

Instructional Leadership

Currently, we have established a district literacy team representing the PreK-3 grade levels which includes Title I and special education teachers. The team's initial meeting is in September, and continues monthly throughout the school year to review data and instructional strategies in reading. In order to ensure our overall success and meet the needs of all children we contract with an educational specialist to provide professional development for staff and diagnose the areas of need and suitable interventions for meeting grade level expectations.

Curriculum, Instruction, and Assessment

Mesabi East Elementary teachers are providing instruction using the 2010 English Language Arts Standards based on a balanced literacy approach. To differentiate for all readers the teachers use a guided reading approach and Daily 5 for PreK-6.

In the 2020-2021 SY our goal will be to continue to refine and improve our instruction by aligning to the 2010 English Language Arts Standards with fidelity. In order to be consistent with our instruction it is imperative to continue our professional learning communities for reviewing data, creating learning targets and success criteria, and refine our instructional strategies.

The following grade levels' reading proficiency goals are:

We the teachers of Kindergarten at Mesabi East will teach scientifically research based reading strategies to all students, so that 75% of students will be reading at or above the composite score of 362 on the Curriculum Associates-i-Ready reading assessment by the end of the 2019-2020 SY and 2020-2021 SY.

We the teachers of First Grade at Mesabi East will teach scientifically research based reading strategies to all students, so that 75% of students will be reading at or above the composite score of 434 on Curriculum Associates-i-Ready reading assessment by the end of the 2019-2020 SY and 2020-2021 SY.

We the teachers of Second Grade at Mesabi East will teach scientifically research based reading strategies to all students, so that 75% of students will be reading at or above the composite score of 489 on the Curriculum Associates-i-Ready reading assessment by the end of the 2019-2020 SY and 2020-2021 SY.

We the teachers of Third Grade at Mesabi East will teach scientifically research based reading strategies to all students, so that 75% of students will be reading at or above the composite score of 511 on the Curriculum Associates-i-Ready reading assessment by the end of the 2019-2020 SY and 2020-2021 SY.

Presently, we use two research based tests such as the Curriculum Associates-i-Ready and Words Their Way. All Students will be screened 3 times a year, and the students below the composite score will be progress monitored weekly.

Multi-tiered System of Support

Curriculum Associates-i-Ready and Words Their Way are used as screening and progress monitoring tools for all students. The data collected includes phonics, phonemic awareness, word knowledge and skills, comprehension strategies and fluency. Students who do not meet grade level proficiency will be offered small group intensive reading instruction in Reading Corps, Title One, and Giant Success. Additionally, students will be given the opportunity to attend the targeted services in the summer. While using the progress monitoring tools throughout the year students will exit their extra support program based on five scores at or above their aimline with two of those scores being at or above target.

Professional Development

Staff needs ongoing training throughout the year on scientifically research based reading/instructional strategies and the Minnesota Reading Standards. They need training on how to scaffold their instruction in the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Staff also will need further training on analyzing data,

creating benchmark reading assessments, monitoring student learning, and adjusting their instruction.

Family and Community Partnerships

Teachers will hold a meet and greet in September and conferences in September and February to discuss their child's performance in reading and the literacy plan. Parents of students needing interventions throughout the year will have more communication from the classroom and intervention specialist teachers by phone, e-mail, or face-to-face conferences.

We will collaborate further with the PTO, Community Ed., Early Childhood Coalition and Title I to include PreK-3 Literacy Involvement activities.