

 <b>AUSTIN PUBLIC SCHOOLS</b> <small>INSPIRE • EMPOWER • ACCELERATE</small>	401 Third Avenue NW Austin, MN 55912	<b>MINNESOTA  DISTRICT/SCHOOL  LOCAL LITERACY PLAN</b>	2023-2024
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**I. General Information and Instructions:**

## ISD 0492 Austin Public Schools Local Literacy Plan 2023-2024

### DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION

District Name and Number: Austin, MN #492	Phone: 507-460-1900
Superintendent/Director: Dr. Joey Page	Fax:
Site Address: 401 3 <sup>rd</sup> Avenue NW Austin, MN 55912	Email:
School Name and Number:	Phone:
Principal/Director:	Fax:
Site Address:	Email:

*Local Literacy Team Members*

*Local Literacy Team Roles*

Katie Baskin	Executive Director of Academics and Administrative Services
Corey Haugen	Director of Informational Services
Sheila Berger	K-4 Curriculum and EL Coordinator
Andrea Malo	5-12 Curriculum, Advanced Academics, and Teacher Mentoring Coordinator
Nicole Edwards	Banfield Instructional Coach
Tracy Garry	Neveln Instructional Coach
Christy Halsey	Southgate Instructional Coach
Katie Keller	Sumner Instructional Coach
Steph Fehn	Reading Interventionist
Jes Carlson	Special Education Case Facilitator

## Goals for Reading Proficiency



Austin Public Schools' mission statement *Engage. Empower. Accelerate.*

The district's vision statements for 2023-2024 include:

- *At Austin Public Schools, we are preparing all learners to make a difference in the world.*

Our district core values are:

*Responsible-demonstrates accountability to self and others.*

*Resilient-develops perseverance and self-confidence.*

*Learner-challenges self to think critically.*

*Communicator-listens actively and shares learning and experiences.*

*Contributor-engages as a productive member of the community and global society.*

It is our goal to have all students reading at or above grade level to help ensure school and career success. This goal is aligned with the mission, vision and values of the Austin Public Schools.

Instructional programming that supports all students reading well by third grade includes:


- All day every day kindergarten
- Research-based curriculum and assessments
- Data-based instructional decision making
- Early intervention in reading for students at risk

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- High quality instruction that meets the needs of all students
- Technology integrated into instruction
- Word work curriculum grades 1 through 4
- Young Scholars talent development program in grades kindergarten through grade 4
- Aligned Reading Curriculum Grades Kindergarten through 4

In order to better meet the needs of all APS students, Benchmark Advance reading curriculum is used in grades K-4..

To determine students’ reading proficiency and to identify struggling readers, benchmark screening assessments are given to all students three times yearly. All students in kindergarten through grade 4 are assessed in September, January and May with the Star Reading Assessments. Teachers meet in collaborative data meetings to identify needs, group students and plan for instruction based on students’ assessments. Data drives instruction and intervention supports. Students not at grade level on these benchmark assessments are progress monitored at a minimum every other week. The Supplemental Support Teams review this progress monitoring data to determine when interventions must change.

 <b>AUSTIN PUBLIC SCHOOLS</b> Information Services		<b>District Assessment Program 2023-2024</b>													
	PreK	KG	1	2	3	4	5	6	7	8	9	10	11	12	
Teaching Strategies Gold	● ● ●														
STAR CBM: Letter Sounds		● ●													
STAR CBM: Phoneme Segmentation		● ●	● ●												
STAR CBM: Expressive Nonsense Words			● ● ●	● ●											
STAR CBM: Passage Oral Reading			● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	
STAR Early Literacy <sup>Ⓢ</sup>		● ● ●	● ● ●												
STAR Reading <sup>Ⓢ</sup>			● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	
STAR Math <sup>Ⓢ</sup>			● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	
STAR CBM-P.M. Tools Reading/Mathematics		● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	● ● ●	
CogAT: Cognitive Abilities Test				●		●		●							
ACCESS for EL's <sup>Ⓢ</sup>		■	■	■	■	■	■	■	■	■	■	■	■	■	
MCA & MTAS: <sup>Ⓢ</sup> Reading					★	★	★	★	★	★		★			
MCA & MTAS: <sup>Ⓢ</sup> Mathematics					★	★	★	★	★	★			★		
MCA & MTAS: <sup>Ⓢ</sup> Science							★			★		← ★ →			
NAEP* (National Assessment of Ed Programs)						●				●				●	
ACT <sup>Ⓢ</sup>													●		

★ - Required for federal and state accountability. Developed and administered by the state of MN (includes MCA's and SpEd Assessments).  
 ■ - Required for English Learners for federal Title III accountability. Used as exit criterion for state funding.  
 ● ● ● - Denotes universal test administrations that occur multiple times per year (Fall, Winter, Spring).  
 ● ● ● - Denotes targeted (specific students) test administrations that occur multiple times per year (Fall, Winter, Spring).  
 \* - Not required annually, but through specific selection processes.

v.2023.07.25

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Students are proficient in Oral Reading Fluency according to Star Reading Assessments with the following scores by the end of each school year:

Kindergarten:	Letter Sounds Phoneme Segmentation	42 correct per minute and above 20 correct per minute and above
Grade 1:	CBM Reading	49 words correct per minute and above
Grade 2:	CBM Reading	102 words correct per minute and above
Grade 3:	CBM Reading	118 words correct per minute and above
Grade 4:	CBM Reading	128 words correct per minute and above

***Benchmark goals increase throughout the school year within grades and between grades as shown below***

**Letter Sounds**

Benchmark Category	PRs Associated with Benchmark	Grade K Fall	Grade K Winter	Grade K Spring	Grade 1 Fall
At/Above Benchmark	40 and above	16 and above	30 and above	42 and above	47 and above
On Watch	20 to 39	6 to 15	19 to 29	31 to 41	39 to 46
Intervention	1 to 19	0 to 5	0 to 18	0 to 30	0 to 38

**Phoneme Segmentation**

Benchmark Category	PRs Associated with Benchmark	Grade K			Grade 1		
		Fall	Winter	Spring	Fall	Winter	Spring
At/Above Benchmark	40 and Above	8 and above	15 and above	20 and above	20 and above	22 and above	24 and above
On Watch	20 to 39	1 to 7	9 to 14	14 to 19	16 to 19	18 to 21	20 to 23
Intervention	1 to 19	0	0 to 8	0 to 13	0 to 15	0 to 17	0 to 19

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
### Passage Oral Reading

Benchmark Category and PRs in Category	Grade 1			Grade 2			Grade 3		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
At/Above Benchmark: 40 and above	23 and above	35 and above	49 and above	81 and above	91 and above	102 and above	106 and above	112 and above	118 and above
On Watch: 20 to 39	14 to 22	21 to 34	35 to 48	54 to 80	65 to 90	76 to 101	80 to 105	88 to 111	94 to 117
Intervention: 1 to 19	0 to 13	0 to 20	0 to 34	0 to 53	0 to 64	0 to 75	0 to 79	0 to 87	0 to 93





Benchmark Category and PRs in Category	Grade 4			Grade 5			Grade 6		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
At/Above Benchmark: 40 and above	98 and above	117 and above	128 and above	117 and above	130 and above	141 and above	134 and above	147 and above	158 and above
On Watch: 20 to 39	76 to 97	93 to 116	102 to 127	89 to 116	103 to 129	113 to 140	114 to 133	125 to 146	131 to 157
Intervention: 1 to 19	0 to 75	0 to 92	0 to 101	0 to 88	0 to 102	0 to 112	0 to 113	0 to 124	0 to 130

### STAR CAT Assessment Fall 2022 Benchmarks Gr. 01 - 04





**Grade 01 STAR Early Literacy**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 751 SS	At/Above 40 PR
 On Watch	Below 751 SS	At/Below 39 PR
 Intervention	Below 729 SS	At/Below 24 PR
 Urgent Intervention	Below 691 SS	At/Below 9 PR





**Grade 01 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 784 SS	At/Above 58 PR
 On Watch	Below 784 SS	At/Below 57 PR
 Intervention	Below 755 SS	At/Below 39 PR
 Urgent Intervention	Below 713 SS	At/Below 14 PR





**Grade 02 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 872 SS	At/Above 42 PR
 On Watch	Below 872 SS	At/Below 41 PR
 Intervention	Below 834 SS	At/Below 24 PR
 Urgent Intervention	Below 807 SS	At/Below 14 PR





**Grade 02 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 873 SS	At/Above 58 PR
 On Watch	Below 873 SS	At/Below 57 PR
 Intervention	Below 851 SS	At/Below 39 PR
 Urgent Intervention	Below 809 SS	At/Below 14 PR





**Grade 03 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 943 SS	At/Above 42 PR
 On Watch	Below 943 SS	At/Below 41 PR
 Intervention	Below 908 SS	At/Below 24 PR
 Urgent Intervention	Below 883 SS	At/Below 14 PR





**Grade 03 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 927 SS	At/Above 58 PR
 On Watch	Below 927 SS	At/Below 57 PR
 Intervention	Below 905 SS	At/Below 39 PR
 Urgent Intervention	Below 863 SS	At/Below 14 PR

**Grade 04 STAR Reading**





	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 987 SS	At/Above 42 PR
 On Watch	Below 987 SS	At/Below 41 PR
 Intervention	Below 954 SS	At/Below 24 PR
 Urgent Intervention	Below 930 SS	At/Below 14 PR

**Grade 04 STAR Mathematics**





	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 982 SS	At/Above 58 PR
 On Watch	Below 982 SS	At/Below 57 PR
 Intervention	Below 956 SS	At/Below 39 PR
 Urgent Intervention	Below 912 SS	At/Below 14 PR

### STAR CAT Assessment Winter 2022-2023 Benchmarks Gr. 01 - 04





**Grade 01 STAR Early Literacy**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 780 SS	At/Above 40 PR
 On Watch	Below 780 SS	At/Below 39 PR
 Intervention	Below 755 SS	At/Below 24 PR
 Urgent Intervention	Below 717 SS	At/Below 9 PR





**Grade 01 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 810 SS	At/Above 58 PR
 On Watch	Below 810 SS	At/Below 57 PR
 Intervention	Below 782 SS	At/Below 39 PR
 Urgent Intervention	Below 739 SS	At/Below 14 PR





**Grade 02 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 891 SS	At/Above 42 PR
 On Watch	Below 891 SS	At/Below 41 PR
 Intervention	Below 854 SS	At/Below 24 PR
 Urgent Intervention	Below 828 SS	At/Below 14 PR





**Grade 02 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 892 SS	At/Above 58 PR
 On Watch	Below 892 SS	At/Below 57 PR
 Intervention	Below 870 SS	At/Below 39 PR
 Urgent Intervention	Below 829 SS	At/Below 14 PR





**Grade 03 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 953 SS	At/Above 42 PR
 On Watch	Below 953 SS	At/Below 41 PR
 Intervention	Below 921 SS	At/Below 24 PR
 Urgent Intervention	Below 896 SS	At/Below 14 PR





**Grade 03 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 947 SS	At/Above 58 PR
 On Watch	Below 947 SS	At/Below 57 PR
 Intervention	Below 924 SS	At/Below 39 PR
 Urgent Intervention	Below 880 SS	At/Below 14 PR

**Grade 04 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 995 SS	At/Above 42 PR
 On Watch	Below 995 SS	At/Below 41 PR
 Intervention	Below 963 SS	At/Below 24 PR
 Urgent Intervention	Below 939 SS	At/Below 14 PR

**Grade 04 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 995 SS	At/Above 58 PR
 On Watch	Below 995 SS	At/Below 57 PR
 Intervention	Below 970 SS	At/Below 39 PR
 Urgent Intervention	Below 925 SS	At/Below 14 PR







### STAR CAT Assessment Spring 2022-2023 Benchmarks Gr. 01 - 04





**Grade 01 STAR Early Literacy**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 827 SS	At/Above 40 PR
 On Watch	Below 827 SS	At/Below 39 PR
 Intervention	Below 799 SS	At/Below 24 PR
 Urgent Intervention	Below 757 SS	At/Below 9 PR





**Grade 01 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 854 SS	At/Above 58 PR
 On Watch	Below 854 SS	At/Below 57 PR
 Intervention	Below 828 SS	At/Below 39 PR
 Urgent Intervention	Below 785 SS	At/Below 14 PR



**Grade 02 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 922 SS	At/Above 42 PR
 On Watch	Below 922 SS	At/Below 41 PR
 Intervention	Below 888 SS	At/Below 24 PR
 Urgent Intervention	Below 864 SS	At/Below 14 PR





**Grade 02 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 924 SS	At/Above 58 PR
 On Watch	Below 924 SS	At/Below 57 PR
 Intervention	Below 900 SS	At/Below 39 PR
 Urgent Intervention	Below 863 SS	At/Below 14 PR




**Grade 03 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 973 SS	At/Above 42 PR
 On Watch	Below 973 SS	At/Below 41 PR
 Intervention	Below 943 SS	At/Below 24 PR
 Urgent Intervention	Below 919 SS	At/Below 14 PR





**Grade 03 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 979 SS	At/Above 58 PR
 On Watch	Below 979 SS	At/Below 57 PR
 Intervention	Below 956 SS	At/Below 39 PR
 Urgent Intervention	Below 912 SS	At/Below 14 PR

**Grade 04 STAR Reading**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 1009 SS	At/Above 42 PR
 On Watch	Below 1009 SS	At/Below 41 PR
 Intervention	Below 977 SS	At/Below 24 PR
 Urgent Intervention	Below 954 SS	At/Below 14 PR

**Grade 04 STAR Mathematics**

	Scaled Score	Percentile Rank
 At/Above Benchmark	At/Above 1019 SS	At/Above 58 PR
 On Watch	Below 1019 SS	At/Below 57 PR
 Intervention	Below 994 SS	At/Below 39 PR
 Urgent Intervention	Below 947 SS	At/Below 14 PR



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***Current data trends determine instructional goals***

Current data trends indicate that in reading, performance across grade levels has been stagnant over time, causing more students to drop below the state average in performance. There is not a single grade level or strand identified as most problematic. APS is a growing district, with the growth in student population most evident in non-white and free/reduced lunch populations. As these populations have increased, the APS percentage proficient has dropped. This is also reflected in the discrepancy between the performance of white students and their non-white peers. In general, white students are performing better on reading assessments than non-white students, implicating an achievement gap in this area. It is our goal to increase reading proficiency for all students while also decreasing the achievement gap.

### Assessment Process

Reading assessment is an ongoing process which includes screening, progress monitoring and diagnostic assessments.

District wide benchmark screening assessments are given three times yearly. All students in kindergarten through grade 4 are assessed in September, January and May using Star Reading Assessments.

Based on student data, more diagnostic assessment is sometimes necessary. Some students whose assessment data shows them to be at-risk for reading difficulty are assessed individually with the PRESS Inventory, or STAR Assessment to determine appropriate intervention placement and instruction.

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, need a change in intervention, or be making expected growth with it. Teachers use this data alongside classroom measures to support changes to services.

### Parent Involvement

Reading progress is communicated to parents in a variety of ways. Benchmark assessment and progress monitoring data is shared at parent teacher conferences held twice a year. Reading progress on classroom tasks and assessment is also noted on the Parent Portal online data communication tool. Special education annual meetings address student progress toward reading goals.

Parent involvement is a key component in learning to read. At the five elementary sites parent and community involvement might include:

- Parent and community involvement on the District World’s Best Workforce Committee
- Parent and community volunteers as readers and tutors

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- Parents’ commitment to support students’ home reading logs
- Summer reading incentives
- Family participation in free book opportunities
- Family reading nights

Parent meetings held across the district emphasize the importance of reading to children to support school success and provide information about the reading curriculum and are facilitated in multiple languages using our Success Coaches as liaisons between families and school.

In addition, Austin Public Schools continues to collaborate between kindergarten and preschool and day care providers in the Austin area.

The district will continue to develop ways to improve communication with parents and opportunities for parent and community involvement.

## Early Intervention

Early intervention involves three levels of reading instruction support for students depending on individual needs.

### *Primary level of support*

The core reading program in grades K-4 is *Benchmark Advance*. This structured language arts program is standards aligned and reflects the latest research into the science of reading. *Benchmark Advance* provides phonics instruction and word study, supports vocabulary development, and targets skills for accessing complex text using text evidence, and building knowledge equitably within and across grade levels. The curriculum guides teachers and students in building knowledge across disciplines while promoting literacy skills through engaging in the study of history, science, and great works of literature. Within the 120 min daily reading block for K-4 students, all students receive an interactive read aloud lesson, multiple mini lessons in metacognition, comprehension, vocabulary, shared reading and phonics, small group or independent reading and conferring time with teachers and peers and writing and language mini-lessons with guided practice. The texts used to engage each learner are authentic, multicultural texts that allow students to explore new perspectives with a social-emotional foundation.

### *Secondary level of support*

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Students reading below grade level according to assessment data and not making sufficient progress toward grade level reading goals receive more support. This support can be provided by the classroom teacher, intervention specialist or EL teacher. This instruction takes place most often in the classroom during the reading block, but sometimes occurs in a resource room. The district has several research-based intervention programs which address identified needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Kindergarten Intervention Menu:

	Tier I	Tier II	Tier III
<b>Phonemic Awareness</b>	Heggerty K Phonemic Awareness	UFLI ERI	Heggerty ERI
<b>Phonics</b>	Benchmark Advance Phonics Interventions PALS	UFLI ERI	ERI
<b>Comprehension</b>	Benchmark Advance w/ Thinking Maps	ERI	ERI
<b>Fluency</b>	PALS	UFLI ERI	ERI
<b>Vocabulary</b>	Read Aloud Anthology	ERI	ERI

Grades 1-4 Reading Intervention Menu:

	Tier I	Tier II	Tier III
<b>Phonemic Awareness</b>	Kilpatrick Walpole & McKenna Press*	Benchmark Phonics UFLI Grades 1-2 Press Grade 1-4	UFLI, SIPPS Sonday System (LPL, I, and II) Pathways to Reading: Grades 1 & 2
<b>Phonics</b>	Walpole & McKenna Press*	Benchmark Phonics UFLI Grades 1-2 Press Grade 1-4	UFLI, SIPPS Sonday System (LPL, I, and II) Pathways to Reading: Grades 1 & 2
<b>Comprehension</b>	LLI Books w/ Thinking Maps Press*	Benchmark Phonics Press Grade 1-4	UFLI, SIPPS Sonday System (LPL, I, and II) Pathways to Reading: Grades 1 & 2
<b>Fluency</b>	Press*	Benchmark Phonics UFLI Grades 1-2 Press Grade 1-4	UFLI, SIPPS Sonday System (LPL, I, and II) Pathways to Reading: Grades 1 & 2
<b>Vocabulary</b>	LLI Books w/ Thinking Maps Press*	Benchmark Phonics Press Grade 1-4	UFLI, SIPPS Sonday System (LPL, I, and II) Pathways to Reading: Grades 1 & 2

\* Classwide or students not receiving Tier 2 intervention from Reading Interventionist

*Tertiary level of support*

Students significantly below grade level on benchmark, progress monitoring and diagnostic assessments receive the most intensive support in reading. In addition to the core reading program, a systematic, scientifically research-based reading intervention is used for instruction. Intervention instruction may take place in the classroom or in the resource room during a time other than the reading block.

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Parents are informed about student progress in interventions through conferences with the classroom teachers and support staff.

## Professional Development

The focus of professional development for elementary staff is linked to improving student achievement. Data shows the need to improve student literacy and that culturally responsive teaching with high expectations for all is necessary to close the achievement gap between learners. To improve instruction in these targeted areas, teachers and specialists collaborate across grades, subjects, disciplines, buildings, and district to promote development of competent use of literacy practices and instructional strategies for all students. Teachers will also focus on those strategies that are effective for the students most in need of additional support.

To provide our teaching staff with the most current research on reading instruction, we have invested in a group of teachers completing LETRS training. We also have identified a Literacy Cohort, which has received training in LETRS, the Science of Reading, and curriculum/intervention review. We have developed a Literacy Newsletter that our Literacy Lead sends out to the buildings each week. During the summer of 2023, our PK-12 principals have been trained in the Read Act and the Science of Reading. We are developing checklists for what effective reading/phonics lessons should include, for principals to use during their building walk-throughs.

Starting in 2023-2024, our instructional coaches will be using a coaching cycle to guide classroom teachers in their instructional strategies.

Job embedded professional development is designed to support high quality instruction necessary for meeting high achievement goals. This includes an instructional coach in each elementary building and PLC (professional learning community) and grade level collaboration meetings

To increase student success in literacy, instructional coaches will work with grade level teams and individual teachers at each elementary site to improve the quality of reading instruction. For the coaches’ and teachers’ work to be most effective, time for teacher collaboration must be increased and planned for regularly.

Thoughtful planning, assessment and data analysis, focused instruction and professional development will give all Austin Public Schools students the opportunity to become a grade-level reader. Parent and community involvement is vital in helping to reach this goal.

**“So, it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky.”- William James**

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Appendix A: Scoring Rubrics  
A Rubric for District/School Local Literacy Plans

The essential requirements in the school or district local literacy plans have been incorporated.	
<i>Completed</i>	<i>Not Completed</i>
<p>General and contact information is included.</p> <p>An overview of the local literacy plan is provided.</p> <p>Element 1: How you will ensure reading proficiency for all students is included.</p> <p>Element 2: The process to assess students' level of reading proficiency is included.</p> <p>Element 3: How you will notify and involve parents is included.</p> <p>Element 4: How and when you will intervene with students who are not reading at, or above grade level is included.</p> <p>Element 5: How you will identify and meet staff development needs is included.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> General information is incorrect or incomplete.</li> <li><input type="checkbox"/> Overview of the local literacy plan is incomplete.</li> <li><input type="checkbox"/> Element 1 is not provided or is incomplete.</li> <li><input type="checkbox"/> Element 2 is not provided or is incomplete.</li> <li><input type="checkbox"/> Element 3 is not provided or is incomplete.</li> <li><input type="checkbox"/> Element 4 is not provided or is incomplete.</li> <li><input type="checkbox"/> Element 5 is not provided or is incomplete.</li> </ul>

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A Rubric for District/School Local Literacy Plans  
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. How you will ensure reading proficiency for all students by the end of Grade 3.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Actions, including school-wide policies and practices, are evident to ensure reading proficiency.	<input type="checkbox"/> Actions are evident to ensure reading proficiency.	<input type="checkbox"/> Actions, including policies and practices, are not evident to ensure reading proficiency.

A Rubric for District/School Local Literacy Plans  
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

2. The process to assess students' level of reading proficiency.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> A process to assess students' level of reading proficiency is identified and plans for implementation and evaluation are evident	<input type="checkbox"/> A process to assess students' level of reading proficiency is identified.	<input type="checkbox"/> A process to assess students' level of reading proficiency is not identified.

A Rubric for District/School Local Literacy Plans  
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. How you will notify and involve parents.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy.  <input type="checkbox"/> Strategies have specific activities and timelines are provided for each strategy.  <input type="checkbox"/> Sources of scientifically-based research are identified.	<input type="checkbox"/> Strategies are identified for how you will notify and involve parents.  <input type="checkbox"/> Strategies are aligned for students who are not reading at or above grade level.  <input type="checkbox"/> Sources of scientifically-based research are identified.	<input type="checkbox"/> Strategies for how you will notify and involve parents are not identified.  <input type="checkbox"/> Strategies are not aligned for students who are not reading at or above grade level.  <input type="checkbox"/> Sources of research are not identified

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A Rubric for District/School Local Literacy Plans  
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

4. How and when you will intervene with students who are not reading at or above grade level.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy.  <input type="checkbox"/> Strategies are aligned and specific activities and timelines are provided for each strategy.  <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to student achievement.	<input type="checkbox"/> Strategies are identified for how you will intervene with students who are not reading at or above grade level.  <input type="checkbox"/> Sources of scientifically-based research are identified.	<input type="checkbox"/> Strategies are not identified.  <input type="checkbox"/> Sources of research are not identified.

A Rubric for District/School Local Literacy Plans  
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

5. How you will identify and meet staff development needs.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> All teachers participate in high quality professional development linked directly to student achievement.  <input type="checkbox"/> High quality professional development targets the needs of instructional staff to address district/school areas of improvement.  <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner  <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice	<input type="checkbox"/> Teachers participate in high quality professional development linked directly to student achievement.  <input type="checkbox"/> Funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff	<input type="checkbox"/> How you will identify staff development needs is incomplete.  <input type="checkbox"/> Little or no evidence of staff development is provided.