



Local Literacy Plan June 2015

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 Department of Education

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District #717 Literacy Goal and Objectives:

All students will read at or above grade-level by the end of Third Grade as measured by the Minnesota Comprehensive Assessment for Reading.

- Three times per year staff will review and disaggregate reading data in grades K, 1, 2, and 3. Staff will analyze Proficiency, Growth, and Trend data to set specific learning targets for each student in these grades.
- Curriculum will be aligned to current state standards.
- Common formative and summative assessments will be used to modify instruction and to identify students on pace to meet proficiency.
- Professional Learning Communities (PLC) will analyze effectiveness of current literacy practices and implement best practices across grade levels. Particular attention will be placed on addressing achievement gaps within grade-levels.
- Title I and Multi-Tiered Support Systems (MTSS)/Response to Intervention (RtI) services will be used as needed to provide targeted services to students struggling to achieve grade-level proficiency.
- Extended day and extended school year programs will be used as needed to provide targeted service to students struggling to achieve grade-level proficiency.

District #717 Assessment Plan:

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. 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 for Reading.

	Kindergarten	Grade 1	Grade 2	Grade 3
Fall	DIBELS Next	NWEA MAPs DIBELS Next	NWEA MAPs DIBELS Next	NWEA MAPs DIBELS Next
Winter	DIBELS Next	NWEA MAPs DIBELS Next	NWEA MAPs DIBELS Next	NWEA MAPs DIBELS Next
Spring	DIBELS Next	NWEA MAPs DIBELS Next	NWEA MAPs DIBELS Next	NWEA MAPs DIBELS Next MCA Reading

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. When existing data does not provide a clear picture of a student's instructional needs, additional diagnostic assessments may be completed to clarify these needs. Additional diagnostic assessments may include the following:

- NWEA Measures of Academic Progress Probes
- DIBELS NEXT Benchmark Probes
- PRESS Literacy Probes
- Fountas and Pinnell Benchmark Assessment System

Parent Notification and Involvement:

At least two times per year parents will be provided with the results of their child'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 of not achieving literacy skills consistent with grade level expectations, parents 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 monthly communication folders
- access to articles and websites communicated through the monthly school newsletter
- access to take home literacy kits (FROG kits, etc)
- participation in Family Night activities/strategies

Intervention Programs:

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 will be 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 based on each student's need to reach reading goals.

A multi-tiered system of support 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.
- Tier II will include those students who are at a moderate risk for reading difficulties. Those students will receive the core program component and extra instructional support each day to accelerate progress.
- Tier III will include students who are at high risk for reading difficulties. These students may require replacement core reading programming.

Any K-3 student identified through the district screening system as performing below grade level expectations 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 involvement in support of students receiving reading interventions is encouraged. As described in the Parent Notification and Involvement section above, strategies for parents 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 core reading instruction. These interventions are not intended to replace core reading instruction. Supplemental reading intervention programs offered for grades K-3 include:

- Minnesota Reading Corps Interventions
- MTSS/RtI Interventions
- Title I Interventions
- PRESS 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 is an integral component of this instructional planning.

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.

Our Professional Learning Communities (PLCs):

- meet biweekly 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.

Several staff members have been trained in effectively implementing the use of data in classroom instruction through a data driven dialogue model. These staff will become Data Leaders for their PLC groups and support the use of data to focus instruction for all students throughout the school year.