



**Independent School District 197**  
**West St. Paul-Mendota Heights-Eagan Area Schools**  
**Kindergarten – Grade 3 Literacy Plan**

The Minnesota State Statute 120B.12 literacy goal states that *every child be reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction.*

School District 197 is committed to the goal of all students reading at or above grade level by the end of third grade. As part of Minnesota State Statute, a local literacy plan is to be developed and posted for all stakeholders for all public schools. Our local literacy plan has been developed and continues to be revised through the collaboration of educators throughout the district.

**I. Statement of Goal**

All School District 197 students will demonstrate grade level reading proficiency by the end of third grade. Reading proficiency is defined as being able to read grade level material fluently with high levels of comprehension. Each grade level will have established assessments and benchmarks that describe appropriate grade level progress for readers. Progress toward this goal is reported annually in the World’s Best Workforce Annual Report.

**Statement of Objectives**

1. Parents will receive progress reports three times a year that describe their students reading progress against established benchmarks. Parents will be notified if their child is above, at or below grade level.
2. Teachers will use the data from reading assessments to inform their reading instruction. Ongoing collaborative teams and staff development will support teachers in developing their skills as reading instructors.
3. Best practice in literacy instruction and alignment of curriculum with standards is the focus of staff development. Transitions from Pre K to Kindergarten will be a particular focus for shared staff development.
4. There is collective ownership for student literacy learning among administrators, teachers, support staff, students and parents.

To accomplish these goals the staff will employ a structured literacy model that includes explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

In School District 197 we are committed to ensuring that all students are grade-level proficient in reading and we believe that the core curriculum and interventions we have in place are the best way for us to achieve that goal.

## II. Assessment Plan

Valid and reliable reading assessments are used to determine student progress toward meeting the goal of all students reading at or above grade level. The district assesses students for a variety of purposes including diagnostic measures, growth indicators, predicting students' likelihood of meeting state standards, reporting to parents, and program evaluation. Teachers follow a district-wide assessment plan that outlines the assessments, dates for administering assessments, along with reading benchmarks and grade level targets.

In School District 197 we use FastBridge Assessment System to universally screen all students in K-4 in literacy and math. Universal Screeners are given to all students three times per year. Screening assessments assess whether or not a student is at risk for needing additional support or intervention in literacy. It is our goal that all students will be at low risk for needing additional support or intervention in literacy.

### A. Kindergarten Assessment Plan

Kindergarten students are assessed in the following reading foundational skills: concepts of print, letter names, letter sounds, onset sounds, word segmenting, nonsense words, and sight word recognition. EarlyReading includes a number of subtests to see how kindergarteners are developing in their phonics, phonemic awareness, and reading fluency. EarlyReading assessments are given by a Screening Team one on one with each student.

**Kindergarten earlyReading Assessments**

Fall	Winter	Spring
Concepts of Print	Word Segmenting	Word Segmenting
Onset Sounds	Onset Sounds	Sight Words
Letter Names	Nonsense Words (Decoding)	Nonsense Words (Decoding)
Letter Sounds	Letter Sounds	Letter Sounds

Kindergarten students are also given the aReading assessment beginning with the winter screening period. aReading tests broad reading skills. The combination of these assessments provides teachers with an approximate reading level to use for instructional purposes in the classroom.

The FastBridge *aReading* is administered in the winter and spring to students in kindergarten. The assessment is adaptive and provides information on four domains of English Language Arts. These domains align to the reading strand of the MN ELA Standards.

- Foundational Skills
- Language
- Reading Literature
- Informational Reading

FastBridge assessments rate a child's proficiency based on the risk of the child needing an

additional intervention in that skill. Our goal is for all students to be classified as Low Risk or Lowest Risk.

By the end of the year, targets for each of the Kindergarten literacy assessments are listed below:

	<b>Letter Sounds</b>	<b>Nonsense Words (Decoding)</b>	<b>Word Segmenting</b>	<b>Sight Word Fluency</b>	<b>aReading</b>
<b>Goal</b>	41 or more sounds per minute	12 or more words per minute	30 or more correct sounds	13 or more words per minute	437 or higher
<b>Low Risk</b>	41 or more	12 or more	30 - 34	13 or more	437 - 454*
<b>Some Risk</b>	27 - 40	6 - 11	24 - 30	4 - 12	414 - 436
<b>High Risk</b>	26 or less	5 or less	23 or less	3 or less	413 or lower

*\*Students who score above 454 in the spring of Kindergarten on aReading are considered Lowest Risk and would be classified as reading well above grade level.*

The *Being A Reader* Placement Assessment is used to place students at an appropriate reading instructional level for small group reading instruction in November of each year. The placement assessment for Sets 1-5 ask students to decode words using the students knowledge of letter sounds and high-frequency words. In sets 7-12 teachers can use FASTBridge data to place students or the Set Placement Assessment. Students in sets 7-12 should be able to read text fluently.

### **B. First Grade Assessment Plan**

Literacy assessments are administered to first grade students throughout the year to monitor progress. FastBridge Learning Assessment Suite is used to determine student risk level for needing reading intervention services. The FastBridge suite is administered to all students three times per year. First grade students are given the EarlyReading, CBMReading and aReading assessments.

EarlyReading includes a number of subtests to see how first graders are developing in their phonics, phonemic awareness, and reading fluency. EarlyReading assessments are given by a Screening Team one on one with each student.

CBMReading is a test of reading fluency. Students read three passages for one minute each. Words read correct per minute are recorded and an average of the three scores is what is reported for the CBMReading score. CBMReading assessments are given by a Screening Team one on one with each student.

Students spend approximately 5-10 minutes with the screener to complete the assessments listed in the table below.

### Grade 1 earlyReading Assessments

Fall	Winter	Spring
Word Segmenting	Word Segmenting	Word Segmenting
Nonsense Words (Decoding)	Nonsense Words (Decoding)	Nonsense Words (Decoding)
Sight Words	Sight Words	Sight Words
Sentence Reading	CBMReading	CBMReading

The FastBridge *aReading* is administered in the fall, winter, and spring to students in first grade. The assessment is adaptive and provides information on four domains of English Language Arts. These domains align to the reading strand of the MN ELA Standards.

- Foundational Skills
- Language
- Reading Literature
- Informational Reading

FastBridge assessments rate a child’s proficiency based on the risk of the child needing an additional intervention in that skill. Our goal is for students to be classified as Low Risk or Lowest Risk. By the end of the year, targets for each of the Grade 1 literacy assessments are listed below:

	<b>Word Segmenting</b>	<b>Nonsense Words (Decoding)</b>	<b>Sight Word Fluency</b>	<b>CBMReading</b>	<b>aReading</b>
<b>Goal</b>	<i>32 or more correct sounds</i>	<i>22 or more words per minute</i>	<i>65 or more words per minute</i>	<i>66 or more words per minute</i>	<i>468 or higher</i>
<b>Low Risk</b>	<i>32 or more</i>	<i>22 or more</i>	<i>65 or more</i>	<i>66 or more</i>	<i>468 - 484*</i>
<b>Some Risk</b>	<i>28 - 31</i>	<i>13 - 21</i>	<i>40 - 64</i>	<i>30 - 65</i>	<i>445 - 467</i>
<b>High Risk</b>	<i>27 or less</i>	<i>12 or less</i>	<i>39 or less</i>	<i>29 or less</i>	<i>444 or lower</i>

*\*Students who score above 484 in the spring of First Grade on aReading are considered Lowest Risk and would be classified as reading well above grade level.*

The *Being A Reader* Placement Assessment is used to place students at an appropriate reading instructional level for small group reading instruction in late September of each year. The placement assessment for Sets 1-5 asks students to decode words using the students knowledge of letter sounds and high-frequency words. In sets 7-12 teachers can use FASTBridge data to place students or the Set Placement Assessment. Students in sets 7-12 should be able to read text fluently to access the texts in these sets.

### C. Second and Third Grade Assessment Plan

Literacy assessments are administered to second and third grade students throughout the year to monitor progress. FastBridge Learning Assessment Suite is used to determine student risk level for needing reading intervention services. The FastBridge suite is administered to all students three times per year. Second and third grade students are given the CBMReading and aReading assessments.

CBMReading is a test of reading fluency. Students read three passages for one minute each. Words read correct per minute are recorded and an average of the three scores is what is reported for the CBMReading score. CBMReading assessments are given by a Screening Team one on one with each student. Students spend approximately 5-7 minutes with the screener to complete the CBMReading assessment.

The FastBridge *aReading* is administered in the fall, winter, and spring to students in second and third grade. The assessment is adaptive and provides information on four domains of English Language Arts. These domains align to the reading strand of the MN ELA Standards.

- Foundational Skills
- Language
- Reading Literature
- Informational Reading

FastBridge assessments rate a child’s proficiency based on the risk of the child needing an additional intervention in that skill. Our goal is for all students to be classified as Low Risk or Lowest Risk. End of year targets for grades two and three are listed in the table below:

	<i>Grade 2</i>		<i>Grade 3</i>	
	<i>CBMReading</i>	<i>aReading</i>	<i>CBMReading</i>	<i>aReading</i>
<i>Goal</i>	101 or more words per minute	490 or higher	125 or more words per minute	503 or higher
<i>Lowest Risk*</i>	<i>131 or higher</i>	<i>505 or higher</i>	<i>151 or higher</i>	<i>517 or higher</i>
<i>Low Risk</i>	<i>101 - 130</i>	<i>490 - 504</i>	<i>125 - 150</i>	<i>503 - 516</i>
<i>Some Risk</i>	<i>66 - 100</i>	<i>469 - 489</i>	<i>90 - 124</i>	<i>483 - 502</i>
<i>High Risk</i>	<i>65 or less</i>	<i>468 or lower</i>	<i>89 or less</i>	<i>482 or lower</i>

*\*Students who score Lowest Risk would be classified as reading well above grade level.*

The *Being A Reader* Placement Assessment is used to place students at an appropriate reading instructional level for small group reading instruction. The placement assessment for Sets 1-5 ask students to decode words using the students knowledge of letter sounds and high-frequency words. In sets 7-12 teachers can use FASTBridge data to place students or the Set Placement Assessment. Students in sets 7-12 should be able to read text fluently to access the texts in these sets.

### III. Curriculum and Literacy Instruction

A comprehensive core reading program (*Collaborative Literacy*) was adopted and is used in K-4th grade throughout School District 197. Collaborative Literacy includes three main components:

- Being A Reader (BAR) - Being a Reader is a K-2 resource that teaches foundational literacy skills in a structured literacy format to ensure students know how to read by the end of second grade. Being A Reader consists of:
  - Whole group instruction where students learn comprehension strategies, cooperative learning structures and discussion skills. Whole group instruction also has a Tier 2 Vocabulary Instruction component. Students are assessed once per unit via conferencing 1:1 with the teacher.
  - Small Group Instruction where students are learning phonics, phonemic awareness, sight words and guided spelling strategies. Students are placed in small groups based on the BAR Placement Assessment. Students are assessed every four weeks to ensure they are making progress.
- Making Meaning (MM) - Making Meaning is a grades 3 and 4 resource that teaches reading comprehension skills, discussion techniques and also has a vocabulary component. Making Meaning also has a Book Club component that teachers can use for literature circles and book discussions.
- Being A Writer (BAW) - Being a Writer teaches students how to be fluent writers while generating ideas and clearly communicating them across various genres of writing.

#### A. Alignment

Collaborative Literacy has been analyzed by teaching staff to document alignment with the Minnesota English Language Arts Standards (MN ELA Standards).

- Teachers use the MN ELA Standards adopted by the State in 2020 and the core reading curriculum to plan for instruction.
- A grade level scope and sequence document is used by teachers for planning purposes.
- Teachers are committed to teaching the curriculum with fidelity.
- All children reading below grade level receive reading intervention support, a combination of the core reading program, supplemental reading materials, and intervention programs are used.
- All schools have reading libraries with leveled books which are available for teachers to use with Individualized Daily Reading.

#### B. Instructional Time Guidelines

- Schools provide 120 to 150 minutes of daily literacy instruction in Kindergarten through Grade 4 including reading, writing, and word work (spelling, phonics, and vocabulary instruction).
  - 120 minutes for grades 3 and 4
  - 150 minutes for grades K, 1 and 2.
- Daily instruction in literacy includes whole group, small group, and individual practice of literacy skills.

### **C. Reading Level Guidelines**

- Teachers implement the MN ELA Standards into instruction and know the grade level benchmarks to be taught to all students.
- Students are taught how to make “just-right” book choices.
- The majority of reading instruction will be at a student’s appropriate instructional level using the set books from Being A Reader. Students are placed based on knowledge of phonics and high-frequency words.
- Classroom libraries are organized and correlated to meet students’ reading text levels and reading interests.

### **D. Small Group Reading**

Within the daily K-4 literacy schedule, small group reading is necessary in providing instruction that meets various readers’ individual needs. Students are grouped by instructional reading levels and work on targeted reading goals. Reading groups meet flexibly throughout the year for 15-20 minutes at a time three times per week.

- Small group reading routines are established in every classroom.
- Students are grouped by instructional level according to the set level assessment in BAR to work on specific reading skills and strategies for reading text (phonics and sight words).
- Reading groups range in size averaging 3-6 students.
- All schools have classroom libraries where teachers can choose books to use for Individualized Daily Reading (IDR) time.
- Students meet with classroom teachers at least 3 times a week to work on developing reading skills, oral language, fluency, comprehension, vocabulary and reading strategies.

### **E. Individualized Daily Reading (IDR)**

IDR time is a time where students read a book, at their level, with a specified purpose. For example, when the whole group lesson from Making Meaning is on text structures in nonfiction text, students will read nonfiction text at their level and look for various text features. The teacher conferences with students one on one during this time to assess this specific skill application.

### **F. Independent Reading**

Independent reading is the reading students choose to do on their own. It reflects the reader’s personal choice of the material to be read, as well as the time and place to read. Independent reading is done for information or for pleasure. Teachers know the value of independent reading. Therefore, independent reading begins in kindergarten and continues in subsequent grade levels. Independent reading is established in all classrooms for the purpose of building reading stamina and reading for enjoyment. Through independent reading, students are exposed to a variety of literature and informational text.

## IV. Interventions and Multi-Tiered Systems of Support

A multi-tiered system of support (MTSS) is designed to meet the needs of students. In School District 197, we are developing a system of support to ensure students are reading well by third grade.

### A. Tiered Opportunities Target Student Literacy Needs

<p><b>Tier One Core Instruction</b></p>	<p>The first tier of instruction is the core program for all students. The MN ELA Standards and core reading and writing curriculum are used in grade level classrooms. Special Programs staff, English as a Second Language (ESL), Gifted and Talented, and Special Education use core resources in planning and preparing students to achieve grade level standards. All students are exposed to grade level text as well as texts at his/her instructional reading level. Differentiation of instruction is an expectation based on student needs and common assessments.</p>
<p><b>Tier Two Supplemental Targeted Intervention</b></p>	<p>The second tier of instructional support is designed for students below grade level proficiency. Basic Skills and Title One programs support supplemental reading interventions in tier two. An additional 30 minutes of daily supplemental reading will be provided for those students identified as being at-risk according to literacy data. All elementary schools provide tier two reading interventions for students qualifying for supplemental reading instruction. Students are progress monitored every other week on grade level measures to track progress toward grade level reading fluency. On opposite weeks students are assessed using the curriculum-based mastery tests.</p> <p>The <i>Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS)</i> by Collaborative Classroom is the reading intervention program used with students who qualify for supplemental reading services in small groups of four to six students. Participation in SIPPS is determined by literacy data measures in Kindergarten through grade 4. Students work on developing foundational reading skills. Students placed in a SIPPS level less than one year behind their current grade level would be considered Tier Two Intervention.</p> <ul style="list-style-type: none"> <li>● Kindergarten - Students placed in a letter-naming/phonemic awareness intervention.</li> <li>● Grade 1 - Students placed in SIPPS Beginning</li> <li>● Grade 2 - Students placed in SIPPS Extension</li> <li>● Grade 3 - Students placed in SIPPS Challenge</li> <li>● Grade 4 - Students placed in a comprehension or fluency intervention</li> </ul>



## A. Tiered Opportunities Target Student Literacy Needs Continued

<p><b>Tier Three Supplemental Targeted Intervention</b></p>	<p>The third tier of instructional support provides supplemental targeted literacy interventions to students significantly below grade level proficiency according to grade level proficiency targets for grades K-4 according to FastBridge reading scores. Alternative Delivery of Specialized Instructional Support (ADSIS) and Basic Skills programming is used to target interventions in smaller groups of four to six students. Students are progress monitored every other week on grade level measures to track progress toward grade level reading fluency. On opposite weeks students are assessed using the curriculum-based mastery tests.</p> <p>Tier three interventions focus on ensuring that students develop solid foundational phonemic awareness and phonics skills. Students move through a continuum of skill practice to develop strong word attack skills.</p> <p>The <i>Systematic Instruction in Phonemic Awareness, Phonic and Sight Words (SIPPS)</i> by Collaborative Classroom materials to hone these skills in small group intervention five days a week. Students placed in a SIPPS level of more than one year behind their current grade level would be considered Tier Three Intervention.</p> <ul style="list-style-type: none"> <li>● Grade 1 - Students placed in a letter-naming/phonemic awareness intervention.</li> <li>● Grade 2 - Students placed in SIPPS Beginning</li> <li>● Grade 3 - Students placed in SIPPS Extension</li> <li>● Grade 4 - Students placed in SIPPS Challenge or SIPPS Plus</li> </ul>
<p><b>Special Education</b></p>	<p>Individual Education Plans (IEP) identify goals and objectives for students who qualify for special education services. Special Education teachers use materials and curriculum that are based on scientifically based research, aligned with the general education curriculum and the MN State Standards. <i>Sonday</i>, a multisensory, structured-literacy approach to teaching reading. This program develops student’s phonics and phonemic awareness skills</p> <p>Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to track student growth and achievement in grade level standards. Instruction is planned to target individual student learning goals.</p>

## C. English Learners

If a language other than English is indicated on the MN Language Survey upon enrollment, a student will be screened for English language proficiency using the WIDA Screener. It is either administered in the first ten days of the school year or during the first ten days of a student’s enrollment. Every spring students identified as English learners are given the ACCESS 2.0 for ELLs assessment. This assessment measures English language proficiency in four domains: speaking, listening, reading, and writing. Licensed English as a Second Language (ESL) teachers administer this assessment. Students receive support from a licensed ESL teacher if their composite proficiency level is below 4.5.

The level of English language development (ELD) service a student receives depends upon their English proficiency level, as measured by the ACCESS 2.0. This model incorporates a combination of approaches of content-based ELD instruction:

**Content-based ELD Instruction includes:**

Collaboration: General education teacher takes the lead on content instruction, while the ESL teacher utilizes his/her specific expertise to differentiate, modify, and/or enhance instruction and assessment. Additional consultation may occur outside of the classroom.

Co-Teaching: ESL and general education teachers equally share the work of standards-based planning, instructing, differentiating and assessing a group of students in a shared space, utilizing areas of expertise to provide specially designed instruction for English learners.

Pull-Out: Students requiring the most English language support can be scheduled for some pull-out instruction for more intense and targeted language instruction.

**Elementary ESL Service Delivery Model**

Grade level	Low		Mid/High		
<b>Kindergarten</b>	Newcomer/ESL curriculum 20-30 min/day, at least 3 times a week (more if possible) + If possible, co-teaching/collaboration in math and/or literacy		Co-teaching/collaboration in literacy and/or math 20-30 min/day, AND/OR Newcomer/ESL curriculum 20-30 min/day, at least 3 times a week (more if possible)		
	Level 1	Level 2	Level 3	Level 4	Level 5
<b>1-2</b>	Newcomer/ESL curriculum 30 min/day, at least 3 times a week (more if possible) + If possible, co-teaching/collaboration in math and/or literacy	Newcomer/ESL curriculum 30 min/day, at least 3 times a week (more if possible) + If possible, co-teaching/collaboration in math and/or literacy	Co-Teaching/ Collaboration in literacy and/or math, at least 3 times a week, at least 30 minutes	Co-Teaching/ Collaboration in literacy and/or math, at least 3 times a week, at least 30 minutes	Consultation with a classroom teacher.
<b>3-4</b>	Newcomer/ESL curriculum 30 min/day, at least 3 times a week (more if possible) + If possible, co-teaching/collaboration in math and/or literacy	Newcomer/ESL curriculum 30-45 min/day, at least 3 times a week (more if possible) + If possible, co-teaching/collaboration in math and/or literacy	Co-Teaching/ Collaboration in literacy and/or math, at least 3 times a week, at least 30 minutes	Co-Teaching/ Collaboration in literacy and/or math, at least 3 times a week, at least 30 minutes	Consultation with a classroom teacher.

Combined Special Education and ESL: Students who have an IEP in addition to an EL designation, receive support as determined by the IEP Team in their building. Generally, students receive content support from the Special Education teacher and language support from the ESL teacher.

#### **D. Gifted and Talented Learners**

Regular reading instruction may often be too easy for talented readers and therefore they need modified reading instruction. The appropriate match between a learner's abilities and the difficulty of the instructional work must be sought, and the optimal match should be instruction that is slightly above the learner's current independent level. When the match is optimal, learning is enhanced. Gifted and Talented teachers pull small groups within the literacy block in grades 3-4. In middle school grades, students are clustered in language arts classes and a Gifted and Talented teacher co-teaches with the general education teacher within the language arts course.

Talented readers respond well to instruction that takes in account changes in pacing, depth and/or complexity, which include but are not limited to:

- Engaging with literature that is culturally diverse and inclusive.
- High interest literature geared toward the students' reading levels rather than age.
- Developing higher level comprehension and analysis skills.
- Literature discussions that provide talented readers with the opportunity to interact with intellectual peers and discuss their ideas in greater depth.
- Opportunities to discuss literature through several points of view and explore concepts about morality and ethics through a critical literacy lens.
- Modification of the regular curriculum to eliminate skills and work that talented readers have already mastered.
- Acceleration of content.
- Substitution of reading material with more advanced trade books.
- Use of technology and digital tools to provide differentiated choices.
- Independent study opportunities in the area of interest.

#### **F. Targeted Services**

There are a variety of opportunities where students can learn outside of the regular school day and during the summer. Elementary students who need additional support are invited to participate in a Targeted Services program after school. Targeted Services programs are designed to coordinate with regular classroom instruction. Summer Stars Academy and Minds in the Middle provide another opportunity for students to extend their learning into the summer with highly qualified staff.

## V. Parent Communication and Involvement

Partnering with families to provide literacy opportunities for children during the school day and beyond extends learning and creates a culture of literacy.

### A. Advocating importance of reading to parents

- Parents receive a consistent message beginning at Pre-K and throughout elementary school regarding the importance of reading to/with their child.
- At the beginning of the school year, every parent is encouraged to make at-home reading a daily part of their child's life. Recommendations are made for the amount of time students should be reading independently or with a family member. At-home reading recommendations include 15 minutes daily for K-2 students and 30 minutes daily for students in grades 3-4.
- Teachers encourage summer reading by sharing how to find "just right" books at home and at the public library. Families are also given information regarding local public library reading programs.
- District Elementary Schools provide Title One Family Informational Nights and PIE (Parents Involved in Education) nights where all families are invited to the Title One school to learn more about how to encourage literacy growth.
- Parents learn strategies about reading with their children and supporting student reading goals.

### B. Reporting students' literacy progress to parents.

There is systematic communication to parents regarding literacy progress. Teachers provide progress updates regarding a student's reading proficiency to parents at parent-teacher conferences in the fall and spring, which more than 90% of parents attend.

- Teachers prepare report cards quarterly and designate if the student's reading level is above, at or below grade level based on performance.
- Teachers also share each student's aReading and earlyReading test scores via the Family Report from FAST BRidge three times per year. This report shows how a student performs in relation to the class, school, state and nation for their grade level. This report also indicates if the student is at risk for needing additional support or intervention in literacy.
- Teachers discuss the student's reading progress at parent/teacher conferences that are held twice a year. Teachers are given suggestions about strategies that parents can use at home to help support literacy growth.
- All schools encourage at-home reading.
- *Read Across America* and *I Love to Read Month* also provide incentives for at-home reading. School reading nights for families, parents as guest readers, and reading logs are some of the activities that encourage at-home reading.
- Parents and students are able to use the school library through the summer Targeted Services program.
- An emphasis on reading is a major component of the District's summer Targeted Services program, STARS Academy.

## **VI. Leadership**

Effective leadership is essential in the implementation of the District 197 Literacy Plan. As the instructional leader of each elementary building, the school principal must take the lead in advocating the importance of reading to all stakeholders. The principal's role in reading leadership includes:

- Regular “walk throughs” during reading instruction.
- Initiation of a schedule that supports a block of time for reading instruction and intervention.
- Close monitoring of all assessment data for student readers.
- Monitoring students who need interventions in reading including Basic Skills, Title I, Targeted Services, ADSIS (Alternative Delivery of Specialized Instructional Support) and Special Education.
- Participation in the elementary site's Collaborative Teams' discussion and activities.
- Modeling continued learning regarding best practice in reading instruction.
- Promotion of the use of innovative practices including integration of technology for engaging all learners in meaningful literacy instruction.
- Regular communication with parents concerning the importance of reading.
- Actively seeking and selecting personnel who have highly developed literacy teaching skills.

## **VII. Job Embedded Professional Development**

The effective use of reading assessments and instructional programs and materials requires ongoing and job embedded professional development.

### **A. Professional development happens at the building level through Collaborative Teams.**

- Teachers regularly analyze student work/performance data in weekly Collaborative Teams. These Collaborative Teams are built into the regular school schedule so staff have consistent time set aside to analyze their reading practices and student results.
- Data-driven decision making is a focus of the Collaborative Team's work so that teachers can share strategies for enrichment and intervention.
- Building administrators, as well as designated team facilitators are present at Collaborative Teams, leading the discussions regarding student data and reading practices.
- Instructional coaching is available to all teaching staff who support students in reading and writing development.
- New teachers receive support through literacy training and ongoing coaching with their Instructional Mentor.

### **B. Professional development happens at the District level throughout the year.**

District 197 will continue to use professional development time and funding to train school administrators, specialists, and teachers to implement a structured literacy program.

- The District provides opportunities for grade level collaboration so that Collaborative Teams can happen across buildings.
- Professional development is available and provides literacy learning options.
- Our Alternative Teacher Professional Pay System (ATPPS) provides a mentoring program so that each new teacher has a mentor at their grade level. The mentor regularly meets with the new teacher to help them learn about the reading curriculum, assessments and differentiation.

- New teacher literacy training provides teachers with professional development on curriculum and best literacy practices.
- Professional development opportunities are provided to all teachers regarding implementation of the MN ELA Standards, effective instruction, differentiation, assessments, and intervention methods in literacy.
- Special education teachers participate in district-wide literacy professional development opportunities, as well as building level Collaborative Teams to analyze student data and adjust their instruction. Ongoing support and coaching in literacy is available for all elementary special education staff providing instruction in reading or writing.

### **C. District Developed Literacy Collaboration Model**

- Instructional coach is part of a district developed literacy collaborative team that supports structured literacy instruction in classrooms through a defined coaching model
- Literacy coach at each site participates in ongoing professional development focused on a balanced approach to literacy instruction, increasing student engagement and motivation, and teaching culturally relevant strategies

## **VIII. Annual Review and Reflection**

Post assessment methods and data will be submitted to the State Commissioner annually. The information will include objectives of the assessment program, names of tests, and grade levels of administration for students in Kindergarten through Grade 3. This plan was originally created with input and feedback from teachers and district administration in May 2012. The plan is reviewed annually by district administration, teachers and the district's Curriculum Advisory Committee.

This document will be posted on the District 197 website under curriculum. We will seek community, parent, and staff input about this plan when needed. As part of continuous improvement within District 197, the plan will be evaluated and updated to ensure that students are reading well by third grade.