JORDAN PUBLIC SCHOOLS

Mission, Vision, and Values

The mission of the Jordan Public Schools is to *INSPIRE A CARING COMMUNITY TO IGNITE LEARNING, INNOVATION, AND SUCCESS FOR ALL.*

The vision of the Jordan Public Schools will:

- Help students attain high academic achievement
- Provide a safe, collaborative and innovative culture and environment in which to learn and work
- Provide opportunities and support to students to maximize potential
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner

The core values of the Jordan Public Schools are:

- Excellence: Setting a high bar for learning, behavior, commitment and service
- Integrity: Doing the right things at all times with honesty, trust and respect
- Innovation: Finding courageous ways to excel through research and action
- Collaboration: Working in partnership for shared goals
- Respect: Showing pride in who we are and celebrating our differences

ISD #717 Jordan Schools
Local Literacy Plan
Board Approved on TBD

Belief Statement from Minnesota Department of Education

Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum, instruction, and assessments is the foundation for developing comprehensive systems of support for all learners.

Minnesota's system of statewide assessment does not begin to assess students' reading proficiency until the end of third grade. However, it is critical that schools are monitoring and responding to students' literacy needs long before then. Broadly speaking, the "Read Well" legislation provides specific expectations to ensure that districts monitor students' early reading proficiency, provide interventions and monitor their effectiveness when needed, communicate and collaborate with families, and provide adequate teacher training to ensure all students meet this important milestone with success. How districts accomplish these responsibilities is left to local education agencies.

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Statement of Goals and Objectives

Goal: Building, state, and nationally-normed assessments will show at least 60% of students are achieving grade level proficiency by the end of the school year.

- Teachers will create and inspire a love of learning and reading within all students.
- Teachers will know and understand the importance of providing a high quality literacy program that is rigorous, relevant, aligned to Minnesota Standards, and provides the appropriate differentiation and/or research based interventions when needed to ensure student success.
- Every child in our Kindergarten through Third Grade will receive a minimum of 140 minutes of whole group literacy instruction a day. Formative and summative assessments will be used to identify and match students to research based interventions.
- Teachers will continue to provide a strong foundation (Tier 1) and support to all students within each classroom. Feedback in the form of progress monitoring will be used to individualize instruction and ensure student learning.
- Teachers will provide targeted reading interventions and support to the students that do not meet small group MTSS criteria (i.e., students falling within approximately the 15th to 35th percentile). This may include classwide and/or small group interventions.
- All staff will participate in planned, job embedded, data driven professional development to ensure best practice instruction is aligned with the Minnesota ELA Academic Standards and delivered to our students.
- Assessment information will be shared with teachers/parents/guardians on a regular basis.

Statement of Process to Assess Students

All students are assessed up to three times per year using the universal screener, FASTBridge. The following benchmarks are used: Letter Name Fluency (LNF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF). In addition, the following assessments may also be used as universal screeners to assess reading proficiency: PRESS, Heggerty, WIDA and ACCESS, IGDIs (for PreK), and grade level specific formative assessments, which may include teacher observation to establish baseline data for each child and to identify students who are in need of reading intervention services.

Summary of Assessments Required by the District (Elementary School)

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Fall	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS
Winter	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS
Spring	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS	FASTBridge PRESS MCA Reading	FASTBridge PRESS MCA Reading

Summary of Assessments Required by the District (Middle School)

	Grade	Grade 6	Grade 7	Grade 8
Fall	FASTBridge MCA Reading	FASTBridge MCA Reading	FASTBridge MCA Reading	FASTBridge MCA Reading
Winter	FASTBridge MCA Reading	FASTBridge MCA Reading	FASTBridge MCA Reading	FASTBridge MCA Reading
Spring	FASTBridge MCA Reading	FASTBridge MCA Reading	FASTBridge MCA Reading	FASTBridge MCA Reading

FastBridge Universal Screeners are used in the Fall (first 6-weeks of school), Winter, and Spring (last 6-weeks of school) to measure mastery of foundational reading skills. The Fastbridge Universal Screener assesses reading skills in Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Moreover, The FastBridge earlyReading assessment is an effective screening tool for schools identifying students who are at-risk readers, including those with dyslexia or other reading disabilities. Using earlyReading supports early identification and intervention efforts for supporting these students.

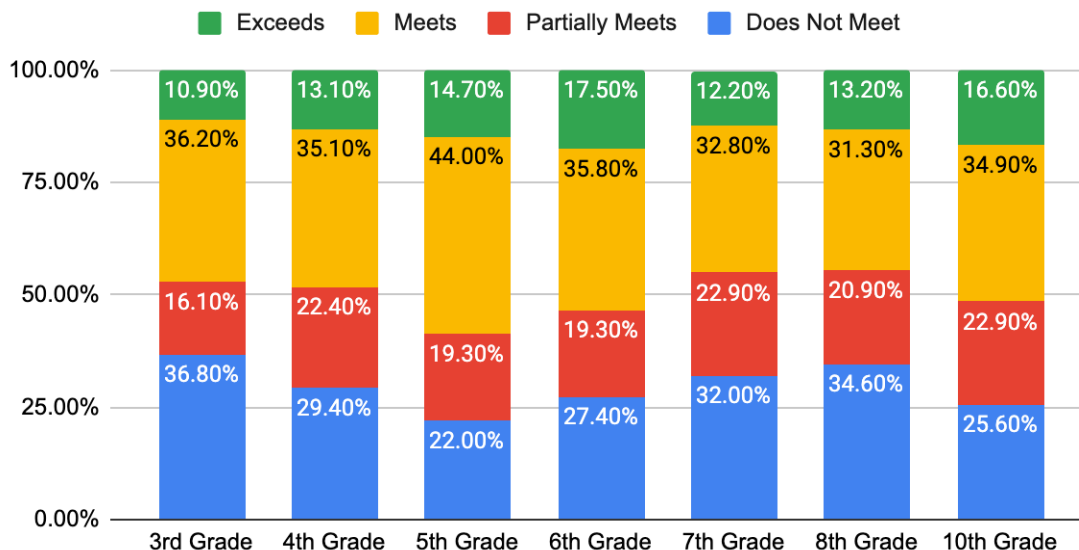## Core Reading Instruction and Curriculum Grades K-12

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Mode (Including MInutes)
KG	Wonders 2020	The curriculum includes a mix of whole group instruction, differentiated small group activities, and independent work, using the program's resources and materials. Students are regularly assessed to show progress and provide feedback,	140 Minutes including Differentiated JWIN time.
1			
2			
3			
4			
5	Standards based resources including individual novels, shorts stories, non-fiction, and various texts and technology-based resources.	Teachers use a standards-based curriculum in the classroom, by aligning all instruction and assessments with state standards to ensure students meet specific learning objectives. Teachers design lessons	50 minute class periods. Students may take more than one English Language Arts course per day.
6			
7			

		and assessments to directly address these standards, using both formative and summative assessments to monitor progress. Teachers also continuously adjust instruction based on assessment data to meet students' needs and help them achieve proficiency in each standard.	
8			
9			
10			
11			
12			

District Literacy Data

Jordan Public Schools, District 717, uses a literacy screening system for all enrolled students to ensure at-risk students are identified early, and supports are provided accordingly by highly qualified teachers and paraprofessionals. Benchmark assessments are administered three times each school year. Criterion referenced target scores have been established for each measure at each administration time that reflect expected grade level performance. These target scores are set to predict a high likelihood of success on the Minnesota Comprehensive Assessment in Reading.

2023 MCA Reading Results Disaggregated by Performance Level

Legend: Exceeds | Meets | Partially Meets | Does Not Meet

Grade	Exceeds	Meets	Partially Meets	Does Not Meet
3rd Grade	10.90%	36.20%	16.10%	36.80%
4th Grade	13.10%	35.10%	22.40%	29.40%
5th Grade	14.70%	44.00%	19.30%	22.00%
6th Grade	17.50%	35.80%	19.30%	27.40%
7th Grade	12.20%	32.80%	22.90%	32.00%
8th Grade	13.20%	31.30%	20.90%	34.60%
10th Grade	16.60%	34.90%	22.90%	25.60%

Grades K-4 Screeners

Name of the	Target	What Component of	Assessment	How Often is the

Assessment	Audience (grades K-3)	Reading is being Assessed?	Type	Date Being Collected?
FastBridge: Early Reading (grades K-1) and CBM Reading (grades 2-3); Dyslexia Quest	Grades K-3	- Oral Language - Phonological Awareness - Phonics - Fluency - Vocabulary - Comprehension	Universal Screening Dyslexia Screening	- Fall: First 6 Weeks of School - Winter - Spring: Last 6 Weeks of School
FastBridge:AUTO Reading; Dyslexia Quest	Grade 4	- Phonological Awareness - Phonics - Fluency - Vocabulary - Comprehension	Universal Screening Dyslexia Screening	- Fall: First 6 Weeks of School - Winter - Spring: Last 6 Weeks of School

Summary Data Kindergarten through 3rd Grade

Grade	Number of Students Screened	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Student Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	108	67	113	65	108	13
1	125	84	130	78	125	26
2	119	53	124	74	119	24
3	113	79	115	80	113	18

Students Grades 4-12 Not Reading at Grade Level:

Grade	Number of Students Screened	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4	119	82	119	84	119	19
5	127	82	126	79	126	47
6	133	102	136	103	136	16
7	115	82	117	82	117	16
8	136	96	135	83	135	18
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0

For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, teacher problem solving teams will review local formative assessments and observational data from each student's participation in classroom instruction to understand the specific areas of literacy instructional need. For instances in which these data sets do not provide a clear picture of a student's instructional needs, additional diagnostic assessment may be completed by Reading specialists to clarify these needs. Diagnostic assessments may include the following:

- PRESS Literacy Probes
- FASTBridge Literacy Probes

Parent/Guardian Notification and Involvement

At least two times per year, parents/guardians will be provided with the results of their children's screening assessments. These reports are included with student report cards and discussed at parent-teacher conferences.

For students whose pattern of performance on the screening assessments indicate elevated risk for difficulty developing literacy skills consistent with grade level expectations,

parents/guardians are provided with multiple opportunities to receive information and participate interactively to support student achievement in the home environment.

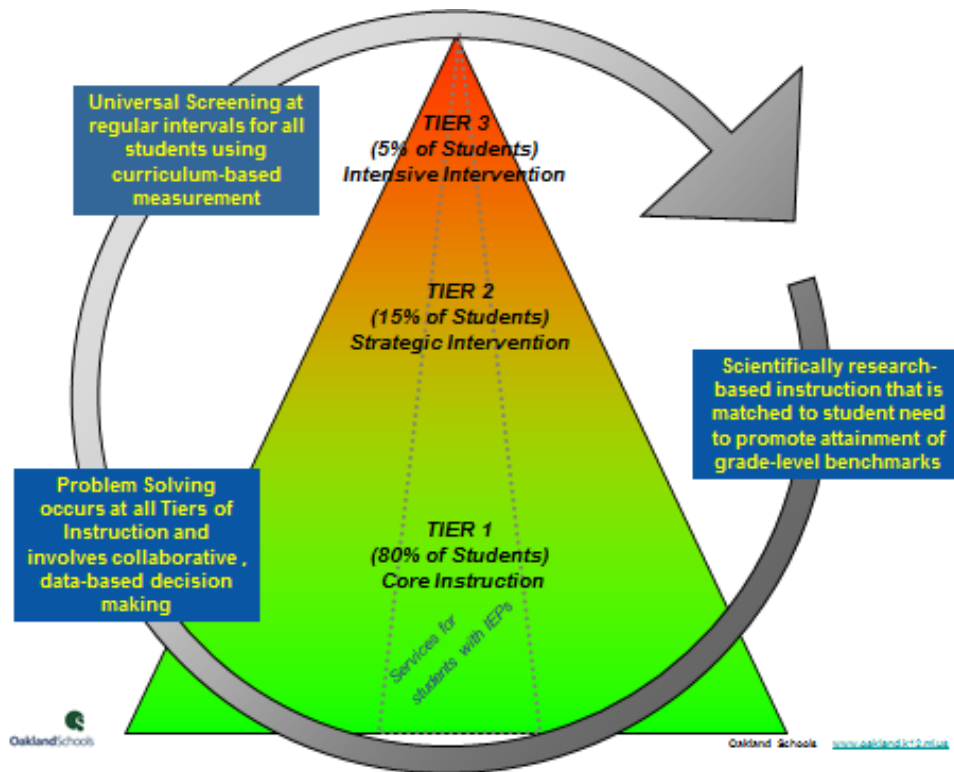These opportunities include, but are not limited to:
- explanation and review of assessment data
- access to phone, face-to-face, email and/or written communications regarding student progress
- articles and websites communicated through monthly school newsletter
- access to take home literacy kits (FROG kits, etc)
- participation in Family Night activities/strategies

Data-Based Decision Making for Literacy Interventions

Jordan Public Schools and its teachers require high quality instructional programs and materials to provide quality reading instruction to all children. Core instruction in the district is aligned to the 2010 English Language Arts Academic Standards and will specifically address the development of the components of reading consistent with Section 122A.06 Subdivision 4. Research-based programs and materials will include a core reading program, supplemental programs for deeper instruction, and additional practice as well as intervention programs for those learners well below grade level reading goals. Instruction will be differentiated during JWIN (Just What I Need) time based on the students' needs to reach reading goals.

A multi-tiered system of support (MTSS) will be utilized to meet the needs of all learners:
- Tier I will include students at a low risk for reading difficulties with a consistent amount of daily instruction in the core program. The first level of support occurs in the classroom with at least 90 minutes of core instruction delivered by the classroom teacher using the district's literacy curriculum that is aligned with the 2010 English Language Arts Standards. Evidence-based reading instruction will address the five strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers will differentiate instruction in small groups and during JWIN time (an additional 25-50 minutes of instruction for all students) according to the individual needs of their diverse learners. This may include interventions provided by the classroom teacher.
- Tier II will include those students who are at a moderate risk for reading difficulties. Based on screening and diagnostic assessments; the second level of support identifies students not meeting grade/level targets who are then provided supplemental reading interventions according to their skill deficit(s) in addition to the core program component. This level of support will be provided in twenty-five to thirty minute blocks per day, at least four days per week by interventionists or the classroom teacher.
- Tier III will include students who are at high risk for reading difficulties. Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. These students may require replacement core reading programming. Students receiving Special Education services are sometimes included at this level.

Universal Screening at regular intervals for all students using curriculum-based measurement

TIER 3
(5% of Students)
Intensive Intervention

TIER 2
(15% of Students)
Strategic Intervention

Scientifically research-based instruction that is matched to student need to promote attainment of grade-level benchmarks

Problem Solving occurs at all Tiers of Instruction and involves collaborative, data-based decision making

TIER 1
(80% of Students)
Core Instruction

Services for students with IEPs

Oakland Schools

Oakland Schools www.oakland.k12.mi.us

Any K-8 student identified through the district screening system, which includes screening assessments and review of classroom performance through observation and local formative assessment, as performing below grade level expectation will be provided intervention in the area of identified need. The intent of intervention is accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. When needed, additional diagnostic assessments will be completed to identify an appropriate instructional match for student interventions.

Parent/guardian involvement in support of students receiving reading interventions is encouraged. As described in the Parent/Guardian Notification and Involvement section above, strategies for parents/guardians to use with their children to support growth in reading are communicated throughout the school year.

Supplemental reading interventions may be offered during the school day, through extended day programming, or during the summer. Supplemental reading interventions are provided in addition to, and not in replacement of, core reading instruction. Supplemental reading intervention programs offered for grades K-3 include:

- Minnesota Reading Corps Interventions
- FASTBridge Interventions
- PRESS Interventions
- Heggerty Interventions
- Other evidence-based interventions

For a small number of students, the district may elect to provide an alternate core reading program in replacement of the standard district program for reading instruction. This choice is made based on careful review of student data for students whose literacy needs are particularly complex and intensive, such that the standard program along with supplemental interventions are not predicted to be sufficiently explicit or intense to accelerate growth. Close communication with parents/guardians is an integral component of this instructional planning.

Dyslexia and Convergence Insufficiency Disorder

All students are assessed through FASTBridge assessments for universal screening and progress monitoring up to three times a year in grades K-8. Upon completion of the assessments and reading records, an encompassing data review is completed for each learner. As this data review is completed by teachers and intervention team members, students who perform below targeted benchmarks may receive more targeted interventions. Moreover, classroom teachers provide interventions based on classroom data in small, targeted guided sessions.

Students who are experiencing difficulty reading at grade level due to a suspected vision problem are referred to the school nurse for vision screening. Parents will be notified if school staff suspect a vision problem or if a student shows a failure to make growth in their reading development over time.

Student Support System for Multilingual Learners (ML)

The mission of the English Language (EL) program in Jordan Public Schools is to teach all English Learners through context, content, and real-life situations at their ability level to become successful in both academic and social situations while maintaining a sense of identity and pride. All of our students need a strong command of the English language in order to achieve academically. The EL Program supports development of English competence needed for academic success and for life in a literate culture. Our EL teachers focus on vocabulary development, grammar and making highly academic English discussions more accessible to students. Based on the WIDA and ACCESS assessments, students who qualify for EL support will receive the intervention of English language skill development from a licensed EL teacher, in addition to the core instruction.

Students are assessed one time per year to measure their academic English proficiency in Language Arts, Mathematics, Social Studies, Science and Social Language. New students are assessed with the WIDA/ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. Assessing Comprehension and Communication in English State/to/State for English Learners (ACCESS for ELs) is a secure, large/scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota to monitor students' progress in acquiring academic English.

Professional Development

Professional development that is data-driven, ongoing and is inclusive of all educators within our school community will be integral to the successful implementation of our Literacy Plan. Staff members at each grade level have been trained in implementing the use of data through a data driven dialogue model. These staff will become PLC Leaders for their groups and support the use of data to focus instruction for all students throughout the school year.

Our Professional Learning Communities (PLCs):
- meet weekly for 30 minutes
- use a team-oriented approach to promote strong literacy instruction
- reflect on student progress
- review student work and data
- align instruction to academic standards and desired outcomes

Grade level PLCs focus on the following four guiding questions:
1. What do we want students to know?
   Essential learning targets (power standards) for each grade level
2. How will we know when they have reached proficiency?
   Ongoing formative and summative assessments
3. What are we doing for those students who are not proficient?
   Implement Tier 2 and Tier 3 interventions
4. What are we doing for students who are already proficient?
   Enrichment through differentiated instruction

Minnesota Read Act Professional Development Requirements:

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have Completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for Early Literacy Instruction	5	2	0	3
K-3 Classroom Educators	24	1	0	23
Grades 4-5	5	0	0	5

Classroom Teachers				
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators Responsible for Reading Instruction	5	1	0	4
PreK-5 Curriculum Directors	1	0	1	0
PreK-5 Instructional Support Staff Who Provide Reading Instruction	1	1	0	0

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have Completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators Responsible for Reading Instructions	20	0	0	20
PreK-12 Educators who work with English Learners	3	0	0	3
Grades K-21 Educators Who work with Students who Qualify for the	0	0	0	0

Graduation Incentives Program Under Section 124D.68				
Grades 6-12 Instructional Support Staff Who Provide Reading Support	0	0	0	0
Grades 6-12 Curriculum Directors	1	0	1	0
Employees Who Select Literacy Instructional Materials for Grades 6-12	2	0	0	2

Communication System for Annual Reporting

Assessment methods and data will be posted on the district's Curriculum and Instruction webpage for all students in Kindergarten through Grade 11.
- After each key benchmarking period, i.e., fall, winter, and spring, the compilation of student data is examined, and monitored throughout the school year.
- Intervention strategies for students not meeting the benchmark(s) are established after the district and collaborative teams review this data.
- In order for our students to meet proficiency and literacy success, Professional Learning Communities (PLCs) analyze grade level data to delineate student areas that need focused attention.
- This report will also be a part of the Jordan Public Schools World's Best Workforce Plan approved by the district school board prior to posting on the district website.

Action Planning for Continuous Improvement

To refine the implementation of evidence-based literacy instruction, the district or charter school needs to enhance professional development, ensure curriculum alignment with evidence-based practices, improve assessment strategies, provide high-quality instructional resources, and increase family and community engagement. Next steps include launching regular training sessions aligned to the Read Act and the Science of Reading, updating the curriculum as needed to integrate explicit phonics and vocabulary instruction, adopting assessments aligned with literacy practices, and training teachers on data-driven instruction. Additionally, the school will audit and procure research-backed materials, and develop

programs to engage families and the community in supporting literacy development. These actions aim to improve the consistency and effectiveness of literacy instruction, ultimately enhancing student outcomes.