



Mora Public Schools Local Literacy Plan 2020-2021



Minnesota legislature seeks to have every child reading at or above grade level no later than the end of grade three. A school district must adopt a local literacy plan to work towards achieving that goal. A local literacy plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its approved literacy plan on the official school district site as required by Minnesota Statute 120B.12. This legislation aligns with the World's Best Work Force second goal of "All students in 3rd grade achieving grade level literacy". Mora Public Schools included the below goal as a part of the 2019/2020 WBWF Annual Report (will be updated September 2020 in the 2020/21 WBWF Plan):

Goal #2: All students in 3rd grade achieving grade level literacy.

The percent of all students meeting enrollment criteria in 3rd grade at Mora Elementary who earn an achievement level of meets or exceeds the standards in reading on all state accountability tests will increase from 60.2% in 2019 to 65.2% in 2020.

*This goal is based on the ESSA Minnesota state plan goal of all students achieving 90% proficiency in reading by 2025.

**Spring MCA reading assessments were not given spring 2020 due to COVID and MDE restrictions.

1. Identification & Reporting

The district local literacy plan must include the ways in which a district identifies and reports K-3 literacy data. Mora Public Schools uses a layered assessment approach gauging each student's academic level and progress. Data from assessments are regularly evaluated by stakeholders to screen, progress monitor, determine student support services, guide instruction, and inform parents. Assessment data is analyzed through grade level or subject specific PLCs and Data Retreats during the year. PLCs in grades K-3 are based on grade level educators collaboratively focusing on literacy data and instructional practices. General education and certified support teachers analyze trends, review current research, and discuss best practices relating to grade/subject level benchmarks and common assessments. Assessment results are shared with parents during designated fall and winter conferences as well as throughout the year as needed.

FastBridge Learning and PRESS Assessments

K-3 students are assessed three times per academic year using FastBridge assessments for universal screening purposes. Kindergarten utilizes earlyReading and earlyReading: Letter Sounds (per minute) while 1st-3rd grades use aReading and CBMreading (words read per minute) for literacy screening. aReading and earlyReading are delivered in a group format and take approximately 15-30 minutes. SPM and WPM are individually administered. Results are analyzed using benchmark cut scores looking for students scoring below expected grade level performance for a given period.

Students identified during screening as being at risk or not making adequate progress will be:

- Diagnostically assessed using the PRESS suite of skill assessments to identify specific areas of need.
- Given targeted interventions based on individual needs by a classroom teacher and/or an interventionist either one on one or in a small group within the classroom and/or during pull out WIN (What I Need) services.
- Frequently progress monitored for growth.

Required Reporting

The reporting section of the law requires that districts must annually provide to the commissioner the following:

- Summary reading assessment results.
- A summary of the district's efforts to screen and identify students with dyslexia.
- A copy of the Local Literacy Plan.

This information must be uploaded to Minnesota Department of Education Reading Well by 3rd Grade site by June 30th of each year. The following summary reading data and information was reported to the state May 2020:

Assessments

- Kindergarten uses earlyReading and earlyReading Letter Sounds (SPM) FAST assessments for screening purposes 3 times per year as well as for progress monitoring.
- 1-3 grades uses aReading and CMB English (WPM) FAST assessments for screening purposes 3 times per year and for progress monitoring.

**Spring 2020 assessments were not given due to COVID and MDE restrictions.

Data Reporting

<i>Assessment</i>	<i>Benchmark</i>	<i>Grade</i>	<i># Students at or above grade level</i>	<i>Total # of Students Tested</i>
earlyReading	Winter 2020	K	34	108
SPM	Winter 2020	K	64	108
aReading	Winter 2020	1 st	76	126
aReading	Winter 2020	2 nd	70	100
aReading	Winter 2020	3 rd	87	110
WPM	Winter 2020	1 st	70	127
WPM	Winter 2020	2 nd	73	100
WPM	Winter 2020	3 rd	84	109

Dyslexia Screening

Dyslexia is characterized by an unexpected difficulty in reading. Mora Elementary screens all students for potential reading issues in K-3 using multiple FastBridge literacy assessments, which have been identified by MDE as being sufficient for the purpose of identifying characteristic of dyslexia. Students who need additional support as evidenced by assessment results are provided with reading interventions and monitored for their response to the interventions. Students not demonstrating adequate response may be referred for further testing to determine the existence of a learning disability. As the district does not diagnose dyslexia, parents can also choose to pursue outside assessment for dyslexia.

**Mora Public Schools Local Literacy Plan was uploaded along with URL of posted plan on the district site as required.

2. Parent Notification & Engagement

As required, the district uploads a Parent Involvement Plan with the Title I application submission by September 1st of each year. The plan states that the district "wants to establish partnerships with parents and with the community because everyone gains if school and homework together to promote high student achievement. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way".

The Parent Involvement Plan includes three relevant sections for the purposes of this document:

Part I

District expectations that the school:

- will have programming and procedures for the involvement of parents and
- will provide full opportunities for participation of parents with children of disabilities.

Part II

The Parent Involvement Plan comply with required components, which includes:

- actions the school will take to meaningful involve parents in the process of improving students' academic outcomes,
- flexible opportunities for parents to be involved,
- building capacity in order to ensure effective involvement of parents to support a partnership between school and home,
- develop an understanding of academic achievement and state standards, local/state assessment, intervention efforts, and how to work with the school, and
- coordinate parent involvement throughout all programming.

Part III

Shared responsibility expectations, which outlines:

- required parent/teacher conferences,
- frequent reporting, and
- reasonable access to staff, volunteering, and observation of classroom activities.

All the above will be accomplished through a variety of parent involvement opportunities and communication avenues throughout the school year. Some of the activities and communication pieces are:

- District Board Advisory Committee: meets 5 times per year
- PTO Meetings: every second Monday September 2019 – May 2020.
- Open House: September 2, 2020
- Kindergarten Fall Meeting: the mornings of September 8-9, 2020
- Family Reading Night: October 2020
- Family Conferences: November 2020 and March 2021
- Student Showcase: March 2021
- Kindergarten Round-up: April 2021
- IEPs - meetings as required by Special Education
- Classroom newsletters - sent home weekly
- School-wide digital newsletter – sent home monthly
- Mustang Express – quarterly distribution
- Report Cards - quarterly
- Progress Checks – communicated home as warranted

Parents will be notified concerning their child's reading proficiency on quarterly report cards, at both fall and spring parent/teacher conferences, during meetings such as at an IEP meeting, and on any progress reporting checks. Parents are welcome to request a meeting with their child's teacher at any time to discuss literacy proficiency and what the family can do to support literacy development at home.

3. Interventions

As outlined above, all students in grades K-3 will be universally screened three times per school year using FastBridge reading assessments. A universal screening assessment is used to identify students that are not meeting grade level academic expectations in a given window of time. Once all students in a grade level take a screener, data is analyzed to determine which students may need support to be successful.

The highest priority is placed on ensuring quality core instruction in every classroom for developing students able to read at grade level by the end of 3rd grade. Both environmental and instructional practices are important. Environmental elements are a reference to the actual space being utilized and being accessible for students to actively participate in learning as well as things like tools, resources, curriculum, and a variety of texts. Literacy instructional elements are methods used to teach objectives and standards, which should be connected and meaningful, explicitly taught through a variety of strategies, research based, and developmentally and instructional level appropriate.

Multi-Tiered System of Supports

The elementary has an established MTSS Team (Multi-tiered System of Supports) that meets bi-weekly during the school year. The team consists of principals, instructional coach, social worker, school counselor, and certified interventionists. MTSS is a data-based decision-making framework that consists of a system of assessments for screening, diagnosing, and monitoring progress: tier 1 standards-based core instruction executed with fidelity; tier 2 supplemental interventions for struggling students; and tier 3 more intensive support.

Students struggling within general education core classes (tier 1) will be identified, monitored, and recommended by staff as a candidate for consideration by the MTSS Team. Data will be presented to the team concerning the child based on assessments, social/emotional elements, tier one strategies that have been unsuccessful, and any relevant information about progress and/or performance. The team members, in conjunction with the teacher and support staff, will review the data and recommend tier one, tier two, and/or tier three intervention strategies and student support services. Team members along with the teacher will collaboratively develop a plan for the student. If improvement is not made within a specified period of time, the team will review progress and current data to either recommend further intervention strategies or refer the child for special education evaluation if all intervention strategies have been unsuccessful.

The elementary also has an established Student Support Team (SST). This team is facilitated by the district's Special Education Coordinator and is comprised of special education teachers from various disciplines as well as administration. This team reviews special education services delivered to specific students as well as compliance. The team makes service recommendations pertaining to strategies and interventions for each child brought forward by their case manager. SST meets every other Tuesday morning at the elementary.

Tier 1, Tier 2, & Tier 3

Tier 1

Tier 1 is considered what happens within the general education classroom to support literacy development. Tier 1 core instruction should have the following elements: research based curriculum, differentiated instruction, standards based, and students meeting or exceeding benchmarks. The first question to answer when analyzing the data for tier 1 is are there enough struggling students within a classroom to warrant a class wide intervention for a given skill? If so, all students in the class should receive remediation on that skill. Most students will respond to tier 1 instruction and class-wide interventions by making adequate progress. If students are not responding, they will be individually considered for tier 2.

Tier 2

Tier 2 is supplemental intervention support for students academically and/or behaviorally struggling. Interventions at this level should be evidence based, aligned with core instruction, focused on specific needs, and supplemental to core. Students receiving tier 2 interventions should receive further diagnostic assessments in addition to universal screening. Services at tier 2 could happen in the classroom with small group work or out of the classroom during non-core instructional time either one on one or in a small group.

Tier 3

Tier 3 involves more intensified instruction for students not making adequate gains or falling further behind based on further analysis by MTSS and the teacher. Certified intervention and special education staff address needs of students in K-3 identified as requiring tier 3 supports.

Elementary Intervention Strategies and Efforts

Tier 1

- Master schedule allowing for longer blocks of continuous instructional time.
- Integrated grade level common prep for collaborative time during the school day.
- Intervention instructors supporting core instruction through an integrated service delivery model (ISDM) collaboratively working with the classroom teacher to instruct students in small groups during the literacy block in all K-3 classrooms.
- General education classrooms using Daily 5 literacy framework based on Journeys Common Core resources with additional explicit instruction for writing instruction using Benchmark Universe.
- Grade level weekly PLCs focused on developing and sustaining best practices in core instruction, using data to make decisions about student achievement, and proactively addressing the needs students.
- Grade level teams focusing on developing guaranteed and viable literacy curriculum including common assessments.
- FastBridge reading universal screening assessments given three times per school year.

Tier 2

- MTSS Team meeting frequently to evaluate core instruction, analyze data, and proactively address the needs of struggling students showing a need for supplemental intervention services due to not performing at grade level proficiency in reading.
- Certified intervention teachers providing support to K-3 in addition to dedicated academic paraprofessionals for intervention service delivery.
- Support services provided by interventionists, special education, Foster Grandparents, Minnesota Reading Corps, and highly qualified paraprofessionals both during core instruction support and pullout services for more individualized, focused supplemental instruction.
- Students identified during the screening process as below grade level proficiency in reading will be given further diagnostic assessments using PRESS (Pathways to Reading Excellence in School Sites) developed by Minnesota Center for Reading Research in conjunction with University of Minnesota.
- Students will be progress monitored frequently looking for growth towards grade level proficiency.
- WIN (What I Need) time built into K-3 schedules used for students receiving supplemental services at both tier 2 and tier 3.
- Supplemental research based interventions used to address needs identified during diagnostic assessments. Interventions will be pulled from PRESS, PALS, Read Naturally, and/or any researched based interventions that will address specific skills in the five areas of reading development: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Tier 3

- Tier 3 will be more intensive, involve more time, and be more frequent for students failing to make adequate progress at tier 2.
- MTSS team members, in collaboration with classroom teachers, will carefully consider tier 3 level of support for students not making adequate progress at tier 2.
- A unique plan will be designed for each student needing tier 3 interventions.
- Referral to special education may be considered with enough evidence to warrant an evaluation.
- Special education services focused on fulfilling the requirements of IEP goals/objectives are considered tier 3.

4. Staff Development

Q Comp and staff development are two prominent platforms utilized by the district for multiple strategies all targeted towards improvement of instruction and effective execution of curriculum, which ultimately will lead to higher student growth and achievement in the area of literacy. The District Staff Development Plan has the following goals: incorporate strategies to educate students to achieve high standards through teacher collaboration, providing clear learning goals with scales, data-driven instructional improvement, and fulfilling licensure requirements and federal, state, and local mandates. In addition to the overarching goal of staff development, each school site has specified staff development goals. All goals and staff development requests must align with district and school goals.

Elementary Staff Development Goals

The elementary has established goals for professional development. Staff development activities and opportunities should align with these goals throughout the year. K-3 teachers will be involved with PLCs and staff development based on improving instruction and content skill development. Here are the established goals, which are included in the WBWF:

Elementary staff development will focus on the areas of teachers' practice and collaboration and students' productive citizenship and achievement.

Q Comp: Job Embedded Professional Development

Job embedded professional development references the following components of the Q Comp Plan: school-wide SMART goals, PLCs, mentoring program, and instructional coaching. The focus of Mora Public Schools Q Comp plan was literacy development for 2016/17, 2017/18, 2018/19; therefore, each school site had set SMART goals based off an analysis of literacy-based data. 2019/20 and 2020/21 focus of Q Comp will be math and critical thinking skills.

K-3 instructors form grade level PLCs consisting of 4-8 members. These PLCs are facilitated with pre-determined agendas and meet once per week for 45 minutes. Each PLC has its own designated SMART goal, which drives discussions and activities conducted by the group throughout the year.

The mentoring program matches a new teacher with a mentor teacher. Mentors meet with and observe mentees providing feedback on instructional practices including literacy block instruction.

Instructional coaching involves all teachers being observed by an instructional coach three times per year followed by receiving feedback about observed instructional practices.

Elementary Professional Development in Literacy 2017/18, 2018/19, 2019/20

- **Daily 5:** All K-4 literacy teachers attended training August 2017 & 2018
 - New teachers were offered to attend Daily 5 August 2019.
- **Reading Wellness:** K-4 literacy teachers participated in a *Reading Wellness* workshop August 2017 given by Jan Burkins
- **Systems Alignment and Coherence:** principals, instructional coach, and early childhood coordinator attended a 4day workshop on focusing and aligning a school system geared towards higher performance in all realms 2017, 2018, 2019
- **GVC:** All preK-7th teachers participated in two Guaranteed and Viable Curriculum vertical alignment training and activities 2018, 2019, 2020
- **PRESS:** All interventionists PRESS trained 2018, 2019, 2020
- **MTSS:** elementary team attended MTSS Summer Institute 2018
- **Benchmark Universe Writing:** All K-6 teachers participated in training 8/2018, 10/2018
- **Embedded PD:** PLCs, instructional coaching, mentorship program
- **ELA Curriculum Content Team** - Year 1 Curriculum Cycle work 2018/19, year 2 2019/20
- **IXL & Google Products Training for Distance Learning**