes and opportunities of growth with all stakeholders

MTSS is characterized by a continuum of integrated academic and SEL Supports reflecting the need for students to have fluid access to instruction and supports of varying intensity.

All tiers include both Academic and SEL supports for students that are achieving either above or below grade-level expectations.

As students move through the continuum of tiers. It is essential that they still receive high-quality, evidence-based core instruction at each level.

Role of Assessment in MTSS for Literacy Instruction and Intervention

It is essential that data guides the MTSS process through each of the three tiers. This data comes from formative and summative assessments such as universal screeners progress monitoring, and diagnostic assessments. Educators should use data to determine appropriate levels of intervention and the type of instruction required to support each student's learning.

Universal Screening Assessment

A universal screener measures the overall ability of critical skills known to be strong indicators that predict student performance in a specific subject. The data from the

screening assessments help teachers plan for classroom instructions. The universal screening assessments at RAS, as articulated in the RAS Assessment Plan, are:

- Reading: FAST earlyReading, FAST aReading, FAST CBMreading, and FAST autoreading.
- Screening tool for grades nine through twelve is under consideration.

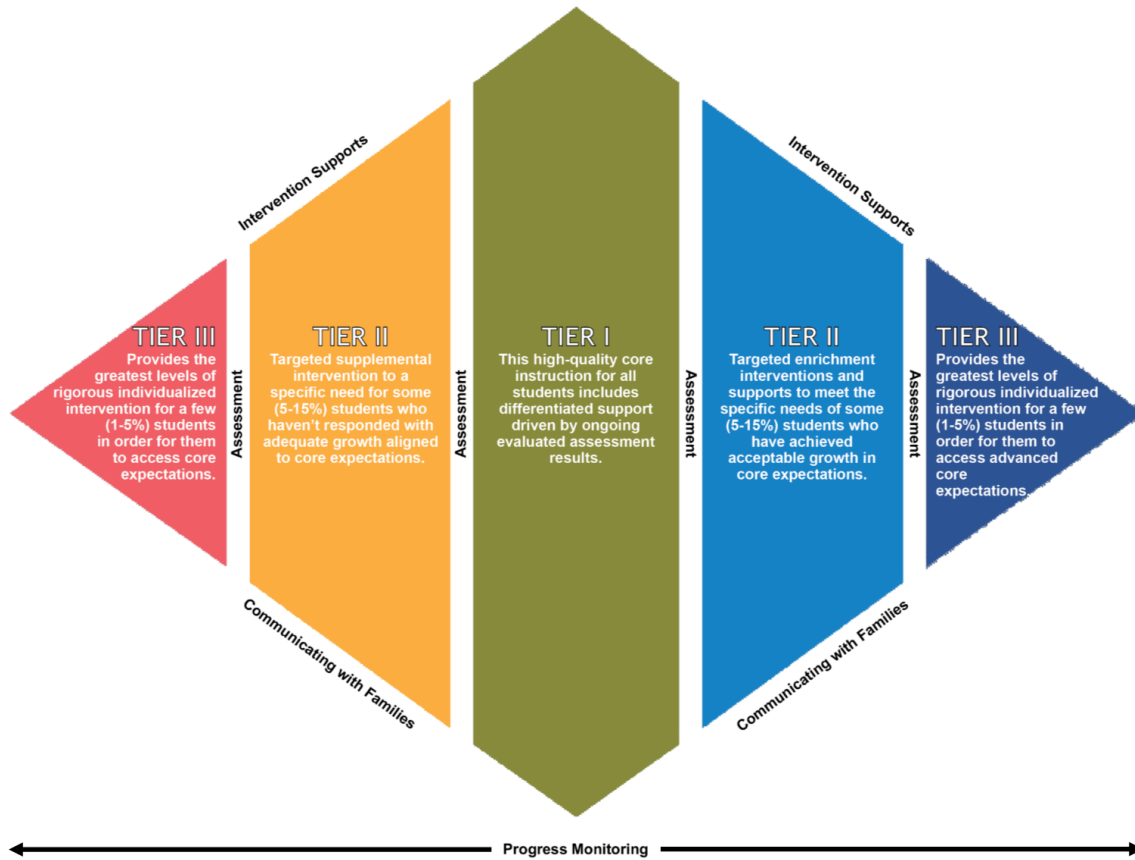## Progress Monitoring Assessment

Progress monitoring assessments are assessments that are administered on a regular basis after implementing instructions or interventions. Multiple data points from assessments will determine the success of the instructional strategies implemented at Tier I or the intervention conducted at Tier II or Tier III. Progress monitoring should happen more frequently the more intensive the intervention. Examples of progress monitoring assessments within the RAS Assessment Plan, are:

- FAST CBMreading
- earlyReading

Diagnostic Assessment

This is an additional assessment that educators can administer to gain more information about students' learning. A diagnostic will be administered for students who do not show sufficient progress after the initial interventions. Examples of diagnostic assessments at RAS are:.

- > Secondary to be determined

Intervention Supports

Intervention Supports

TIER III
Provides the greatest levels of rigorous individualized intervention for a few (1-5%) students in order for them to access core expectations.

Assessment

TIER II
Targeted supplemental intervention to a specific need for some (5-15%) students who haven't responded with adequate growth aligned to core expectations.

Assessment

TIER I
This high-quality core instruction for all students includes differentiated support driven by ongoing evaluated assessment results.

Assessment

TIER II
Targeted enrichment interventions and supports to meet the specific needs of some (5-15%) students who have achieved acceptable growth in core expectations.

Assessment

TIER III
Provides the greatest levels of rigorous individualized intervention for a few (1-5%) students in order for them to access advanced core expectations.

Communicating with Families

Communicating with Families

◄──────── **Progress Monitoring** ────────►

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DISTRICT APPROVED READING INTERVENTIONS: GENERAL EDUCATION

Secondary Starting Point:

[Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook](#)

Identified Need	Intervention	Description	Specific Student Need	Target Grades	Group Size
Phonemic Awareness	FastBridge Phonemic Awareness Whole Group and Small Group Instruction	• Large- or small-group intervention • Targets phonemic awareness with clear, evidence-based instructional strategies • 3-4x/wk; 10-12 minutes/session; 2-4 weeks (Whole Group) • 4-5x/wk; 10-15 minutes/session; 4-6 weeks (Small Group)	Accuracy and Automaticity	PreK-8	7-15 (Whole Group) 2-5 (Small Group)
Phonemic Awareness	Heggerty	• Large or small group intervention • Targets phonetic awareness • 5x a week; 10 minutes	Practice recognizing and manipulating the sounds that make up words	K-2	Whole class on small group
Phonemic Awareness	PRESS (Pathways to Reading Excellence in School Sites)	• Whole group intervention • Small-group intervention • Targets specific reading	Practice recognizing and manipulating the sounds that make up words	K-5	Whole class or small group (4 or less)

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		skills with intervention lessons organized in sequence • 5x/week for 20-30 minutes			
Phonemic Awareness	Sonday	• Small-group or 1-on-1 intervention • Systemized, multisensory, multi-modal interventions organized in sequence • 5x/week for 20-30 minutes	Systematic, progressive, multimodal, multisensory intervention for phonemic awareness	K-5	1-3
Phonemic Awareness	Kilpatrick	• Large or small group intervention • Targets phonetic awareness • 5x a week, 2-5 minutes	Practice recognizing and manipulating the sounds that make up words	2-8	Whole group, small group, individual

Identified Need	Intervention	Description	Specific Student Need	Target Grades	Group Size
Phonics	Fast Phonics Awareness Whole Group and Small Group Instruction	• Large- or small-group intervention • Targets phonics with clear, evidence-based instructional strategies • 3-4x/wk; 10-12 minutes/session; 2-4 weeks (Whole Group) • 4-5x/wk; 10-15 minutes/session; 4-6	Accuracy and Automaticity	K-5	7-15 (Whole Group) 2-5 (Small Group)

		weeks (Small Group)			
Phonics	PRESS (Pathways to Reading Excellence in School Sites)	• Whole group intervention • Small-group intervention • Targets specific reading skills with intervention lessons organized in sequence • 5x/week for 20-30 minutes	Practice recognizing and manipulating the sounds that make up words	K-5	Whole class or small group (4 or less)
Phonics	Sonday	• Small-group or 1-on-1 intervention • Systemized, multisensory, multimodal interventions organized in sequence • 5x/week for 20-30 minutes	Systematic, progressive, multimodal, multi- sensory intervention for phonemic awareness	K-5	1-3
Fluency	Reading Plus	• Computer-based with adult prompts and support • Interactive fluency program that combines repeated reading and progress monitoring • 5x/week for 30 minutes	Practice in order to read fluently	3-8	Individual
Fluency	LLI - Leveled Literacy Intervention	• Small group intervention • Intensive supplemental literacy	Students who have not made adequate progress after skill-targeted	K-5	4 or less

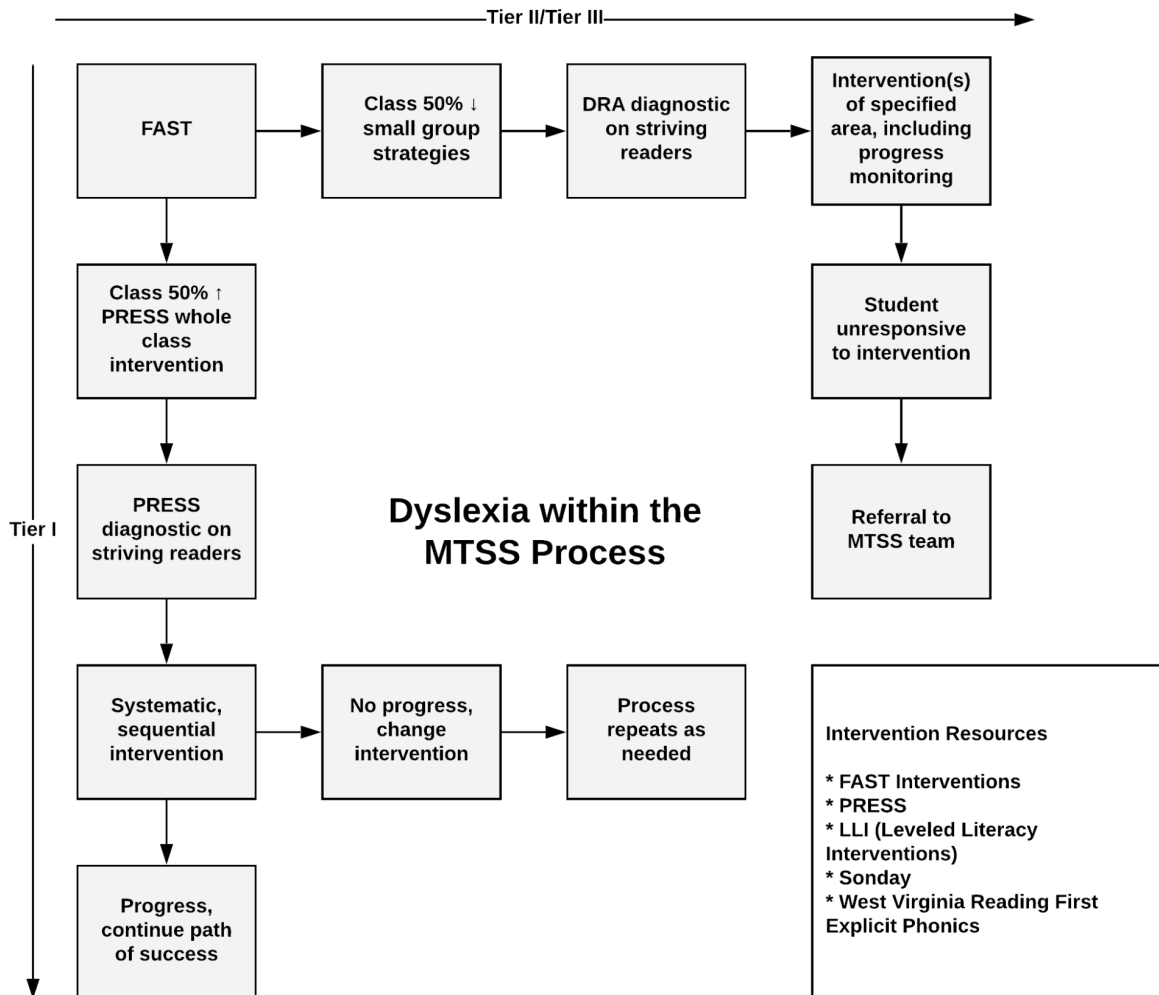|					
		intervention that uses leveled books and systematically designed lessons • 5x/week for 30 minutes Students who need comprehension strategies to help understand and gain meaning from text	reading interventions		
Comprehension	FastBridge	Large- or small-group intervention Targets comprehension with clear, evidence-based instructional strategies. 3-4x/wk; 10-12 minutes/session; 2-4 weeks (Whole Group) 4-5x/wk; 10-15 minutes/session; 4-6 weeks (Small Group)	Students who need comprehension strategies to help access a text	1-8	7-18 (Whole Group) 2-6 (Small Group)
Comprehension	LLI - Levevled Literacy Intervention	• Small group intervention • Intensive supplemental literacy intervention that uses leveled books and systematically designed lessons • 5x/week for 30 minutes	Students who have not made adequate progress after skill-targeted reading interventions	K-5	4 or less

SUPPORT FOR STUDENTS WHO MAY HAVE DYSLEXIA

In accordance with the MTSS process, students identified as striving readers, including those who may have Dyslexia or other medical diagnoses, are mandated to have access to diagnostic screening. Within the school setting, there is a continuum of services and supports (known as the Multi-Tiered System of Supports- MTSS) designed to identify and intervene when students have reading difficulties.

This includes those who have been diagnosed with Dyslexia or other medical conditions that may impact the reading progress in the areas of phonemic awareness, phonics, comprehension, vocabulary, and fluency. At the base of this continuum, all students in Robbinsdale Area Schools have access to screening tools designed to identify students who may be at risk for reading difficulty. At the Pre-K level, the TS Gold assessment is used. In grades K-1, it is the Formative Assessment System for Teachers (FAST) earlyReading assessments, and in grades 2-8, it is FAST CBM-Reading. For students who are identified "at-risk" through the screening process, an additional layer of diagnostic assessment is administered.

The Developmental Reading Assessment (DRA) informs educators of specific reading deficiencies in students, providing information to develop a plan for intervention. PRESS and LETRS phonics assessment can be used to diagnose phonetic awareness and phonics needs. For students in grades 9-12 who have been identified as striving readers, a QRI- Qualitative reading assessment is administered. Similarly, the data gathered from this diagnostic tool will support staff in designing a targeted intervention plan.

After identifying areas of need, a student will be provided with alternate instruction through interventions that are multisensory, systematic, sequential, cumulative, and explicit. These interventions take place in addition to the reading instruction that all students receive every day. Intervention may be discontinued, modified or intensified in response to student progress.

Robbinsdale Area School District: Dyslexia Plan

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Tier II/Tier III

FAST	**Class 50% ↓ small group strategies**	**DRA diagnostic on striving readers**	**Intervention(s) of specified area, including progress monitoring**

Class 50% ↑ PRESS whole class intervention

Student unresponsive to intervention

Tier I

PRESS diagnostic on striving readers

Dyslexia within the MTSS Process

Referral to MTSS team

Systematic, sequential intervention	**No progress, change intervention**	**Process repeats as needed**

Intervention Resources

* FAST Interventions
* PRESS
* LLI (Leveled Literacy Interventions)
* Sonday
* West Virginia Reading First Explicit Phonics

Progress, continue path of success

ELEMENTARY SPECIAL EDUCATION LITERACY PLAN

Introduction

The mission of Robbinsdale Area Schools (RAS) is to inspire and educate all learners to develop their unique potential and positively contribute to their community: See All, Serve All, Support All! We are committed to the belief that all learners, no matter the complexity of their disabilities, have the potential to grow their skills and

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knowledge in language and literacy. We believe it is essential to approach the literacy needs of students with disabilities with the deep belief that they can and will succeed.
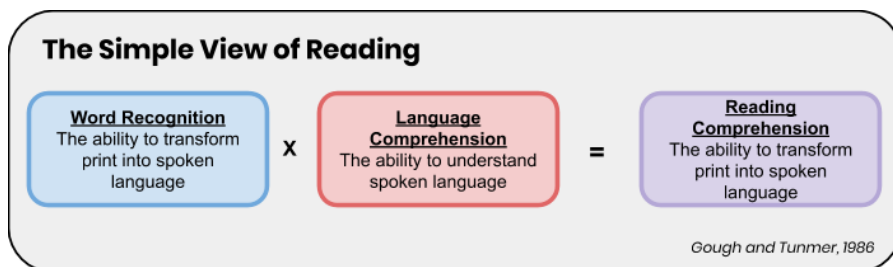
Elementary Special Education Literacy Plan Outcomes

1. Engage elementary general and special education teachers in intensive professional learning focused on the science of teaching reading.
2. Ensure the needs of ALL learners are represented and supported through targeted professional learning for special education teachers and education assistants.
3. Equip teachers with high-quality instructional resources, aligned to the science of reading.
4. Implement a data-based individualization (DBI) approach to support students who require intensive literacy intervention.

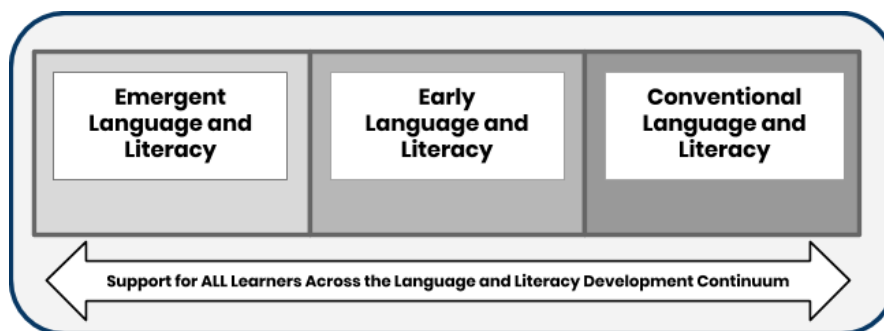## The Science of Teaching Reading - Research into Practice

Robbinsdale Area Schools is working to ensure all learners have access to high-quality, evidence-based language and literacy instruction to become proficient readers. Using practices supported by scientific research is critical, especially for learners who may have difficulty learning to read. To meet the needs of all learners, elementary general and special education teachers are engaging in intensive professional learning focused on the science of teaching reading through the LETRS® program.

The Simple View of Reading, proposed by researchers Gough and Tunmer in 1986, shows us that, while reading is a complex activity, it can be represented as two interdependent processes: Word recognition (decoding) and language comprehension. The Simple View formula makes clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

The Simple View of Reading

Word Recognition The ability to transform print into spoken language   X   **Language Comprehension** The ability to understand spoken language   =   **Reading Comprehension** The ability to transform print into spoken language

Gough and Tunmer, 1986

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The Language and Literacy Development Continuum

Language and literacy develop along a continuum. As children grow and develop, they move through and between the Language and Literacy stages of Emergent, Early, Conventional and Adolescent. RAS elementary special education programming provides learners with individualized, differentiated support and instruction across the first three phases of this continuum.

It is critical for teams to distinguish each student's phase of literacy development in order to align instructional practices, curricular materials, and assessments that will support their literacy growth and progress.

The Emergent Phase
In the Emergent phase of Language and literacy development, skills that form the foundation for early communication and
literacy are developed. Emergent literacy skills include phonological processing, print awareness and oral language development *(Whitehurst & Lonigan, 2001)*.
[Whitehurst and Lonigan, 2001](#)

The Early Phase
The Early Literacy phase encompass the skills, knowledge, and attitudes that lead to conventional reading and writing.
The [National Early Literacy Panel](#) identified six early literacy skills or abilities that had a clear and consistently strong relationship with later conventional literacy skills.

The Conventional Phase
Conventional language and literacy generally refer to phonemic awareness, decoding, oral reading fluency, reading
comprehension, writing, and spelling *(NELP, 2009)*.

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Early Literacy
Phonological Awareness, Alphabet Knowledge, Oral Language, Writing Letters, Concepts of Print

Heggerty Phonemic Awareness Routines ● Phonological Awareness	Heggerty Phonemic Awareness is a curriculum of daily phonemic awareness lesson plans. It targets the skills of rhyming, onset fluency, blending and segmenting sounds, and adding, deleting, and substituting phonemes.
Shared Reading ● Oral Language ● Concepts of Print	Shared reading is an evidence-based intervention that can help improve language, communication, and interaction skills while building an understanding of print concepts. During shared reading, adults focus on maximizing interaction page-by-page while working toward helping students lead the interaction. https://www.sharedreader.org/
Predictable Chart Writing ● Concepts of Print ● Oral Language ● Writing Letters ● Alphabet Knowledge	Predictable chart writing is a fun and easy, shared writing activity that supports emergent and conventional writers and readers. It is a way of providing some structure while allowing students to generate their own ideas. https://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/predictable-chart-writing/
Florida Center for Reading Research - VPK Learning Center Activities ● Alphabet Knowledge ● Phonological Awareness ● Oral Language ● Writing Letters	A research team at the Florida Center for Reading Research selected Learning Center activities for use in classrooms. These activities are intended for students in the emergent and early phases of the literacy development continuum and address skills of Alphabet Knowledge, Phonological Processing, and Language/Vocabulary. A teacher guide and training videos are provided on the linked page. https://www.fcrr.org/resources/resources_vpk.html

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Benchmark StartUp **Phonics Skill Bags** • Alphabet Knowledge • Phonological Awareness • Writing Letters	StartUp Skill Bags include assessments, teaching materials, and readers. At this level, instruction develops phonemic awareness and letter knowledge.
Sonday 1 • Phonics • Spelling • Writing Letters	Sonday System 1 offers structured, systematic, multisensory reading intervention for beginning readers through the end of 2nd-grade reading level. Each lesson plan uses proven Orton- Gillingham methods to provide effective intervention in small group settings.

Early Literacy
Phonological Awareness, Alphabet Knowledge, Oral Language, Writing Letters, Concepts of Print

Handwriting Without Tears • Alphabet Knowledge • Writing Letters	Handwriting Without Tears offers multisensory strategies and materials to teach pencil grip, letter formation, and the literacy skills that are needed for print and cursive handwriting.

Conventional Literacy
Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Spelling, Writing

Benchmark Literacy Workshop ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension ● Writing	Benchmark Literacy Workshop is the core curricular resource for Robbinsdale Area Schools in grades kindergarten through five. The reader's workshop, writer's workshop, and phonics and word study workshop are used in general education and center-based special education classrooms.
Heggerty Phonemic Awareness Routines ● Phonemic Awareness	Heggerty Phonemic Awareness is a curriculum of daily phonemic awareness lesson plans. It targets the skills of rhyming, onset fluency, blending and segmenting sounds, and adding, deleting, and substituting phonemes.
Sonday 1 ● Phonics	Sonday System 1 offers structured, systematic, multisensory reading intervention for beginning readers through the end of 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.
Sonday 2 ● Advanced Phonics	Sonday System 2 offers structured, systematic, multisensory reading intervention for intermediate readers within a 3rd through 8th-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.
Benchmark StartUp, BuildUp and SpiralUp Phonics Skill Bags ● Phonemic Awareness ● Phonics	Skill Bags include assessments, teaching materials, and readers. StartUp develops phonemic awareness and letter knowledge. BuildUp focuses on vowels, spelling, and letter combinations. SpiralUp improves multisyllabic word-solving strategies.

Conventional Literacy
Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Spelling, Writing

HELPS Reading Fluency Intervention • Fluency	The primary goal of the HELPS program is to strengthen students' reading fluency. It incorporates strategies such as Repeated Readings (RR), modeling and systematic error correction. This is an open resource found at: http://www.helpsprogram.org/ When you create an account, you will have access to free training videos to prepare you for implementation.
Benchmark Steps to Advance • Vocabulary • Comprehension	The Steps to Advance resources support explicit scaffolded instruction of grade-level skills with meaningful practice. This intervention targets vocabulary, language, and comprehension.
Read Naturally - Signs for Sounds • Spelling • Phonics	Signs for Sounds is a systematic spelling program that teaches students how to take words apart, sound-by-sound, and how to write them down on paper, letter-by-letter. Each lesson reviews or builds on skills taught in previous lessons, adding just a few elements at a time.
Expressive Writing • Writing	Expressive Writing helps students learn to express ideas by writing sentences, paragraphs, and stories that articulate precisely what the writer wishes to say. The program addresses essential skills with four instructional strands: Mechanics, Sentence Writing, Paragraph and Story Writing, and Editing.
Learning A-Z	Reading A-Z is a supplemental resource that delivers research-based leveled reading resources at developmentally appropriate levels. The product contains a wealth of leveled materials and tools to provide the personalized instruction each student needs.

Data-Based Individualization (DBI): Intervene, Monitor and Respond

The National Center on Intensive Intervention defines Data-based individualization (DBI) as a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. DBI relies on the systematic and frequent collection and analysis of student-level data, modification of intervention components when those data indicate inadequate response, and use of teachers' clinical experience and judgment to individualize intervention.

Use of the DBI process enhances the quality of special education services by providing teachers a systematic data-based process for:

- Providing specially designed instruction based on student need,
- Writing ambitious but realistic individualized education program (IEP) goals,
- Evaluating progress toward IEP goals,
- Intensifying specialized instruction for students who are not making adequate progress, and
- Planning for the whole child.

Service Models in Elementary Special Education

Students in special education receive reading services in a variety of ways as determined by their Individualized Education Plan (IEP) Teams. For students receiving specialized reading intervention through a resource, pull-out model, core literacy instruction takes place in the general education classroom and specialized reading interventions are delivered in a small-group setting. For students receiving their specialized services in a self-contained setting, core curriculum may be supplemented with targeted intervention.

In either setting, special education teachers, in collaboration with the student's general education teacher, provide ongoing progress monitoring of reading performance to inform instructional decisions.

Accommodations and Modifications to Support Striving Readers

The IEP team works together to identify if accommodations and/or modifications are necessary to make learning more accessible. Teams consider how the disability impacts the student's ability to engage in instruction and make progress in all areas of their education.

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Accommodations change how a student learns the material and modifications change what a student is taught or expected to learn. The team may consider a variety of options based on the needs of the student.

SECONDARY SPECIAL EDUCATION LITERACY PLAN

Secondary Service Delivery Models

Students in special education receive reading services in a variety of ways as determined by their Individualized Education Plan (IEP) Teams. For students receiving specialized reading intervention in a resource pull out model this looks like co-taught English, co-taught English with a supplemental course, Co-taught English with a reading intervention course, resource pull-out model with a reading intervention course.

For students receiving their specialized services in a self-contained setting, teachers may modify the core literacy curriculum to
meet students' needs or a replacement literacy curriculum may be used. In either setting, special education teachers, in
collaboration with the student's general education teacher, provide ongoing progress monitoring of reading performance to
inform instructional decisions.

Assessment and Progress Monitoring

All students who receive special education services have received a comprehensive evaluation to determine eligibility and establish educational needs. Through this process, data from standardized and informal measures are analyzed in combination with teacher and parent observations to pinpoint areas of reading difficulty. The team will use this information to set standards-aligned goals, design instruction and set a service delivery plan.

Students receiving special education reading services are receiving the highest level of intensive reading intervention available in the school setting. At this level, progress is monitored at least every two weeks, often weekly. The type of progress monitoring tool depends on the type of intervention the student is receiving. Progress monitoring data are reviewed at least every eight weeks, often more frequently, to determine next steps in serving students. Some students may no longer need

intervention, they may need a change in intervention, or they may be making expected growth with the intervention. Teachers use these data alongside classroom measures to support changes to services.

Accommodations and Modificatons to Support Striving Readers

The IEP team works together to identify if accommodations and/or modifications are necessary to make learning more accessible. Teams consider how the disability impacts the student's ability to engage in instruction and make progress in all areas of their education.
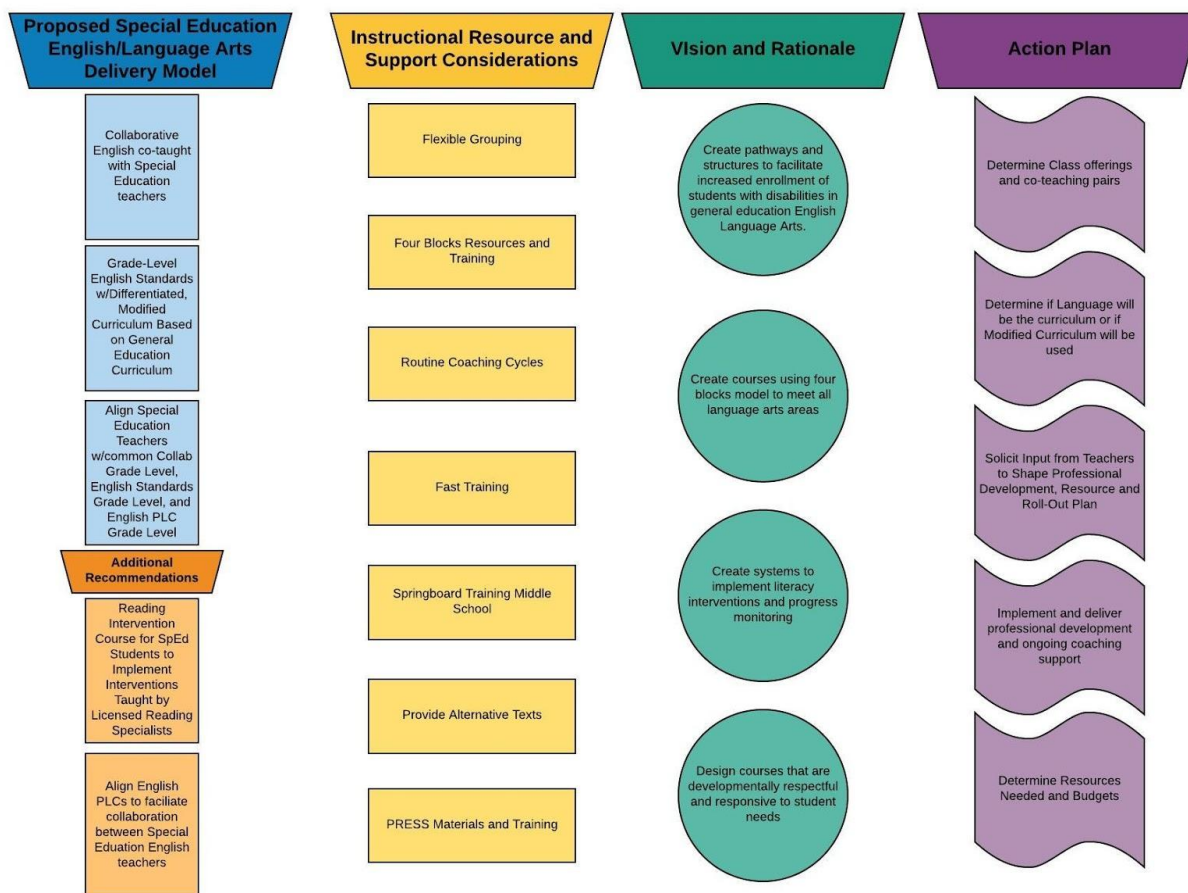
Accommodations change how a student learns the material and modifications change what a student is taught or expected to learn. The team may consider a variety of options based on the needs of the student.

Curricular Resources

Resource	Description
Language	Language is an intensive, comprehensive literacy curriculum for students in grades 4–12 who are substantially below grade-level expectations. With an explicit, systematic approach that is proven to accelerate the growth of struggling readers and nonreaders, LANGUAGE! integrates instruction in foundational skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English. This is used in grades 9-12.
Unique Learning Systems	High-Quality instruction, ELA Instruction covers Grade-Level Extended Standards, assessments, data tools and evidence-based instructional support.
Reading A-Z	Reading A-Z delivers research-based leveled reading resources at developmentally appropriate levels. The product contains a wealth of leveled materials and tools to provide the personalized instruction each student needs. This is used in our center-based programs.

Four Blocks Literacy Framework (Some Center-Based)	The Four Blocks Reading Program, or Four Blocks Framework, is a balanced literacy program. Central to the program is the use, on a daily basis, of four elements of literacy instruction - guided reading, self-selected reading, writing, and working with words.
SpringBoard	SpringBoard is in GenEd Middle School ELA courses. It is a resource published by CollegeBoard with Language Arts reading and writing instruction. It is a packaged curriculum with units that embed reading and writing under common themes. Students in general education classes (and collaborative classes) are receiving their English Language Arts through the SpringBoard resource.
Expressive Writing	Expressive Writing helps students learn to express ideas by writing sentences, paragraphs, and stories that articulate precisely what the writer wishes to say. The program addresses essential skills with four instructional strands: Mechanics, Sentence Writing, Paragraph and Story Writing, and Editing.
FASTBridge Reading Interventions	FASTBridge reading interventions are aligned to the five foundational literacy skills. These materials include research-based procedures, accompanied by teaching scripts that incorporate direct and systematic instruction.
PRESS	PRESS (Path to Reading Excellence in School Sites) small group reading interventions are considered targeted interventions that align with student needs.
Four Blocks Literacy Framework	The Four Blocks Reading Program, or Four Blocks Framework, is a balanced literacy program. Central to the program is the use, on a daily basis, of four elements of literacy instruction - guided reading, self-selected reading, writing, and working with words.

Alternative Texts	Classroom libraries to support students' independent reading levels. (Makin VIa, Readworks, audiobooks, Reading A-Z)
SpringBoard	SpringBoard is in GenEd Middle School ELA courses. It is a resource published by CollegeBoard with Langauge Arts reading and writing instruction. It is a packaged curriculum with units that embed reading and writing under common themes. Students in general education classes (and collab classes) are receiving their English Language Arts through the SpringBoard resource.
Reading Specialist	Reading services are being delivered through Reading Class pull-out groups with the same needs. The main focus will be PRESS intervention. This will be a pilot at two middle schools.
Novel Units	High School General Education classes focus on various novel units and incorporate state standards. A team of Resource Teachers will be working to modify the books and look for alternative texts to meet the standards.

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Proposed Special Education English/Language Arts Delivery Model
- Collaborative English co-taught with Special Education teachers
- Grade-Level English Standards w/Differentiated, Modified Curriculum Based on General Education Curriculum
- Align Special Education Teachers w/common Collab Grade Level, English Standards Grade Level, and English PLC Grade Level

Additional Recommendations
- Reading Intervention Course for SpEd Students to Implement Interventions Taught by Licensed Reading Specialists
- Align English PLCs to faciliate collaboration between Special Eduation English teachers

Instructional Resource and Support Considerations
- Flexible Grouping
- Four Blocks Resources and Training
- Routine Coaching Cycles
- Fast Training
- Springboard Training Middle School
- Provide Alternative Texts
- PRESS Materials and Training

Vision and Rationale
- Create pathways and structures to facilitate increased enrollment of students with disabilities in general education English Language Arts.
- Create courses using four blocks model to meet all language arts areas
- Create systems to implement literacy interventions and progress monitoring
- Design courses that are developmentally respectful and responsive to student needs

Action Plan
- Determine Class offerings and co-teaching pairs
- Determine if Language will be the curriculum or if Modified Curriculum will be used
- Solicit Input from Teachers to Shape Professional Development, Resource and Roll-Out Plan
- Implement and deliver professional development and ongoing coaching support
- Determine Resources Needed and Budgets

Support for English Language Learners

Robbinsdale Area Schools believes in culturally responsive instruction that is essential for all learners, and as a result, has made resources available to all staff to effectively recognize and respond to the needs of all students.

When a Robbinsdale Area Schools student's primary language is not English, the student is administered a language proficiency test to determine English Learner (EL) identification. K-12 buildings use WIDA Model, WIDA Screener and ACCESS tests for grades K-12 and the WAPT for PreK. As valid and reliable tests, these proficiency placement measures assess social, instructional, and academic English proficiency in the four domains of reading, writing, speaking, and listening.

District 281 English Learner teachers use the WIDA English language proficiency tests to determine each student's English Language Development (ELD) levels for grades PreK-12. The WIDA tests are aligned with the WIDA ELD standards, which

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were adopted by Minnesota in June 2011. All WIDA tests use the same ELD level scale and calculate composite English language development levels based on raw scores. The table below provides detail on how the WIDA test defines English language proficiency.

WIDA English Language Development (ELD) Levels for Grades PreK-12

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0

In addition to the English Language Acquisition data, Robbinsdale Area Schools uses a wide variety of data to determine each English Learner's educational needs and design appropriate core instructional program and intervention support. Classroom, district, and state assessments are used with all students including English Language Learners.

The allocation of resources and the identification of training needs are determined by a review of student learning data. Disaggregated data on EL learners is reviewed as part of the district's annual school improvement planning work, during regular data review by sites and teams throughout the year, and in the summer when annual language proficiency (WIDA ACCESS) scores are made available to the district.

Emphasis is placed on all educators taking responsibility for the English language development of students so that their needs are met. All teachers collaborate to meet the needs of students, whether through pull-out, co-teaching , or a combination of these models. In addition to receiving core instruction from their mainstream teachers, EL students receive supplemental services from their EL teachers who use EL strategies to teach language and literacy through content.

Dual Language Immersion Programming

The Dual Language Immersion Programs in Robbinsdale Area Schools are aligned to the three pillars of dual language education of biliteracy, cultural competence, and academic success as outlined by the Center for Applied Linguistics. To achieve the goals of these pillars, the district provides two types of dual language immersion programming to meet the needs and demands of students from across the district;

an Early-Total One-Way Spanish immersion program pathway starting at Robbinsdale Spanish Immersion School as well as a Two-Way 80:20 Spanish Dual Language program started at Northport Elementary in Fall 2019. In both programs, students receive systemically delivered language and literacy instruction in both Spanish and English with the goal of reaching high levels of proficiency in their receptive and productive language skills in both languages.

Instruction

Best practices implemented to support biliteracy instruction in the district's dual language immersion programs are grounded in the Literacy Squared framework developed by Dr. Kathy Escamilla at the University of Colorado at Boulder as well Teaching for Biliteracy developed by Drs. Karen Beeman and Cheryl Urow. Through these frameworks and instructional practices, teachers design instruction grounded in the principles of initial literacy instruction in Spanish and English while employing strategies to leverage students' funds of knowledge in both languages systems to engage in metacognitive and metalinguistic analysis to bridging their understanding and comprehension of text and oral language in function (grammar/syntax/semantics) and message (content) across languages. These practices, together with the use of authentic language, ultimately support the development of oral language and literacy skills in both languages. This type of instruction engages students in critical thinking while building their ability to comprehend and produce at high levels in both languages.

Assessment and Intervention

As DLI programs are committed to biliteracy it is the goal of the programs to assess and monitor the literacy development of our students in Spanish and English. Robbinsdale Area Schools DLI Programs follow an assessment plan designed to monitor the growth and development of literacy skills in Spanish and English from Kindergarten onward. To ensure an accurate assessment of a student's skills in literacy in Spanish, In K-2 the Sistema de Evaluación de la Lectura was developed by Fountas and Pinnell. In grades 3-5 the FAST CMB Reading in Spanish grades 6-12 the district is working to identify and implement nationally normed and standards aligned tools to be able to measure and monitor literacy development in Spanish.

To provide systematic literacy intervention to students enrolled in Dual Language Immersion Programs initial literacy interventions are provided in the language of initial literacy instruction, Spanish. Dual Language Immersion programs use a

combination of intervention and progress monitoring tools developed using authentic language and based on the principles of Spanish literacy instruction. In Spanish, DLI programs currently use Soluciones, developed by Benchmark Education as a primary resource in Spanish literacy intervention.

The allocation of resources and the identification of training needs are determined by a review of the needs of staff in their professional development as well as standards-based, and nationally normed assessment data as disaggregated by the performance of students across language groups (Spanish home language, English home language). This is done as part of the district's annual school improvement planning process, regular data review cycles by program site and instructional teams throughout the year to inform planning and instructional practice.

Parent Resources for Developing Reading Skills at Home

Getting Ready to Read pre-kindergarten:
https://www.icanteachmychild.com/10-steps-to-teaching-your-child-to-read/
Tips for Parents with Kindergarten Students:
http://www.readingrockets.org/article/reading-tips-parents-kindergartners
Tips for Parents with Grade 1 Students:
http://www.readingrockets.org/article/reading-tips-parents-first-graders
Tips for Parents with Grade 2 Students:
http://www.readingrockets.org/article/reading-tips-parents-second-graders
Tips for Parents with Grade 3 Students:
http://www.readingrockets.org/article/reading-tips-parents-third-graders
Activities for Struggling Readers K-12:
http://www.k12reader.com/reading-activities-for-struggling-readers

More Ways to Practice and Other Resources

Book Adventure: http://www.bookadventure.com/parents_place.aspx
PBS Parents Reading & Language:
http://www.pbs.org/parents/education/reading-language/
Reading Rockets: http://www.readingrockets.org/
Vocabulary Games: http://www.vocabulary.co.il/

Believe. Belong. Become.

1. Go to our District Media Center page
2. Locate the grade level you are looking for in the blue tabs
3. On the Media Center Page, you will see a list of ebook options (MackinVIA, TumbleCloud, and eBooks Minnesota)

MackinVIA
Students can log in with their rdale username and password and search the many ebooks and audiobooks available.

TumbleCloud
Choose between ebooks and audio books.

EBOOKS MN FOR SCHOOLS
eBooks Minnesota Elementary
eBooks Minnesota Middle School
eBooks Minnesota All Levels
Search for books for elementary and middle levels.

Hennepin County Library Sources
OverDrive, CloudLibrary & Indie Minnesota

These sites require a Hennepin County Library card. If students want access to this resource and don't have a library card, they can apply for one online here. Students will need support finding developmentally appropriate books on this site. It is intended for all readers.

Want to access an electronic copy of this? Use this QR code:
goo.gl/yceucG

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
❖ Scores in the 90th percentile on standardized tests.	❖ Scores in the 50th percentile on standardized tests.	❖ Scores in the 10th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.