

## **Local Literacy Plan**



**June 2022**

### **Minnesota State Statute 120B. 12**

- Minnesota's literacy goal is to have every child reading at or above grade level no later than the end of grade 3.
- Each school district in Minnesota must adopt a local literacy plan to develop an action plan for each student to read well by the end of grade three.
- Each school district's plan must address four specific areas: identification and reporting, parent notification and engagement, intervention and staff development.

### **World's Best Workforce & The Local Literacy Plan**

The World's Best Workforce has five major components, as identified by the Minnesota Department of Education (MDE). The Burnsville-Eagan-Savage Local Literacy Plan intersects with three of the five components: all students ready for Kindergarten, all students reading at grade level by the end of grade three, and closing the achievement gap among all student groups.

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# Vision and Values

## VISION STATEMENT

*Our vision statement uses aspirational language to communicate our purpose – it's the change we intend to make in the world.*

We will be a school district that provides transformative learning experiences that mirror students' own stories, and where students will:

- Be equipped to meet rigorous academic challenges that build their capacity to pursue excellence,
- Embrace the humanity of all people and welcome diverse perspectives and voices, and
- Be supported by a caring community that sparks their curiosity and fuels their progress down a self-determined path.

## STRATEGIC DIRECTIONS

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

**Each Student. Future Ready. Community Strong.**

## CORE VALUES

*Our core values express what we stand for and what we believe in. They are our foundation. They represent the lens through which all our work is done.*

In District 191, we believe in (stand for) ...

### Caring Community

Our culture will actively encourage and embrace each member of the community, creating a sense of support that fosters their individual growth and pursuit of learning.

### Cultural Proficiency

Our school community will work to understand our assumptions and biases, making a commitment to value and manage cultural uniquenesses and adapt education to meet the needs of each student.

### Future Readiness

Our students will know they are ready to meet every next challenge through the confidence that comes from adventurous exploration and rigorous academics.

### Inclusive Partnership

Our collaboration and communication will inspire a culture of trust where students, families and staff are reflected in decisions that shape our district.

### Student Agency

Our students will make choices that personalize their learning journey, proactively building a day-to-day experience that leads them toward their passion and purpose.

## Assessments & Screeners

District 191 uses a variety of assessments to determine its students' progress to grade level literacy proficiency. Paired with the required assessments by the Minnesota State Statute 120B.12, our district uses multiple assessments and academic screeners to determine which instructional strategies are needed to meet the needs of each student.

Assessments & Screeners	Grade(s)
Teaching Strategies Gold (TS Gold)	PreK
FASTBridge EarlyReading	K, 1
FASTBridge aReading	1, 2, 3, 4, 5
FASTBridge CBM	1,2, 3, 4, 5
Cognitive Abilities Test (CogAT)	2, 3, 4, 5
Minnesota Comprehensive Assessments (MCA and MTAS)	3 - 8, 10, 11
English Language Assessments ACCESS 2.0	K-12
Pre ACT	9, 10,
ACT	11
Bilingual or Multilingual Seal	12

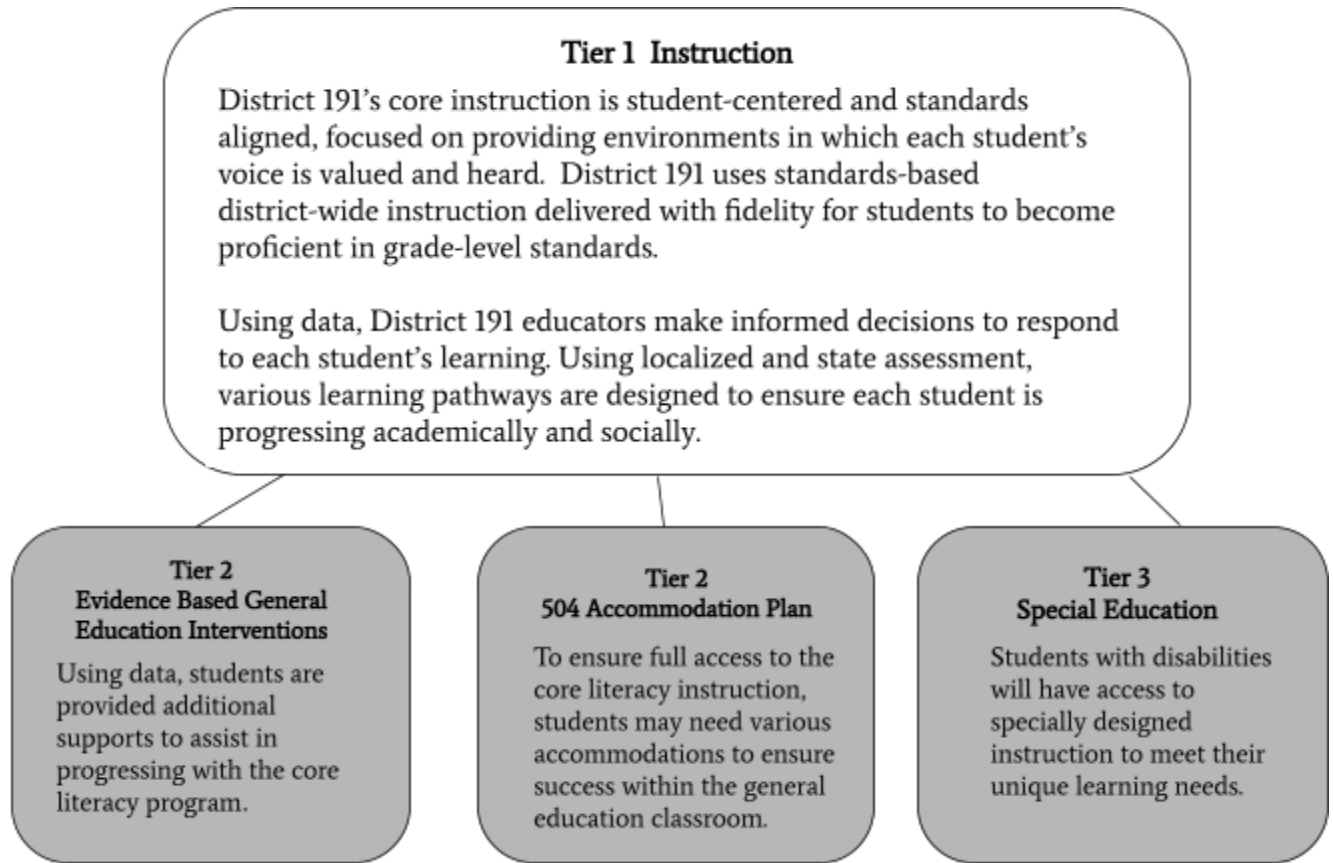
## Comprehensive Needs Assessment

Student achievement data is collected from state and local assessments (MCA, Access 2.0, FastBridge aReading, CBM and aMath assessments) and is disaggregated by race, ethnicity, grade, gender and special populations. The assessments selected include both norm and criterion referenced benchmarks as well as assessments for universal screening and progress monitoring. Outcomes of data analysis provide evidence of student benchmark proficiency, student growth in achievement, and performance gaps between demographics.

# Multi-Tiered System of Supports

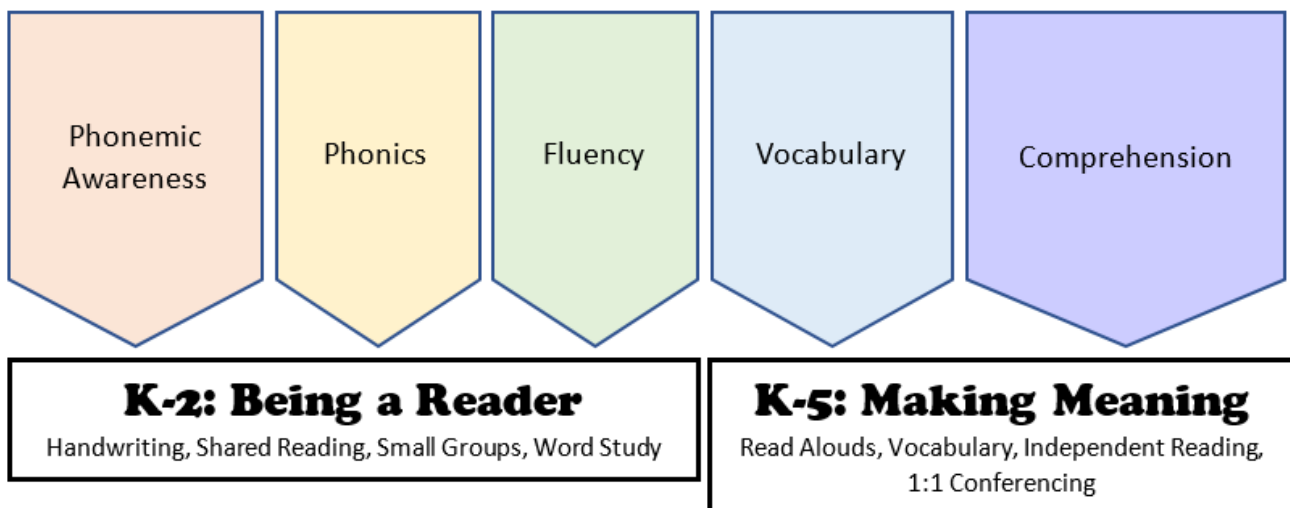
## Multi-Tiered System of Supports

Using the Minnesota Multi-Tiered System of Supports (MnMTSS) framework, District 191 is committed to the growth and support of all students. Through the MnMTSS framework, we incorporate evidence-based practices to fulfill our belief that each student can learn and thrive.



## Tier 1 Literacy Instruction

Literacy instruction in District 191 is built on the Five Pillars of Reading identified by the International Reading Association. These five areas are based on extensive research and articulate the critical elements of reading skill development. The Being a Reader and Making Meaning curriculum is aligned with MN state content standards.



## Tier 2 and Tier 3 Literacy Interventions

District 191 primarily uses three different evidence-based interventions for students whose reading data indicates they are performing below grade level targets.

1. FastBridge Interventions offer tailored reading intervention activities that target phonemic awareness, phonics, fluency, vocabulary, and comprehension to help move struggling students closer to grade-level literacy targets. Interventions are designed for class-wide and/or small-group interventions. Each intervention is research-based and aligned with FastBridge assessments and state standards.
2. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) The *SIPPS* program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling. Each *SIPPS* level corresponds to a specific stage of reading development: simple alphabetic, spelling pattern, and polysyllabic/morphemic. Daily *SIPPS* lessons and reading practice in appropriate texts help readers achieve automaticity and accuracy, which in turn allow them to focus on comprehension.
3. Leveled Literacy Intervention (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult and are not meeting grade level targets. LLI is designed to:
  - Advance the literacy learning of students not meeting grade-level expectations in reading
  - Deepen and expand comprehension with close reading
  - Elevate the expertise of teachers
  - Increase reading volume by engaging students in large amounts of successful daily reading
  - Increase student engagement with books that build knowledge
  - Intervene with small groups of struggling readers to maximize growth
  - Meet the needs of struggling readers
  - Monitor student progress.

## Multilingual Language Learners

Students learning English participate in all core literacy instruction and are included in universal screening. Students are provided with Tier 1, 2, and 3 interventions in accordance with the screening assessment results. For some students English language development is a primary goal and students are likely to be served with literacy intervention in addition to the English language development instruction from the EL teacher. [Information on English Learner Program and Services](#)

## Students served with IEPs

Students served with IEPs (individualized education plans) participate in all core literacy instruction and are included in universal screening as determined by the IEP. Students are provided with Tier 1, 2, and 3 interventions in accordance with the screening assessment results. [Information on Special Education Programming and Services](#)

## Advanced Learners

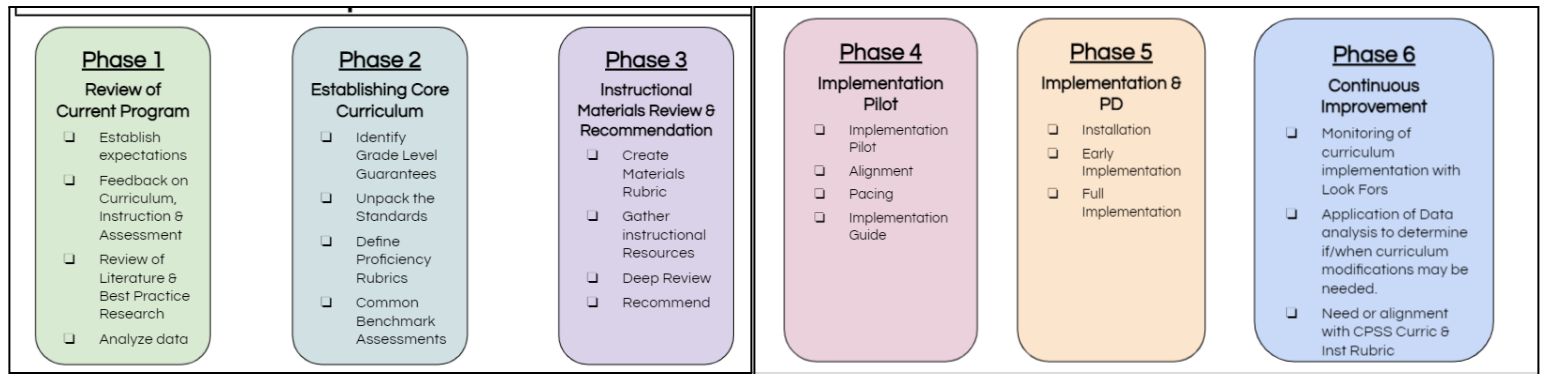
Advanced Learning instruction focuses on helping our students to be future ready by embedding into our instruction the 4Cs of 21st Century Learning: Communication, Collaboration, Critical Thinking, and Creativity. Literacy skills are supported through research projects which focus on inquiry and creating solutions to real-world problems.

# Diagnostic Resources

Diagnostic Tools	Grade(s)
TS Gold Observation Tool	PreK
FASTBridge Phonemic Awareness & Concepts of Print	K, 1
FASTBridge Phonics & Fluency	1, 2, 3, 4, 5
FASTBridge Vocabulary & Comprehension	1,2, 3, 4, 5
Cognitive Abilities Test (CogAT)	2, 3, 4, 5
English Language Assessments ACCESS 2.0	K-12

## Continuous Improvement

The District 191 Curriculum Review Process is a 6 phase process that is tightly braided to our district values of instruction:



- **Data Driven** - in the review process, data is collected and analyzed in several ways. First, to determine the effectiveness of our current reality. Second, to assess the fidelity of our implementation(s) and third, to provide evidence of the effectiveness of the implementation(s) on student learning.
- **Standards Aligned** - standards are unpacked and essential grade level guarantees are identified prior to reviewing new resources. In the resource review, embedded standards are prioritized.
- **Student Centered & Relationship Based** - in the review process, student engagement is evaluated in both the current reality and in the implementation phases of our process. It is a continued piece of progress monitoring throughout the continuous improvement phase, also.

## Professional Development

### Professional development for New Learning supporting literacy

- Culturally proficiency lesson study
- Literacy focus for Collaborative Teams (PLCs) w/ monthly coaching
  - Data Days are part of Professional Development 2-3 times per year. FASTBridge data is used in the Plan, Do, Study, Act process. Teams review screening data, progress monitoring data and student intervention progress. Flexible small groups are purposefully planned during data meetings.
  - The PLC process is also a key component of professional development. Teachers use the Grade Level Guarantees in literacy to identify and review formative and summative assessments.
- Continuous Improvement Coaches provide instructional support to all staff through data collection, facilitating reflection, engaging in problem solving discussion and collegial conversations. This process directly impacts student learning.
- Extended phonics instruction for all students beyond grade 2
- Literacy Learning Walks including (instructional coaches, principals, literacy teacher leaders)
- Support and instruction strategies for Multilingual Learners
- Social-Emotional curriculum implementation

### Professional Development for Fidelity and Sustainability

- FASTBridge assessment administration and data interpretations
- FASTBridge literacy interventions
- Phonics instruction (BAR) and intervention (SIPPS)
- Reading comprehension intervention (LLI)

## Communication and Family Engagement

- Parents are informed of student progress in a variety of ways:
  - Individual student report: statewide assessments (ACCESS 2.0, MCA)
  - Synergy Parent Portal: statewide and district assessment results are provided for all families to view including past years performance.
  - Parent/Family-Teacher Conferences: assessment results, MTSS services, Lexile levels, progress in core curriculum are discussed with parents at conferences formally scheduled 2 times per year (language interpreters are provided)
  - Informal Teacher Conferences - academic progress is shared with families at either the teacher



- Engaging parents and families in meaningful advocacy and decision-making for their childrens' education is an important partnership. Parents are asked for their input and feedback in many different ways:
  - Site PTO and parent advisories
  - District SASIC (Student Achievement and Systems Improvement Advisory Committee)
  - American Indian Parent Advisory Committee
  - Title I Parent Meetings
  - Multilingual Family Meetings and Picnics
  - Annual Surveys
  
- Communicating the district literacy program and instruction is provided to parents and families using multiple formats:
  - Site Open House and Information sessions
  - District Website
  - Site and District Newsletters
  - School Board Presentations
  - Teacher Communication using SeeSaw (K-3) and Schoology (4-5)