

STAPLES-MOTLEY ISD 2170 LOCAL LITERACY PLAN 2024-25

I. INTRODUCTION

Staples-Motley ISD 2170 has developed the Local Literacy Plan to ensure that district students will be reading well by the end of third grade.

II. This plan is to be reviewed by the Staples-Motley ISD 2170 School Board on June 24, 2024.

Staples-Motley School District # 2170 is a Pre-K-12 district that is located in the Mid-Western part of Minnesota and serves four counties. It is a mainly rural district that serves over 400 square miles of students and families. Of the almost 1000 students that attend Staples Motley approximately 53% qualify for free and reduced price meals.

District Student Achievement Goals:

All students will be proficient or demonstrate high growth on district and/or state assessments in reading and mathematics.

District staff development goals:

- Continue to develop and support high functioning teams.
- 100% of PLCs are implementing the Continuous Improvement process to improve student achievement.
- Support individual sites to assist them in meeting their student achievement goals.
- Staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.
- Staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.
- Provide social and emotional support through a Student Success Interventionist in the K-4 elementary and the REACH program at the 5-12 Middle/High School.

Aligned Curriculum, Instruction and Assessment

The following chart outlines district curriculum, instruction, and assessment information including interventions and supports in the area of literacy for students in grades Kindergarten through Third Grade.

Core Instruction	K-5 teachers use a comprehensive literacy program, Wonders 2023, that was adopted September 2022, which includes, phonics, comprehension, writing, vocabulary, phonemic awareness and fluency for core instruction in order to meet Minnesota standards in English Language Arts. We have a leveled library (Fountas and Pinnell) which houses many titles with multiple copies and levels A-Z.
Time Spent	Staples-Motley Elementary school (K-4) uses a block time of a minimum of 90 minutes for literacy instruction.
Intervention/ Supplemental Instruction (Tier II and III)	<ul style="list-style-type: none"> ● PRESS strategies are used for select students based on needs (K-3). ● Minnesota Reading Corps (K-3) ● Targeted Services, Learning Boosters (K-8) ● Summer School (K-8) ● Title I Services (K-6) ● Leveled libraries for guided reading available to match student reading levels (K-6) ● Words Their Way (K-5) ● Fluency through technology (K-5)
Flexible Group Instruction	<ul style="list-style-type: none"> ● Intervention groups are flexible based on student need and progress monitoring. ● Students are placed into intervention and/or learning groups according to data from unit assessments, reading fluency benchmarking, progress monitoring, and daily work which shows student needs. ● Differentiated Instruction within classrooms provide for flexible grouping and instruction ● Teachers assess student reading levels and match text and reading materials to each student's guided reading level.
Assessment	<ul style="list-style-type: none"> ● Unit Assessments provided by Wonders reading resources to assess reading and phonics skills, tests are given every 5 to 6 weeks (K-3). ● FastBridge will be used to screen fluency. Students are screened in fall, winter and spring in order to set benchmark goals (K-4). ● MN Reading Corps instructors' progress monitor the students below benchmark (K-3). ● Teachers' progress monitor all students below benchmark. Interventions are changed as needed. ● Fountas & Pinnell Text Leveling Kit is used to determine specific reading levels (K-4). <ul style="list-style-type: none"> ● Students above third grade not at grade level will continue to be monitored by core teachers using classroom assessments and FastBridge Growth in Reading data.

Intervention	Interventions listed above are used for students who are not currently meeting benchmark goals in the main reading areas, and to support students who are likely to have dyslexia.
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Link to Common Core Standards:

http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary

Data Driven Decision Making

FastBridge and Wonders assessments are given a minimum of three times over the school year (fall, winter and spring in 1st-8th grades). Teachers have access to tools that can determine student needs in all areas of literacy, to better make decisions and individualize instruction for all students. Specifically students who score less than the 40-45th percentile are targeted for literacy interventions.

Teachers use FastBridge to screen all students and progress monitor on letter naming fluency, letter sound fluency, and oral reading fluency. Students scoring below benchmark on screenings have their progress monitored on a regular basis, every 1-3 weeks. The tables below list the specific assessments and benchmarks for each grade level.

FastBridge Assessment Tools and Schedule

Grade	Fall (September)	Winter (January)	Spring (May)
K	* Letter Naming Fluency * Letter Sound Fluency	* Letter Naming Fluency * Letter Sound Fluency * Nonsense Word Fluency	* Letter Naming Fluency * Letter Sound Fluency * Nonsense Word Fluency
1	* Letter Naming Fluency * Letter Sound Fluency * Nonsense Word Fluency *aReading	* Nonsense Word Fluency * RCBM Reading Fluency *aReading	* RCBM Reading Fluency *aReading
2	RCBM Reading Fluency *aReading	RCBM Reading Fluency *aReading	RCBM Reading Fluency *aReading
3	RCBM Reading Fluency *aReading	RCBM Reading Fluency *aReading	RCBM Reading Fluency *aReading
4	*aReading AUTO Reading	*aReading AUTO Reading	*aReading AUTO Reading

FastBridge Assessment Probes and Benchmarks per grade level

Grade	Measure	Fall Target	Winter Target	1st Grade Fall Target	Spring Target
K	Letter name fluency	9	27	37	40
K	Letter sounds	8	27	29	48
1	Nonsense Word Fluency (NWF)	36	63 Continue NWF		Don't do NWF
1	RCBM Reading Fluency	14	52		82
2	RCBM Reading Fluency	63	97	NA	116
3	RCBM Reading Fluency	100	122	NA	135
4	RCBM Reading Fluency	123	130		150

Data is initially reviewed after each screening period, and revisited after progress monitoring if there is evidence that students are not progressing. This data review is done by classroom teachers, administrators, and resource teachers. Students not meeting benchmark expectations are placed in flexible intervention groups where they would fall in multi-tiered levels of support. Interventions are continually adjusted if students are not meeting a goal over six weeks of intervention. Students are exited out of interventions upon meeting grade level goals.

Students in Grades 5-8 in the Middle and High School are assessed using Fastbridge Assessments in the Fall and Spring, and Winter as appropriate. This data is used to determine grade level performance and provide interventions as needed.

Multi-Tiered Levels of Support

The Staples Motley School District has developed Essential Learning Outcomes (ELO's). Each grade level developed ELO's by identifying the key elements needed for students. This was done by staff reviewing the MCA test specifications and the 2010 State Standards and Benchmarks. The staff is currently developing common formative assessment to determine if students are achieving at the identified outcomes.

The Staples Motley Curriculum Council oversees the interactions of our Subject Area Curriculum Committees, Every Child Succeeds Act (ESSA), Technology, and Staff Development Committees to align curriculum, instruction, and assessment.

- The Wonders Reading Series was adopted and implemented in Kindergarten through Grade 6 in 2022-23. The series has built-in intervention that includes leveled instruction to meet individual student needs.
- June 4-7, 2021, All PreK-12 grade Teachers participated in reviewing and prioritizing and aligning standards in the core content areas, as part of our continuous improvement plan. This continues throughout the school year during PLC time with grade band teams and departments.
- All K-6 ELA teachers and Special Education teachers will participate in READ Act training beginning in 2024-25 using OL&LA.

We are improving our district's system to collect, maintain, and analyze data in an accurate and efficient manner over time. Staff is currently working with data from the Minnesota Comprehensive Assessments, Fastbridge, Fountas and Pinnell leveling kit, sight word knowledge, and WTW spelling inventory. Staff is also maintaining assessment data on Title I students via a local database and Viewpoint. Local assessments including Fastbridge are done at the elementary grade levels (K-4).

Staff in our district analyze student benchmark tests, progress monitoring, observations and student work samples at least monthly to review student progress and discuss instructional strategies to meet student deficiencies and needs. The below listed interventions happen outside of core instruction (provided by classroom teachers) and are provided to students needing additional time and support. During this time students receive a small group or 1 on 1 instruction provided by Title I, classroom teachers, MN Reading Corps, and special education staff and paraprofessionals.

The following RtI guide helps explain the process that teachers use to determine areas of intervention for students. Students are assessed to determine academic levels, then placed into the proper intervention. Once placed, students are continually assessed to determine if the intervention is successful or if continued support is needed and/or changed.

5-10% Individual Interventions

10-15% Small Group Interventions

80 % Core Instruction: Adjust grade level instruction as needed

Staff will communicate student learning progress and growth goals along with instructional programming at least three times a year. Students with more frequent programming changes will be updated by classroom teachers as needed.

Emergent Reading Skills

Interventions used to master the following strategies/skills: letter naming, tracking print, concept of letter/word/sentence/paragraph, writing names and letters

- Sound boxes
- Interactive writing
- Reading text
- Making words
- Word/Picture sorts
- Letter sorts
- Guided Reading and Writing

Phonemic Awareness Interventions

Interventions used to master the following strategies/skills: initial and final sounds of spoken words, rhyming words, segmenting and blending, syllables, letter-sound correspondence

- PRESS (Path to Reading Excellence in School Sites)
- Blending and segmenting words
- Picture sorts
- Rhyming sorts

Phonics/Decoding

Interventions used to master the following strategies/skills: vowel and consonant sounds, consonant blends, consonant digraphs, common word patterns

- Interactive writing
- Making words
- Sound boxes
- Words Their Way

Vocabulary

Interventions used to master the following strategies/skills: using context and picture clues, synonym, antonyms, homonyms, multiple meaning word, prefixes and suffixes

- Explicit Instruction
- Text talk

Fluency

- Word Recognition - Matching text to student reading level, explicit strategy instruction
- Partner Reading
- Repeated Reading
- Choral Reading
- Echo Reading
- Newscaster Reading
- Reader's Theater

Comprehension

Interventions used to master the following strategies/skills: cause and effect, summarizing, main idea/supporting details, compare and contrast, classifying/categorizing, asking and generating higher level questions, fact and opinion, knowledge of text structure, visualizing, story elements (character, plot, setting, theme), sequencing, steps in a process, author's purpose, making judgments, predicting, clarifying, inferring.

- Reciprocal Teaching - coaching for comprehension
- Explicit Strategy Instruction - explaining reading
- Higher level questioning
- Use "fix it" strategies

Teachers use Wonders unit tests, common formative assessments, and Fastbridge information to match student needs to instruction. This includes enrichment for students who are performing above benchmark expectations.

Supporting the needs of English Language Learners

Staples-Motley ISD 2170 does not have a licensed EL Specialist to provide services and support for students with ELL needs, but we utilize staff who have been trained in ELD services and best practices.. Currently we have two EL students across the district who will qualify for services. We have a licensed teacher who has been through EL professional development to currently provide supports for these students. The specialist would be made aware of needs at the time of enrollment if families demonstrate this need, or students are referred by classroom teachers to be assessed to determine needs for support. The specialist would work with the classroom teachers to provide support according to assessment results to give students the support needed. This support may occur within the classroom or one-on-one with the ELL specialist depending on student needs.

Identifying students with indicators for Dyslexia

Staples-Motley will use evidence-based indicators for Dyslexia to identify students for intervention. Those students with poor phonemic awareness, poor decoding and poor spelling (encoding), poor orthographic memory and recall, and a family history will be addressed through our current assistance team.

Students above 3rd grade that are not reading at Grade Level

Students who are not reading at grade level when they leave 3rd grade are monitored by core teaching staff and Title staff and provided interventions to support their learning. These interventions include WIN Time for students needing more support in reading and a Success hour for supporting learning styles and added intervention to raise achievement.

Job-Embedded Professional Development

Teachers and administrators participate in monthly Professional Learning Communities (PLC). “A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they work with. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.” –DuFour, DuFour, Eaker, & Many (2010)

PLCs meet during monthly early dismissal dates, in-service days, and during team meeting times throughout the month. Meetings may last from one hour up to three hours and are the opportunity for teachers to look at student data and work samples to inform instruction to best meet student needs.

All teachers within the Staples-Motley School District meet the qualifications for Highly Qualified. It is a requirement of the State of Minnesota through Title I that all teachers meet the requirements put forth by the state.

District-wide curriculum committees are formed with representatives from each grade level and specialists to align curriculum to Common Core English Language Arts standards. This committee also has the task of finding the best scientifically-based resources to be used to deliver these standards in the classroom. The district-wide staff development committee also works to provide training and professional development to teachers in the areas of Language Arts and technology. The committee will periodically perform a needs assessment to determine staff development needs related to literacy and student achievement. These decisions are also made with current student data and needs in mind.

Professional development is provided to teachers through regional service cooperatives such as Sourcewell. Representatives from curriculum resource publishers are available to train teachers in how to best use the resources provided. Training is also available from FastBridge (assessment tools in use) to assist teachers in best utilizing the data from these tools once assessments are completed. Teachers are also always encouraged to attend conferences and workshops related to literacy that are available outside of the district.

The Staples-Motley School District has put in place a school wide evaluation plan. The evaluation plan focuses on the Standards of Effective Practice developed by the State of Minnesota.

<https://www.revisor.mn.gov/rules/?id=8710.2000>

The district will evaluate the evaluation plan to determine effectiveness and develop professional development needs. The evaluation plan is focused on professional development and teacher growth in the areas of standards of effective practice.

Serving diverse needs

All staff in our elementary site have been trained in “Responsive Classroom” practices, which is a program meant to address social skills and community building. These practices allow students to build a sense of belonging in the classroom which helps them be ready to learn. We are currently training teachers as our staff development funds provide to participate in Catalyst training for simple K-12 non verbal classroom management strategies.

Family and Community Partnership

In accordance with the ESSA (Every Child Succeeds Act), the Staples Motley District has developed the following Parent Involvement/Engagement Policy and Procedures. This policy was developed with input from parents, teachers, and administrators and will be distributed annually to parents of children who participate in Title I programs. It will be reviewed annually and updated as needed to meet the changing needs of parents and/or the district.

Statement of Purpose

The Staples-Motley District is committed to the goal of providing quality education for every child in the district. For this reason, we want to establish partnerships with parents and the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as a child's first teacher. Their support for their children and for the school is critical for their child's success at every step along the way.

Grade level goals for the K-5 students of Staples Motley schools will be distributed to parents at the Fall Parent Teacher Conference in October with the expectation that all students will work toward these goals. We recognize that some students may need extra assistance available through the Title I schoolwide program to reach those goals. The Staples Motley District will include parents in planning and reviewing the district's Title I program. Our goal is school home partnerships that will help all students succeed.

Parenting

1. The Staples-Motley District will provide technical assistance and support to its Title I schools - Staples-Motley Elementary School - in planning and implementing effective parent involvement activities by:
 - Providing leadership for these activities from the building principals and Title I staff
 - Providing funding for activities with Title I dollars
 - Providing secretarial time from the building offices for communication needs
 - Exploring possibilities for a parent volunteer coordinator at each site

2. The Staples-Motley district will coordinate Title I parent involvement and engagement activities with other agency's parental involvement activities that encourage and support parents in more fully participating in the education of their children by:
 - Communicating and working with the HeadStart, ECFE, School Readiness, and WIC programs already housed in our buildings.
 - Coordinating with School Readiness – 40 hours of parent involvement a year expected
 - Hosting Kindergarten Round-Up in March
 - Kindergarten assessment and conference with parents and students on Day 1 & 2 of each school year.

3. The Staples-Motley District will build the Title I schools' and parents' capacity for parent involvement as described in the Every Student Succeeds Act (ESSA) by:
 - Supporting the parent involvement activities of the early childhood programs with space and personnel.
 - Planning and hosting specific parent events during the school year.
 - Using the Title I Compact and sharing it with parents yearly.
 - Providing numerous opportunities for parents to volunteer in our schools and classrooms.
 - Providing weekly and monthly classroom communications to parents.
 - Providing classroom/homework information and other supportive educational links on our district website.

4. The Staples-Motley District will assist parents of the children being served in Title I programs in understanding the MN State Standards, assessment, and how to monitor a child's progress by:
 - Providing grade level goals and expectations to parents at Fall Conferences.
 - Providing a copy and explanation of the student's MN Comprehensive Assessments (MCA-III) results for parents.
 - Providing a copy and explanation of the student's FastBridge results for parents.
 - Setting aside time to go over these results at the Fall Conference and sharing progress during the Winter Conferences.

Communication

5. The Staples-Motley District will educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent volunteer programs, and build ties between parents and the school by:

- Discussing parent volunteer programming possibilities and getting parent input at the annual Title I Parent Advisory Committee meeting.
- Addressing this need and brainstorming ideas at a staff meeting.
- Using results and information from the Parent Survey completed in April.
- Using ideas and information from our District External Communications Committee.
- Exploring the possibility of time for a parent volunteer coordinator at each site.

Decision Making

6. Getting input from parents if barriers to involvement exists related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practical in a language that parents can understand by:

- Using our ELL instructor and/or other personnel to provide the communications in the parents' home language as needed.

7. The Staples-Motley District will provide reasonable support for parental involvement activities by:

- Using Title I funds to support these activities and events
- Providing staff for child care
- Holding meetings and other events at times that are convenient to parents
- Providing secretarial and custodial support through the school sites

Learning at Home

8. The Staples-Motley District will provide materials and training to help parents work with their children by:

- Providing communication from each grade level regarding homework expectations with classroom newsletters, student planners, and Parent WebAccess
- Informational session for parents on math resources – ***EveryDay Math***
- Provide information for parents regarding state standards and assessment expectations.
- Providing training and information for parents about our intervention program (PRESS), MN Reading Corps, classroom bookbags, and technology such as: Mobymax, Sumdog, EPIC, Wonders parent materials and other capacity building activities
- Using classroom newsletters
- Providing appropriate links on the district's website

9. The Staples Motley District will involve parents in the joint development of the Title I Plan (ESSA Application) by:

- Seeking parent ideas and input at each school site
- Using data, ideas, and information from parent surveys
- Reviewing the Title I plan annually with parents at the Parent Advisory Committee meeting

10. The Staples-Motley district will conduct an annual evaluation of the content and effectiveness of the parent involvement policy and assess how much parent involvement has increased and what the barriers are to parental participation that need to be addressed by:

- Evaluating our school-wide programs annually with a committee made up of staff, parents, and administration at the annual Title I Parent Advisory Committee (PAC) meeting
- Keeping data on participation in parent involvement opportunities at all school sites

11. The Staples-Motley District will use the findings of the evaluation to design strategies for school improvement and to revise parent involvement policy/procedures by:

- Using the annual Title I Parent Advisory Committee meeting to evaluate the program using appropriate student and program assessment data
- Involving parents in reviewing this policy annually
- Inviting parents to serve on the district's System Accountability Committee

12. The Staples-Motley District will involve parents in the process of school review and improvement under ESSA (if applicable) by:

- Communicate District AYP Improvement Plan to parents
- Involve representative parents on AYP Planning Committee