

1. Goals and Objectives:

ALL students at each grade level will be proficient in literacy.

Benchmark and/or curriculum based testing (September, February and May) occurs for all students K-6 and are reviewed by the Literacy, Title I, and SAT teams.

Based on FAST results of 84% of students at or on target for 2nd grade and increased progress monitoring for third grade during ISDM time, we are confident this would be an indicator that MCA performance of these third grade students in 2016-2017 would continue to perform as well, reaching the 88% at or on target on the FAST assessment in Reading. With MCAs, consistent areas of focus include the sub cell of white to help close the achievement gap. In a collaborative effort to ensure the success of this targeted audience the literacy interventionists do anecdotal records and progress checks on a bi-weekly basis to ensure the effectiveness of interventions. The Administration, K-12 Curriculum & Assessment Coordinator and Head Title I Teachers analyze benchmark data, curriculum strengths and weaknesses relating to the 2010 ELA Standards and Benchmarks

**Current Practices: Instruction and Interventions**

**2016-2017**

**Grade**

**Core Series**

**Tiers 2-3 Interventions**

P-Kindergarten

Journeys  
SPLASH Into K  
Pre-SPLASH

Literacy Tool Kit  
Early Childhood Screening  
Targeted Services  
MN Reading Corp  
Kindergarten Round Up  
Kinder Camp  
Integrated Service Delivery Model/Literacy Interventionist  
Progress Monitoring Bi-Weekly (sounds per minute)  
Peer Tutors  
Foster Grandparents

Grade 1

Journeys  
PALS  
Daily 5  
Guided Reading

Literacy Tool Kit  
Leveled and Vocabulary Readers  
Integrated Service Delivery Model/Literacy Interventionist  
Targeted Services

MN Reading Corps  
SCRED Fluency Interventions  
Progress Monitoring Bi-Weekly (wpm)  
Peer Tutors  
Foster Grandparents

Grade 2

Journeys  
Study Island  
PALS  
  
Guided Reading

Literacy Tool Kit  
Leveled and Vocabulary Readers  
SCRED Interventions  
Integrated Service Delivery Model/Literacy Interventionist  
Progress Monitoring Bi-Weekly (wpm)  
MN Reading Corps  
Targeted Services  
Peer Tutors  
Foster Grandparents

Grade 3

Journeys  
Study Island  
Guided Reading

Great Leaps  
Phonic for Reading  
PRESS  
Literacy Tool Kit  
Leveled and Vocabulary Readers  
Stephanie Harvey Strategies  
SCRED Interventions  
Integrated Service Delivery Model/Literacy Interventionist  
Progress Monitoring Bi-Weekly (wpm)  
MN Reading Corps  
Targeted Services  
Peer Tutors  
Foster Grandparents

## **2. Goal and Objectives: Assessment Practices and Procedures**

### **FAST (Formative Assessment Systems for Teachers)**

|              |                   |                     |
|--------------|-------------------|---------------------|
| Kindergarten | Sounds Per Minute | Fall-Winter –Spring |
| Grades 1-2   | areading          | Fall-Winter-Spring  |
|              | Words Per Minute  | Fall-Winter-Spring  |
| Grades 3-6   | areading          | Fall-Winter-Spring  |
| Grades 3-5   | Words Per Minute  | Fall-Winter-Spring  |

Proficiency is determined by the score distribution category of High Risk based on the National Norms from FAST. Students scoring in the High Risk range, 20<sup>th</sup> percentile or below as compared to National Norms, are possible candidates for Title 1, Tier 2 and/or Tier 3 services.

### **Title 1 Curriculum Base Measurements: Schoolwide Services**

ALL program decisions are based off the FAST composite scores, Minnesota Comprehensive Assessments (MCAs, Grades 3-6), and Teacher Feedback to determine those students who may benefit from additional instruction.

### **Progress Monitoring**

#### **Grades K-6**

Progress Monitoring Screens are conducted every two weeks for students in support services who are identified as “at risk” on the FAST reports. Student’s who score above targets (3-5 data points) may enter another flexible intervention group and/or exit support services based on current trends (classroom and support group). Title I lead teachers will hold grade level meetings after 4 data points to discuss grade level and individual student performance. Students who have been referred to the SAT team for reading concerns will move into weekly progress monitoring for data collection purposes for possible SpEd referral.

## Communication Plan and Timeline

Sharing screening results, diagnostic, and progress monitoring data with parents occurs Fall and Spring and on-going throughout the year through the use of Early Childhood Screening results, American Indian Meeting, intervention reports, quarterly report cards, parent teacher conferences, website parentvue, and Schoolwide/Title I Parent Nights.

### **3. Goals and Objectives...Parent Support for Acceleration of Literacy**

Parents will be involved and notified about how to accelerate literacy development for their child based on the Epstein's Framework of Six Types of Involvement. Parents will be informed routinely throughout the year and provided with involvement strategies. Evaluations on parent involvement will be through the use of surveys, attendance at conferences, overall increases in student achievement, and signatures on individual education plans. These strategies will contribute to improved student learning in literacy.

Epstein's Framework of Six Types of Involvement

| Impact# | Enhance parent involvement/impact on student achievement   |
|---------|--|
| 1       | Parenting – Help all families establish home environments to support children as students.   |
| 2       | Communicating - Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.  |
| 3       | Volunteering – Recruit and organize parent help and support.   |
| 4       | Learning at Home – Provide information and ideas to families about how to help students at home with homework and curriculum-related activities, decisions, and planning.              |
| 5       | Decision Making – Include parents in school decisions developing parent leaders and representatives.   |
| 6       | Collaborating with Community – Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. |

|  |                  |
|--|------------------|
| Develop an action team made up of parents, teachers, administration, and community members with a clear focus on increasing student achievement in literacy. | 1, 2, 4, 5       |
| Family literacy events – parent information nights with stations to meet specific needs and age level appropriateness.                                       | 1, 2, 3, 4, 5, 6 |
| Focus parent teacher conferences on benchmark achievement and data results.  | 2, 4, 5, 6       |
| Continue efforts by volunteer coordinator to reach families with flexible scheduling.  | 2, 3             |
| Principal attends active Parent/Teacher Organization as advocate for literacy activities and their input on school-related activities.                       | 3, 5, 6          |
| Continued communication links with parents (newsletters, peek of the week, literacy calendars, IC brochure, books in bags, PBIS postcards)                   | 2                |

Quality core curriculum is aligned with the appropriate intervention based on data that is reliable, valid, practical, and immediate. Curriculum is aligned with the MN ELA Standards, “I Can” statements are written and posted in student and parent friendly terms, and Parent Brochures have been developed specific to grade level benchmarks and State testing, K-6. This information is located on the District website and will be distributed during the Fall Open House.

Targeted services are intended to be supplementary to the CORE curriculum and supportive to individualized learning plans. Instructional coaches and literacy interventionists are available to provide resources, support and feedback regarding instruction and student progress. Through project-based, technology, hands-on, and interactive learning, Mora Targeted Services offers engaging activities that expand and promote literacy skills. A variety of resources will be used to ensure student success and challenging, fun learning.

Students in Special Education who receive extended school year services receive instruction directly tied to the measurable goals outlined in Individualized Learning Plans (IEP’s) designed by child study teams. IEP’s reflect appropriate achievement levels and interventions regarding curriculum and instruction in literacy.

Students can exit support services throughout the year not just determined by benchmark assessments. Student growth and achievement is monitored by an on-going basis via progress monitoring, teacher input and problem solving practices provided by the SAT team. Entrance and exit criteria (see assessment component) is communicated to parent via personal phone calls by classroom teachers and/or interventionist, parent meetings, and/or through written reports. Students on an individualized learning plan receive instruction specific to their identified need and outlined goals.

#### **4. Goals and Objectives: Public Audience/Community**

Curriculum grids outline how the current series and resources available are aligned to the grade level standards and benchmarks. This information is posted on the District Website. “I Can” statements provide benchmarks that are student and user friendly. This information is routinely presented to a community organization entitled Board Advisory Committee (BAC). This committee is composed of community members, student representatives, school board, Superintendent, Administration and teachers. The BAC provides the school district with feedback from community stakeholders. The District uses the BAC as a public audience to discuss core instruction and information, sharing program improvements, initiatives (instructional coaches/Marzano Art and Science of Teaching Framework, problem solving) and the changing faces of education.

#### **5. Goals and Objectives: Professional Development and Scientifically-based Reading Instruction for Teachers**

Professional development activities are led by the site-based teams based on our PK-12 literacy needs. Core instructional practices and procedures are detailed to all staff members by on-site staff development trainings from the specific publishers. Job-embedded activities include training for Instructional Coaches, Marzano’s Leadership Academy, training in the ELA Standards, and time for peer observation/collaboration. Training for instructional coaches and school leaders is facilitated by Resource Training and Solutions. We utilize our instructional coaches and literacy grade level representatives to further assist staff in implementing core instruction and support best literacy practices.

Time for professional development and horizontal and vertical collaboration are provided by Professional Learning Communities (PLC’s), in-service days, workshop days, and weekly grade level meetings for teachers, specialists and instructional support staff. These professional development times are set aside to provide staff with a number of opportunities to disseminate data, enhance education with the use of technology such as the use of Schoology, prioritize literacy initiatives, create learning progressions to promote a guaranteed and viable curriculum, inform educators of researched based current literacy tools and resources, as well as provide time for reflective instructional practices.

Professional development is provided for staff to learn about language acquisition as well as other tips when working with an EL learner.

#### **6. Goals and Objectives: Literacy Framework for Strategies, P-6**

Section 122A.06, Subdivision 4, comprehensive scientific based-reading instruction, includes a program or collection of instructional practices that is based on valid, replicable evidence showing that students can be expected to achieve. Outlined in this statute include

identifying specific vocabulary, standard error correction, interventions and assessment are outlined for PK-6 specific to the instructional skills of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Throughout the core instruction, routine interventions including PALS, Read Naturally, and Daily 5 are pushed-in for the benefit of all children. Where as more intensive instructional supports occur in tiers 2-3 flexible groups. The Integrated Service Delivery Model (ISDM) focuses on the push-in model and team teaching. Licensed staff work on a specific skill needed by the small group. Reading Corps delivery is in accordance with Federal guidelines in an individual or paired pull out service.

Literacy opportunities are offered to all students in a multi-tiered system, which promote student choice/motivation. Guided reading and flexible groups are created to match each student's reading level with the Lexile numbers shown on the FAST screens. Performance data allows for student choice to enhance individual reading instruction and interest. Programs such as Study Island and THINK Central (also accessible at home) promote growth at an individual rate with a variety literacy skills and genres. These tools are used to enhance reading instruction for students of all abilities. Phonics for Reading, Great Leaps and PRESS are research based, data driven literacy interventions, for Tiers 2 and 3 instruction have been added for the 2016-2017 school year.

Staff routinely review curriculum maps that show assessment instruction of grade level benchmarks. Utilizing curriculum-based measures, we identify areas of relative strengths and weaknesses in the current curriculum to guide additional staff development training. Local and State benchmark data along with progress monitoring continue to help identify staff needs.

All teachers will benefit through instructional coaching and peer observations. As coaches work with teachers around research-based best practices in literacy and teachers work together with others in their professional learning communities, all instruction improves. Coaches are trained in the best coaching techniques in order to build their capacity to work with teaching staff. High quality professional development that is job-embedded will be offered in the area of literacy to familiarize all staff with the 2010 MN ELA Standards and the ensuing Literacy Plan.

Job-embedded staff development activities are determined and led by site based teams based on exit tickets and needs assessment surveys. Based on this feedback, we align corresponding trainings by Instructional Coaches, Literacy leaders, allocate resources to support progress monitoring, and additional outside resources to explain the new strategy, tool, or idea to all stakeholders in a timely fashion. Peer and Administrative observations support the scientifically researched-based evidence for a given program or practice to ensure it is effectively implemented in all PK-6 classrooms. Job-embedded staff development continues to be an ongoing, developing, refining process throughout the Mora School District.

## **7. Goal and Objectives: Recognize Diverse Student Needs**

Currently, our demographics for Mora Public Schools ISD #332 shows cross-cultural community for students needing English Language services. A part time ELL teacher has been hired. We will continue to provide all staff with staff development regarding socio-economic and cultural differences as to how these variables impact the students' needs. Local agencies are invited to share the demographic information, changes, and trends happening within Kanabec County.

Training will be provided on the new ELA standards relevant to the cultural perspective of Native Americans in Minnesota in grade level benchmarks. Mora Public Schools submitted the World's Best Workforce American Indian Grant for the opportunity to provide additional resources at Grades K-6 to ensure student success on grade level benchmarks. The grant also proposes additional college and career support for our American Indian students so they graduate on time. If these were to change, we would address these English Language needs and allocate resources.