



Local Literacy Plan

Read Well by Grade 3

Duluth Public Schools
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PURPOSE STATEMENT

The purpose of Duluth Public Schools is to provide a quality education that prepares all students for successful lives as global citizens in the home, community, and workplace.

Our mission: to ensure reading proficiency by the end of Grade 3.

We accomplish this mission by:

1. Providing comprehensive scientifically based reading instruction consistent with state statutes.
2. Ensuring that the curriculum is aligned with Indicators of Early Literacy and Minnesota English Language Arts (ELA) Standards.
3. Identifying before the end of kindergarten, first grade, and second grade students who are at risk of not learning to read at grade-level by the end of second grade.
4. Using assessment data to guide instruction to help ensure learning for all students.
5. Providing job-embedded staff development aligned with the district's literacy plan goals including, but not limited to: scientifically based reading instruction, assessments, classroom management, parent and community involvement, differentiation (meeting individual student's needs), culturally responsive classroom, technology and innovation, and state standards.
6. Communicating with parents and guardians about the literacy development of their children.

USE OF DATA

Comprehensive Needs Assessment (CNA)

Duluth Public Schools utilizes site-based Continuous Improvement Teams (CITs). These teacher leadership teams are in every school to inform and assist implementation of primary district strategies, analyze data to identify site based needs, and identify evidence-based strategies to address those needs.

CITs are trained to implement an annual Comprehensive Needs Assessment using a variety of data types, conducting root cause analysis and identifying instructional practices to address root cause. CITs are trained in implementation of practice profile development used to articulate instructional practices to support root cause. They assist in developing School Improvement Plans, aligning them to district plans, monitoring site goals, identifying staff development needs and shared decision making.

Assessment Plan

The Duluth Public Schools has adopted FastBridge Assessments to support the ongoing implementation of a Multi-Tiered System of Support (MTSS) and to identify struggling readers as required by Minnesota Statute 120B.12. There are three types of assessments that comprise our balanced assessment system: screening, diagnostic, and progress monitoring.

Screening Assessments

Screening assessments are quick and efficient measures of critical skills known to be strong predictors of student performance. Screening at regular intervals (Fall, Winter, Spring) not only helps establish an initial baseline for all students, it helps identify individual students who may need additional support to meet grade-level expectations. All students must be screened using the required district screening assessments. Results of these assessments are reviewed by grade-level teams after each screening period. Grade-level teams may include classroom teachers, interventionists, special education teachers, school psychologist, principal, etc. District screening assessments also serve as our dyslexia screener when used as a part of the MTSS process.

Diagnostic Assessments

When a student is identified as needing an additional support (intervention), the school's interventionist conducts additional diagnostic assessments. The purpose of diagnostic assessments is to provide information for planning more effective instruction and intervention, which may include additional systematic and explicit instruction in phonemic awareness, decoding and encoding, morphology, fluency, and comprehension.

Progress Monitoring Assessments

Progress monitoring assessments are brief and administered more often than screening and diagnostic tools. The purpose is to determine the rate of a student's progress toward grade level outcomes and provide information on the effectiveness of interventions. Students who are not on-track for meeting grade-level expectations are progress monitored every other week (Tier 2) or weekly (Tier 3). By monitoring students' response to instruction and intervention, teachers are able to make adjustments to ensure consistent progress. If progress is flat or stagnate after evidence-based interventions are administered with fidelity, the student may need a more intensive evaluation to determine the presence of a disability.

Note: A combination of screening and progress monitoring after a period of evidence-based instruction matched to student needs provides the greatest predictive accuracy for supporting students who are likely to have dyslexia.

| Grade | Content Area | Fall | Winter | Spring |
|--------------|--------------|--|---|--|
| Kindergarten | Reading | FASTtrack earlyReading: <i>Concepts of Print Onset Sounds Letter Names Letter Sounds</i> | FASTtrack earlyReading: <i>Onset Sounds Letter Sounds Word Segmenting Decodable Words</i> | FASTtrack earlyReading: <i>Letter Sounds Word Segmenting Decodable Words Sight Words - 50</i> |
| | Math | FASTtrack earlyMath: <i>Numeral Identification-K Match Quantity Number Sequence-K</i> | FASTtrack earlyMath: <i>Numeral Identification-K Number Sequence-K Decomposing-K</i> | FASTtrack earlyMath: <i>Numeral Identification-K Number Sequence-K Decomposing-K</i> |
| Grade 1 | Reading | FASTtrack earlyReading: <i>Word Segmenting Decodable Words Sight Words - 150 Sentence Reading</i> | FASTtrack earlyReading: <i>Word Segmenting Decodable Words Sight Words - 150 CBM Reading</i> | FASTtrack earlyReading: <i>Word Segmenting Decodable Words Sight Words - 150 CBM Reading</i> |
| | Math | FASTtrack earlyMath: <i>Numeral Identification-1 Number Sequence-1 Decomposing-1</i> | FASTtrack earlyMath: <i>Number Sequence-1 Decomposing-1 Place Value</i> | FASTtrack earlyMath: <i>Decomposing-1 Place Value Story Problems</i> |
| Grades 2 & 3 | Reading | FASTtrack Reading: <i>aReading CBM Reading</i> | FASTtrack Reading: <i>aReading CBM Reading</i> | FASTtrack Reading: <i>aReading CBM Reading</i> |
| | Math | FASTtrack Math: <i>aMath CBM Math Automaticity</i> | FASTtrack Math: <i>aMath CBM Math Automaticity</i> | FASTtrack Math: <i>aMath CBM Math Automaticity</i> |
| Grades 4-8 | Reading | FASTtrack Reading: <i>aReading AUTOReading</i> | FASTtrack Reading: <i>aReading AUTOReading</i> | FASTtrack Reading: <i>aReading AUTOReading</i> |
| | Math | FASTtrack Math: <i>aMath CBM Math Automaticity</i> | FASTtrack Math: <i>aMath CBM Math Automaticity</i> | FASTtrack Math: <i>aMath CBM Math Automaticity</i> |

ACTION PLANNING FOR CONTINUOUS IMPROVEMENT

Systems, Strategies & Supports:

- Implementation of ELA curriculum aligned to standards
- Establishment of a common definition of balanced literacy
- Staff development and coaching for elementary teachers on research based literacy practices
- Ongoing coaching and support for teacher leadership teams on effective MTSS implementation
- Teacher leadership teams identifying best practice instructional strategies and developing practice profiles to monitor implementation of practices
- Implementation of Leveled Literacy Intervention (LLI) and PRESS Tier 2 materials
- Implementation of PRESS diagnostic tools and class-wide intervention support
- Intervention teams receiving training and coaching for implementation of FAST progress monitoring
- Elementary teams receiving coaching for effective data meetings using FAST benchmark data
- Regular review of data through data retreats and Data Review Teams (DRT)
- Principal and CIT professional development on how to achieve equity in schools.

Primary Strategy: Establishing a Multi-tiered System of Support (MTSS)

The multi-tiered system of support is supported by principals, Assistant Superintendent of Teaching, Learning, and Equity, Director of Assessment and Evaluation, Directors of Teaching, Learning, and Equity, Curriculum Coordinator, Content Specialists, interventionists and classroom teachers. Student achievement is continually monitored to ensure quality instruction.

The Essential Components of MnMTSS include:

- Infrastructure that Supports Continuous Improvement
- Family and Community Engagement
- Multi-layered Practices and Support
- Assessment
- Data-based Decision Making

Core Instruction

Core (Tier 1) instruction is provided to all students. Teachers are required to teach the district curriculum as described in the curriculum unit documents and pacing guides for each content area and to give the common summative assessments that exist for each unit. Pacing Guides provide the scope and sequence for yearly planning and include alignment of MN State Standards. All other documents are considered supplemental or tools to help teachers manage the information.

Reading Instruction is driven by the Minnesota English Language Arts Standards, which promote student comprehension of complex literature and informational texts through three reading processes: locate and recall, integrate and interpret, critique and evaluate. Reading instruction will be supported by the district, aligned to school needs, focused on groups and individuals, and grounded in Minnesota English Language Arts Standards. Duluth Public Schools routinely reviews curriculum to ensure alignment with the standards. Curriculum review and alignment is facilitated by stakeholder representation including: district leaders, reading teachers, special education teachers, and others.

Duluth Public Schools adopted the Reading Wonders 2014 series to be implemented in grades K-5. This reading series is part of a balanced literacy model. “Balanced Literacy” must include instruction in the essential components of reading (NRP 2000):

- Phonological Awareness
- Phonics/Decoding
- Fluency
- Comprehension
- Vocabulary

Below are the components of balanced literacy as defined by Duluth Public Schools. It is expected that all students receive each component of this framework (including special education students).

Balanced Literacy Framework (Adapted from Jan Richardson, 2009)

| Approach | Grouping | Text Level | How Text is Read | Purpose |
|--|---|--|---|--|
| Read-aloud | Whole | Above grade level Short text or portion of longer text. 10-15 minutes. | By the teacher Interactive Teacher has text/students do not have text | Model fluent reading & reading strategies Motivate students to read Teacher models Think-aloud |
| Shared reading | Whole | On grade level | Students read with the teacher Teacher and students have text Longer text Teacher carries reading | Teach strategies Support language |
| Guided reading | Small group (up to 6 students) | Instructional level (varies by student) Instructional level (running record and assessment of benchmarks and indicators) | Students read text independently Teacher coaches and models | Practice reading strategies with teacher support Differentiate instruction based upon need |
| Self-selected reading/ Conferring | Individual | Independent level | Independently | Enjoyment & fluency Practice strategies that have been internalized Individual with teacher (1-2 students per day) Individual checks on understanding of standards/reading strategies |
| Word Study | Phonics/Phonem ic Awareness/ Vocabulary/Spel ling | Appropriate to grade-level Phonemic Awareness to Phonics to Vocabulary | May fit into whole group, centers, and/or guided reading Activity-based (not worksheet based) | Build word knowledge to support comprehension |
| Writing | In response to reading and direct instruction of text type (narrative, expository, opinion) | Often in response to text | May fit into whole group, centers, and/or guided reading supported by conferencing | Support analysis of reading, text type, writing, and language (conventions and grammar) skills Highlighted strategies: Write aloud & guided writing |
| Assessment | Benchmark, Diagnostic | | | Inform instruction, MTSS, reporting |

Early Childhood

The Duluth Preschool (a collaboration between Head Start, School Readiness and Voluntary PreK) uses Creative Curriculum, which provides a comprehensive approach of teaching literacy by intentionally infusing literacy practices into the environment. This curriculum is supplemented with Heggerty Phonemic Awareness for Preschool. Core instruction is embedded across the play based environment, with units of study and developmental domains addressed continuously throughout the daily schedule in 1:1, small group, and large group instruction.

The assessment tool utilized is the Desired Results Developmental Profile (DRDP), which is an authentic, ongoing, observation-based assessment system. It is one of the recommended tools in MDE's [Kindergarten Entry Profile \(KEP\)](#).

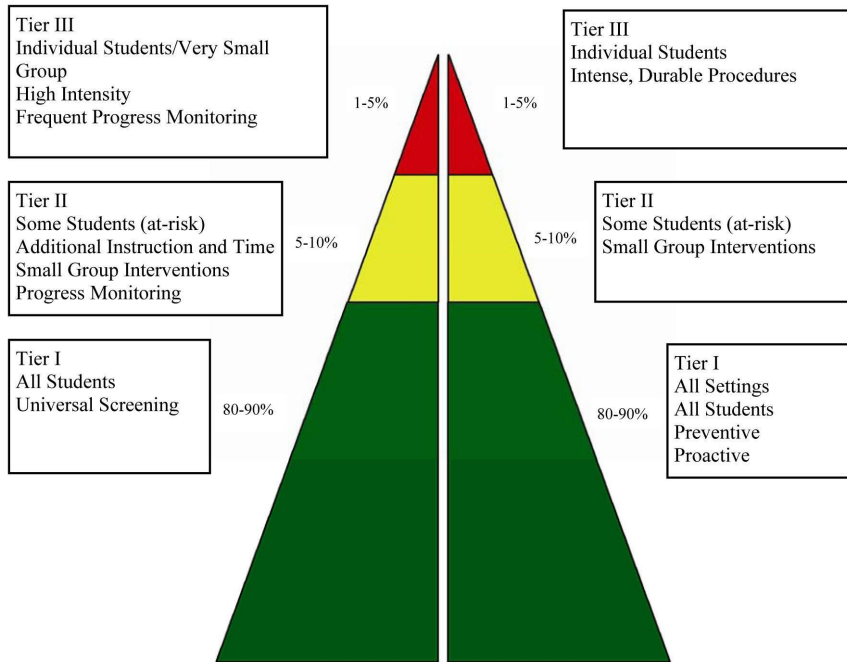
EVIDENCE-BASED INTERVENTION IN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Tiered instruction is provided to students *in addition* to their core instruction. Tiered support is monitored by interventionists and data review teams to ensure proper movement through the MTSS tiers of support. A change of intervention strategy may be needed if students are not being successful. As students move through tiers, intensity may increase by:

- Group size
- Minutes of direct instruction in addition to core instruction in the classroom
- Specific and varied instructional strategies

Academic Systems

Behavioral Systems



ELEMENTARY LITERACY

| | Description | Group Size | Progress Monitoring | Evidence-based Instructional Adjustments | Instructional Materials | Additional Time |
|---------------|---|------------------------|--|--|---|-----------------|
| <i>Tier 1</i> | <ul style="list-style-type: none"> • Solid core instruction and the majority of students are functioning on target (based on a screening assessment) • Requires a paradigm shift where teachers are working together in teams (PLCs) to determine instructional strategies to implement to support students struggling with grade level standards • 90-120 minutes | All | 3 x year (District Screening Assessments) Classroom Teacher | Core instruction | Reading Wonders/ Balanced Literacy Heggerty PRESS Classroom Intervention (Tier 1) | |
| <i>Tier 2</i> | <ul style="list-style-type: none"> • Students receive core instruction plus • Students receive additional instruction beyond core instruction (approx. 15-30 min) | 5-8 students per group | Every other week (District Progress Monitoring Assessments) Classroom Teacher | Focuses primarily on providing increased opportunities to practice and learn skills taught in the core | Extra guided reading | +15-30 min |
| | <ul style="list-style-type: none"> • Students receive core instruction plus • Students receive even more additional instruction beyond core instruction | 3-5 students per group | Every week (District Progress Monitoring Assessments) Interventionist | Focuses primarily on providing targeted and strategic instruction based on diagnostic assessment | Leveled Literacy Intervention (LLI) PRESS | +30-45 min |
| <i>Tier 3</i> | <ul style="list-style-type: none"> • Students receive core instruction plus • Students receive even more additional instruction beyond core instruction | 1-3 students per group | Every week (District Progress Monitoring Assessments) Interventionist/ Sped Teacher | Explicit, focuses on remediation of skills | Leveled Literacy Intervention (LLI) PRESS | +45-60 min |

Elementary Literacy Extensions Grades 3-5 Elementary Acceleration

Advanced students may qualify for additional services and enter into the E-Squared Program (Seeking Exponential Growth Through Extensions and Enrichment), which provides domain specific pull-out extension courses for grades 3-5. Students in E-Squared delve into fiction, nonfiction and poetry content. E-Squared students are continually asked to evaluate their findings so they can effectively use the information for problem solving and promoting critical thinking skills.

Teachers that provide small group, pull out extension and enrichment opportunities have access to continuous, ongoing professional development at both state and national gifted and talented conferences and workshops.

| Description | Group Size | Instructional Adjustments | Instructional Materials | Additional Time |
|---|--|---|---|---|
| <p>Students receive core instruction</p> <p>Students receive additional extension opportunities outside of core instruction</p> <p>Identification Process: -Students who score above the critical mass on a universal screener, (top 10%) will be offered an extension course in the domain (ELA or math) in which they are excelling. -PLC teams will use current, common data and local norms to identify students who are demonstrating an academic mismatch with their peers. -Other evidence-based and/or common assessment measures may be used to include, but not exclude, students from services. For Example: grade level unit assessments, ability tests, teacher observation, student motivation, previous success in extension courses or other.</p> | <p>10%+ of grade levels at each school site, 3rd-5th grade (4-18 students)</p> | <p>E-Squared services has a toolkit of learning activities that align with state standards, but allow for increased pace of instruction, as well as a greater depth and complexity of content for high achieving students. Individual or small group inquiry projects that incorporate reading, researching, writing and presenting are examples of ELA extensions.</p> | <p>Materials may include: -ThinkLaw Jury Deliberations -Curiosity inspired video prompts -Enrichment activities meant to facilitate real world problem solving -All activities are designed for high achieving students to scaffold critical thinking skills.</p> | <p>30-45 minutes/ approximately 14 sessions</p> |

Summer School

Summer school is offered for literacy and math in grades K-5. For literacy, summer school is designed for students who have demonstrated insufficient progress during the school year as measured by a screening assessment. The program runs M-Th for four weeks in June and July (8:00 AM-12:00 PM). The district provides the Benchmark Booster and Benchmark Accessing Complex Text Now as reading curriculum for the program. Students receive concise, targeted literacy instruction through these programs daily during summer school. The programs are designed to reinforce literacy concepts and promote social emotional learning.

Immersion

Duluth Public Schools offers two immersion programs: Misaabekong (Ojibwe) and Nueva Visión (Spanish), located at Lowell Elementary School. Content is delivered through the target language daily, as well as, literacy interventions. Enrichment, extension activities, and special education services are provided in English. Beginning in grade three, Language Arts instruction is provided in both the target language and in English. To preserve the target language in the classroom, ELA is taught by a separate teacher. Students participate in FAST screening assessments in English and in Spanish. Once students reach grade 3, they also take the Minnesota Comprehensive Assessment in English.

Families receive ongoing communication about how to support their students in an immersion learning environment and are provided with resources and strategies. Each program offers multiple parent/family engagement nights as well to foster communication and a partnership of student support between the school and families.

Immersion teachers, in addition to weekly PLCs, are provided mentors.. Each summer, immersion teachers are provided paid time to develop curriculum materials and resources in conjunction with the program coordinator.

IMMERSION ELEMENTARY LITERACY

| | Description | Group Size | Progress Monitoring | Instructional Adjustments | Instructional Materials | Additional Time |
|---------------|--|------------------------|---|--|--|-----------------|
| <i>Tier 1</i> | <ul style="list-style-type: none"> • Solid core instruction and the majority of students are functioning on target (based on a screening assessment) • Requires a paradigm shift where teachers are working together (PLCs) to determine instructional strategies to implement to support students struggling with grade-level standards • 90-120 minutes | All | 3 X year (District Screening Assessments) Classroom Teacher | Core instruction in the target language | Reading Maravillas (Wonders)/ Balanced Literacy / Estrellita Ojibwe created literacy materials PRESS (Spanish or Ojibwe) Classroom Intervention (Tier 1) | |
| <i>Tier 2</i> | <ul style="list-style-type: none"> • Students receive core instruction plus • Students receive additional instruction beyond core instruction (approx. 15-30 min) | 5-8 students per group | Every other week curriculum-based assessment Classroom Teacher | Focuses primarily on providing increased opportunities to practice and learn skills taught in the core | Extra guided reading (in target language) | +15-30 min |
| | <ul style="list-style-type: none"> • Students receive core instruction plus • Students receive even more additional instruction beyond core instruction | 3-5 students per group | Every week (District Progress Monitoring Assessments) Interventionist | Focuses primarily on providing targeted and strategic instruction based on diagnostic assessment | Spanish: PRESS and Estrellitas sounds and blending Ojibwe: speaker-created /translated materials | +20-30 min |
| <i>Tier 3</i> | <ul style="list-style-type: none"> • Students receive core instruction plus • Students receive even more additional instruction beyond core instruction • English Instruction for interventions | 1-3 students per group | Every week (District Progress Monitoring Assessments) English Interventionist/ Special Education Teacher | Explicit, focuses on remediation of skills | Leveled Literacy Intervention (LLI) PRESS | +45-60 min |

English Learners

English Learners (ELs) at the Duluth Public Schools receive support from highly qualified English as a Second Language (ESL) teachers who provide instruction at each neighborhood school. Elementary

students receive between 90-225 minutes of service weekly, and secondary students receive one or two class periods depending on individual language needs and levels

Curriculum support materials used to support EL students focus on language acquisition and development including the language specific to academic achievement. EL teachers work with students, parents, and classroom teachers to develop Individual Learning Plans (ILPs.) EL students are monitored through assessments specific to their learning needs, as well as the state ACCESS 2.0 exam annually.

English Language Learners (ELL) benefit from the multi-tiered system of support and receive individual monitoring and teaching from licensed ELL teachers based on state guidelines and standards developed by World-Class Instructional Design and Assessment (WIDA).

EL teachers are encouraged to attend regular Minnesota Department of Education (MDE) training sessions offered numerous times throughout the year.

PARENT AND COMMUNITY ENGAGEMENT

Communication with parents occurs in various formats. General information on teaching and learning and support for literacy development at home is provided in district and building newsletters and web pages. Site councils, site Parent Teacher Organizations, our District Parent Teacher Organization and the Parent Advisory Council for Special Education offer communication and feedback for all stakeholders. Buildings offer informal outreach such as Coffee and Conversation and a variety of volunteer opportunities.

The Office of Education and Equity (OEE) supports a Family Engagement program which supports parents and staff to assist all students to successfully navigate the school environment. OEE also provides Integration Specialists who support protected class students with academic success through monitoring of grades, attendance, and behavior.

Duluth Preschool engages parents in many ways. During the initial home visit with the family, parents set a goal for their children that is incorporated in the individualized plan for their child. Both the teacher and parent monitor the progress of these goals and discuss them at their conferences. Duluth Preschool operates under a shared governance plan with the Head Start Policy Council and Duluth School Board. Duluth Preschool teachers offer a minimum of two home visits and two conferences per year. Duluth Preschool Family Advocates work to support families by assisting them in connecting to community resources, facilitating parent and family events focused on the program's comprehensive services in the areas of health, nutrition, disabilities, education, and mental health. Through a partnership with Minnesota Reading Corps, parents are able to regularly check out Talk, Read and Write bags (these include a book, whiteboard, marker, journal, crayons and information on how to use these materials).

The Duluth Public Schools partners with the community and its resources. Minnesota Reading Corps and the Reading Well by Grade 3 legislation both seek to close the achievement gap and ensure the academic success of all our children. The Northland Foundation supports the efforts of the district's early childhood education programs and works with school administrators and teachers on the district aim of academic success for all.

The district partners with community mental health agencies to meet the needs of our students.

Professionals from a variety of agencies come together and provide free consultation and referral to educators through the Early Childhood Mental Health Review Team (ECMHRT) and mental health consultation for families enrolled in Duluth Preschool. Duluth Public Schools has Memorandums Of Understanding (MOUs) with local mental health professionals for co-located mental health services in each of our public schools. We also partner with local community health centers and mental health centers to make appropriate referrals for medical needs to be addressed outside of school.

The district partners with St. Louis County, Duluth Police Department, Program for Aid to Victims of Sexual Assault and First Witness Child Abuse Resource Center to ensure the safety of individual students as well as revise and improve our policy and procedure regarding abuse, assault, and neglect.

Cultural Responsiveness

The Duluth Public Schools seek to improve the cultural responsiveness of its administrators, teachers, support staff, and students through a variety of different avenues.

The Office of Education and Equity and the Office of American Indian Education offer student support staff who negotiate the perspectives of students, parents, and staff to improve the success of students. Integration Specialists are family and student mentors whose primary goal is to provide support to close the achievement gap by working directly with students, staff, and families to promote school engagement. Both offices also offer and provide various professional development opportunities in the area of cultural responsiveness for district staff.

The English Language Arts curriculum is aligned to state standards. The English Language Arts Committee believes instruction must consider the diversity of learner, content, and style (diversity is defined in its broadest sense: perspectives, styles, types, genres, content, culture, etc.).

The EL teachers receive professional development similar to that of instructional data coaches and in addition, receive training through the Minnesota Department of Education and EL specific conferences. The EL teachers provide support and direction to teachers and administrators regarding the instruction of EL students.

The early childhood programs believe that all children benefit from a culturally diverse curriculum and culturally responsive practices, strategies, and interventions. The OWL curriculum includes culturally diverse stories and lessons and has suggested adaptations for Dual Language Learners (DLL). Classrooms are equipped with materials and books representing diversity of culture, race, gender, age, and ability. Staff utilizes resources from the [Head Start Website](#). Interpreters and translators are hired, as needed, for parents, children, and for both oral and written communication. Technology (use of tablet apps) has also been used as another format.

COMMUNICATION PLAN

Communication to Stakeholders

This literacy plan is usually presented annually at the district advisory committee, however, from 2020 to 2023 the plan was updated, posted on the website, and uploaded with the data submission only. Additionally, it is linked into the district's World's Best Workforce Plan and posted on the district website. It is also submitted to MDE along with required annual data.

Communication to Families on Student Literacy Development

Duluth Public Schools communicates student progress in literacy development routinely and in multiple ways above the required minimum annual notice.

Tier One (for all students)

Standards-Based Grading (K-5):

Families of students in grades K-5 receive standards-based report cards twice annually. Standards-based report cards are aligned to the grade level benchmarks. They identify the most important skills students learn in each subject and indicate a student's level of proficiency.

Family Grade Level Report Card Guide (K-5):

Each fall, families are provided an overview pamphlet of the goals students will be expected to meet in that grade level.

Conferences (Pre K-5):

Several times each year, families have the opportunity to meet with teachers and discuss student progress, review FASTBridge benchmark assessment results, get information on ways to support student learning at home and ask questions.

Tiers 2 & 3 (for students receiving intervention)

Phone Call:

When students are initially identified as reading below grade level and in need of additional support in literacy, they begin receiving additional guided reading instruction from their classroom teacher. This is communicated via phone call or letter home.

Letter:

When students are identified as still reading below grade level and in need of even more support in literacy, families are notified of this via a letter from the identified interventionist. Families are also provided periodic progress updates and are notified when interventions are changed or if a student is exiting intervention.

Exploration of Recommendation for Special Education Services:

If a student has not made adequate progress after multiple intervention attempts, the data review

team may recommend the student to the child study team for a special education referral. The special education case manager contacts the parent/guardian to gain insight if this is the route the parent would like to see happen and to be able to ask questions. If so, the special education case manager sends out a Team Meeting Notice. At the meeting, the team will discuss the evaluation process and be provided a Prior Written Notice for consent.

PROFESSIONAL DEVELOPMENT

Professional development opportunities for teachers include:

- Two district professional development days
- Building-wide staff meetings
- Professional Learning Communities (PLCs)
- Optional after school offerings, both in-person and virtual
- Optional additional paid professional development in key priority areas for individuals

Early childhood teachers take part in a variety of professional development opportunities which include but are not limited to: district sponsored professional development days, grade level meetings, district sponsored course work, Duluth Preschool in-services and administrative support. Staff access a multitude of resources/webinars located in the Early Childhood Knowledge and Learning Center (ECKLC) website's Center on Cultural and Linguistic Responsiveness.

Classroom teachers have the opportunity to participate in weekly PLCs with their peers (Appendix A). New teachers are paired with a mentor and provided monthly professional development on topics related to reading strategies, classroom management strategies, reading curriculum and many other topics. All teachers have access to professional development after school monthly on a variety of topics also including: reading across the curriculum, reading strategies, and reading curriculum support.

Each school site has a Site Leadership Team (SLT) that conducts an annual comprehensive needs assessment (CNA) to inform their Record of Continuous Improvement (RCI). The RCI has an identified goal in the area of reading in addition to other school wide goals. In recent years, district and building professional development opportunities have been offered in the areas of balanced literacy, literacy intervention, and progress monitoring. Building leadership teams have worked to create practice profiles around a specific aspect of balanced literacy to improve fidelity at the school level.

Professional learning opportunities to support district administration and members of the curriculum review team in the implementation of the Wonders ELA curriculum materials have been provided district-wide. Additionally, professional learning on the MN 2020 English Language Arts state standards has been provided to administrators and the team. Teachers have also previously received professional development about best practices in handwriting instruction along with resources to support this implementation. This year, a district-wide PLC took place for teachers to learn about and discuss the Science of Reading. Training on phonics and phonemic awareness instruction, and resources to provide this instruction, is being planned for fall of 2023. Additionally, future professional development plans include Science of Reading (SOR) training tailored to site specific needs and district-wide needs. Teacher feedback also indicated a need for additional support in the area of structured literacy, small group instruction, and writing instruction. Planning for future training for the 2023-2024 and 2024-25 school year is in progress.

Staff Contributing to the Development of Read Well by 3rd Grade

District and program staff contributing to this document are: leadership, building leaders, teachers, interventionists, program specific staff (EL, immersion, SPED, etc.). Specific expertise and input is also gained from curriculum implementation committees. During the 22-23 school year, members of the team reviewed and contributed to this plan.

Appendix A

Professional Learning Communities (PLCs)

In the Duluth Public Schools, we believe that PLCs can take many different forms. However, all PLCs are composed of three main ideas: Focus on Learning, Collaboration, and Focus on Results. “If there is anything that the research community agrees on, it is this: the right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends on student learning and professional morale in virtually any setting. Our experience with schools across the nations bears this out unequivocally” (Schmoker, 2004, p. 48). We believe it is important to provide time within the teacher workday to participate in PLCs.

Professional Learning Communities allow us to collaborate with each other in order to improve student learning. PLC discussions focus on four questions:

1. What do we want students to know or do?
2. How do we know if they've learned it?
3. What do we do if they haven't learned it?
4. What do we do if they have learned it?

The goal is continuous improvement in instruction and evaluation techniques based on evidence of student learning. The *Plan, Do, Study, Act Continuous Improvement Cycle* supports this effort.



Appendix B

Statewide Accountability Assessment Scores MCA + MTAS, All Students Tested Grade 3 Reading

| Reading | | 2018-2019 | 2020-2021 | 2021-2022 | 2022-2023 |
|-------------------------------------|----------|-----------|-----------|-----------|-----------|
| All Students | District | 60.4 | 53.8 | 52.7 | 48.0 |
| | State | 54.4 | 48.2 | 47.8 | 47.1 |
| American Indian | District | 30.2 | 22.0 | 23.1 | 39.5 |
| | State | 37.7 | 29.6 | 28.9 | 29.7 |
| Asian | District | * | * | * | * |
| | State | 46.2 | 40.5 | 37.7 | 38.2 |
| Hispanic or Latino | District | 62.5 | 38.5 | 69.2 | 50.0 |
| | State | 32.8 | 26.1 | 27.8 | 27.2 |
| Native Hawaiian or Pacific Islander | District | * | * | * | * |
| | State | 36.1 | 34.4 | 32.2 | 29.6 |
| Other Indigenous Peoples | District | * | * | * | * |
| | State | 48.0 | 23.1 | 30.8 | 27.3 |
| Black or African American | District | 25.6 | 7.1 | 12.5 | 5.6 |
| | State | 31.8 | 25.2 | 27.7 | 27.1 |
| White | District | 67.3 | 60.4 | 57.3 | 52.7 |
| | State | 63.5 | 56.7 | 57.1 | 56.2 |
| Two or More Races | District | 48.5 | 42.5 | 39.5 | 18.9 |
| | State | 52.4 | 46.7 | 47.8 | 48.2 |
| English Learner | District | * | * | * | * |
| | State | 18.6 | 11.3 | 15.1 | 14.8 |
| Special Education | District | 17.4 | 22.2 | 19.5 | 22.4 |
| | State | 28.7 | 24.0 | 24.0 | 24.6 |
| Free/Reduced Priced Meals | District | 39.9 | 29.8 | 28.3 | 27.5 |
| | State | 34.8 | 27.1 | 27.4 | 30.3 |

Note: 1) Beginning in 2018-2019 all race data was recalculated using the eight state race definitions beginning in 2019-2020. Year-to-year comparisons should be made with caution. 2) Due to the pandemic, tests were not administered in 2019-2020 and in 2020-2021 there were historically low testing

participation rates. Year-to-year comparisons should be made with caution. 4) Cells with fewer than 10 students are marked with an asterisk (*) to maintain data privacy.

Appendix C

| Reading Well By Grade 3 Data Submissions By Year - FASTBridge Data |
|---|
| <u>RWBG3 2023</u> |
| <u>RWBG3 2022</u> |
| <u>RWBG3 2021</u> |
| <u>RWBG3 2020</u> |
| <u>RWBG3 2019</u> |
| <u>RWBG3 2018</u> |
| <u>RWBG3 2017</u> |

