



Mora Public Schools Local Literacy Plan 2018-2019



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 2017/2018 WBWF Annual Report:

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

The percent of all students enrolled October 1st 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 67.2% in 2017 to 70.1% in 2018.

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

1. Identification and 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 baseline assessed three times per academic year using FastBridge assessments for 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. Students will be given targeted interventions based on individual needs by a classroom teacher and/or an interventionist either one on one or in a group setting within the classroom and/or during pull out WIN (What I Need) services. Students will be 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 June 2018:

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.

Dyslexia Screening

As stated in the current directions for Reading Well by 3rd Grade data submissions, "MDE realizes that it takes time to build understanding and capacity to meet new requirements in law. For 2018 only, if the district has not yet determined and implemented a protocol for dyslexia screening, you may enter zeroes in both columns". Zeroes were entered for Mora Public Schools in this section as we continue to learn about dyslexia screening. The elementary will be identifying a screening process, which will be implemented 2019/2020.

Data Reporting

<u>Assessment</u>	<u>Benchmark</u>	<u>Grade</u>	<u># Students at or above grade level</u>	<u>Total # of Students Tested</u>
earlyReading	Spring 2018	K	79	100
SPM	Spring 2018	K	91	100
aReading	Spring 2018	1 st	80	111
aReading	Spring 2018	2 nd	91	122
aReading	Spring 2018	3 rd	88	115
WPM	Spring 2018	1 st	89	110
WPM	Spring 2018	2 nd	79	121
WPM	Spring 2018	3 rd	75	115

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

2. Parent Notification and 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 home work 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 – May.
- Open House: August 29, 2018
- Kindergarten Fall Meeting: the mornings of September 4-5, 2018
- Family Reading Night: October 2018
- Family Conferences: November 2018 and March 2019
- Student Showcase: March 2019
- Kindergarten Round-up: April 2019
- K-2 Celebration Breakfast May 2019
- IEPs - meetings as required by Special Education
- Classroom newsletters - sent home weekly
- School-wide digital newsletter – sent home weekly
- Mustang Express – quarterly distribution
- Report Cards - quarterly
- Literacy Parent Brochures – posted on district website
- 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 also 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 consist of the actual space being accessible in order 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: 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 established a MTSS Team (Multi-tiered System of Supports) that will plan to meet weekly beginning September 2019. The team consists of 10 staff members: 2 principals, instructional coach, social worker, school counselor, and 5 certified interventionists. MTSS is a 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; tier 3 more intensive support; and data based decision making.

Students struggling within general education core classes (tier 1) will be identified, monitored, and recommended by staff as a candidate for analysis by the MTSS Team. Data will be presented to the team concerning the child: 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 innovative strategies and interventions for each child brought forward by their case manager. SST meets every other Tuesday 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, led by intervention staff, and be supplemental to core. Students receiving tier 2 interventions should receive further diagnostic assessments in addition to universal screening. Interventions should be focused on specific identified needs. 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 collected data and further analysis by MTSS and grade level teams. 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

- Schedule that allows for longer blocks of continuous instructional time.
- Integrated grade level common prep for collaborative time during the school day.
- Interventionists support 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 use the 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 literacy 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 to all students.

Tier 2

- Established MTSS Team meeting frequently to evaluate core literacy instruction, to analyze data, and to proactively address the needs of struggling students showing a need for supplemental intervention services due to not performing at grade level proficiency in reading.
- Dedicated certified intervention teacher for each grade K-3rd in addition to dedicated paraprofessionals for intervention service delivery.
- Tier 2 student 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 receiving tier 2 interventions will be progress monitored frequently looking for growth towards grade level proficiency.
- WIN (What I Need) time built into K-3rd schedules. This block of time will be used for students to receive 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

- Students failing to make adequate progress during tier 2 intervention services will be considered for tier 3. Tier 3 will be more intensive, involve more time, and be more frequent.
- 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 identified as requiring 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 literacy based PLCs and staff development based on literacy instruction improvement and content literacy skill development. Here are the established goals, which are included in the WBWF:

- Utilize evolving technology to enhance student learning, school-wide efficiency, and family communication.
- Improve understanding and usage of learning progressions to increase student comprehension.
- Improve understanding of effective research based strategies in educating the “whole child” to improve student growth and achievement, specifically as measured in the FAST Fluency Benchmarks.

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 is literacy development; therefore, each school site set SMART goals based off an analysis of literacy based data.

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 reading 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

- **Daily 5:** All K-4 literacy teachers attended Daily 5 training August 2017.
- **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.
- **GVC:** All preK-7th teachers participated in Guaranteed and Viable Curriculum vertical alignment training and activities February and March 2018.
- **PRESS:** primary principal and interventionist attended PRESS training April 2018. The other interventionists will all attend PRESS training either August 2018 or October 2018 with follow up in November 2018 for all certified intervention staff.
- **MTSS:** the elementary MTSS Team attended MTSS Summer Institute June 2018.
- **Benchmark Universe Writing:** All K-6 literacy teachers will participate in professional development training on implementation of new writing curriculum and how to successfully merge resources into literacy block August 2018.
- **Embedded PD:** All elementary teachers participated in PLCs focused on reading instructional practices with student achievement reading related goals. As a part of this process, peer observations were conducted along with all teachers having multiple instructional coaching sessions during the year.