

ISD #432, Mahnomen Public Schools Local Literacy Plan

Our Mission is to provide the opportunity for high achievement for all learners promoting academics, citizenship and individual self-esteem, with an emphasis on 21st century skills.

1. Statement of Goals and Objectives

To ensure that all students in Kindergarten through Grade 3 are reading proficiently at the end of each grade level, the Mahnomen School District will provide research based reading instruction, assessment and curriculum aligned with Minnesota Academic Standards for all students. We will provide research based interventions for students not performing at grade level by using a comprehensive assessment system that includes; screening, diagnostic testing, and progress monitoring.

Mahnomen School District implements a pedagogically sound, research-proven literacy program. In our program, you will find:

*assessments to drive instruction; *interactive read-alouds to model good-reader strategies with award-winning trade literature; * reading and writing mini-lessons to model/ build comprehension, vocabulary and fluency using grade level materials; *differentiated small group guided reading that builds on shared reading instruction; *independent reading to encourage transfer of skills and strategies with use of Accelerated Reading for first through sixth grade; *phonemic awareness, phonics, and word study to build strong decoding and word-solving strategies; *Writer's Workshop to support students at all writing stages across a range of genres.

The Mahnomen Elementary Reading Data Guidelines chart below defines grade level assessments and defines reading grade level proficiency. Assessments are used throughout the school year to guide the teachers by monitoring student progress and providing interventions as needed. Classroom teachers receive support from Title 1, paraprofessionals and special education teachers.

Staff continues to incorporate elements from Richard Allington's article "Every Child, Every Day", which was previously studied during Professional Learning Communities. Allington states that every child needs to read something he or she chooses. Classroom teachers provide a minimum of 20 minutes daily of independent reading based on choice and reading levels. Upon completion of books, students had the opportunity to take a quiz, using the Accelerated Reading Program. Students were given goals to reach with a reward at the end of each quarter. In addition, students also have opportunity to listen to a fluent adult read aloud each day, which is also an element stated by Allington. Allington, R.L. & Gabriel, R.E. (2012) *Every Child, Every Day. Educational Leadership. 69(6), 10-15.*

Allington also states effective teachers provide a balance of whole-and small-group instruction. There is a strong correlation between classrooms that have sufficient small-group instruction and students' reading progress. Students of teachers in the most effective schools spend 25 minutes a day in whole group instruction, and 60 minutes a day in small-group learning activities, including guided reading groups. Mahnomen teachers will implement whole and small-group instruction in their classrooms and continue to develop evidence-based instructional practices. All teachers K-6 have a minimum 90 minute reading block. These practices are supported through:

- Staff support team (SST) - explained in section 4;
- Parent partnerships and communication – explained in section 3;
- Staff development- explained in section 4;

- Professional Learning Communities (PLC) - explained in section 5 and;
- Quarterly data review meetings will be addressed by PLCs and the leadership team.

Third grade Minnesota Comprehensive Assessment (MCA) data in reading showed Mahnomen's "All" student group was at 28.8% in comparison to 56.8% for the state average in 2017. Mahnomen's third grade students, who are "American Indian", scored above state average at 34.8% in 2017. Third grade students at Mahnomen, who qualify for "free or reduced price lunch", scored below the statewide average at 29.5% in 2017.

2. Statement of Process to Assess Students Level of Reading Proficiency and Current Data

Mahnomen School District teachers will assess and record their data on the Mahnomen Elementary Reading Data Guidelines table below, three times during the school year to determine the reading level and needs of students. The process to assess students' level of reading includes:

Screening assessments are quick and efficient ways to measure the overall ability of a student. Screenings are given to all students at regular intervals that help the teacher to establish outcomes throughout the year. By establishing a baseline for the students, these assessments will help identify students not reading at grade level. Screening assessments are used in Kindergarten through 6th grade. Results from the screening assessments will be used to help the teachers determine which interventions are needed for reading success.

Progress monitoring assessments are short assessments given on a regular basis. The data obtained through these assessments is collected, evaluated and used on an ongoing basis to determine the rate of a student's progress towards reading at grade level. They also provide information on the effectiveness of the interventions used and to help modify the intervention to fit individual student needs. Intervention tools used, are matched to interventions with the student needs to make sure that they are working towards reading at grade level.

Diagnostic assessments are used in Kindergarten through 6th grade to provide additional information to help in planning more effective instruction and interventions. Diagnostic assessments provide the teacher with additional data beyond screening assessments. Diagnostic assessments are used to help give clear expectations that offer new or more reliable data about students' academic needs. This data helps teachers plan more targeted and intensive instructional methods that will accelerate their reading proficiency toward their grade level expectations. Using Diagnostic screening along with additional formal and informal classroom assessments give the teacher a better understanding of their students needs.

Assessment information will be shared with appropriate PLC groups, administration, and parents. Interventions will be put in place as needed.

Mahnomen Elementary Reading Data Guidelines

Grade	Measure of:	Name of Measure:	Criteria for Determining those at or above grade level' at the end of the school year # of students at grade level/# of students assessed	Timeline F=Fall W=Winter S=Spring	Sept.	Jan.	May
Kinder- garten	Letter Names	Benchmark Assessment System	Fall=5; W=25; S=52	F-Screening W-Progress Monitoring S- Diagnostic	42/55	50/56	53/57
	Letter Sounds		Known letter sounds: W=25; S=46	W- Progress Monitoring S- Diagnostic	NA	44/56	50/57
	Multiple Measures	STAR Early Literacy	At or Above Scale Score: F= 496 W= 568 S= 644	F- Diagnostic W- Diagnostic S- Diagnostic	22/51	24/55	26/57
	Accuracy/ Comprehen- sion	Benchmark Oral Reading Running Records	Instructional Reading and Comprehending Level: W=Level B; S=Level D	W-Diagnostic/Pro gress Monitor S-Diagnostic	NA	24/55	24/57
Grade 1	High Frequency Words	Fry's First 100 Word List	F= 20 words W= 60 words S= 90 words	F- Diagnostic W- Progress Monitoring S- Progress Monitor and	21/42	27/41	30/37

				Diagnostic			
	Multiple Measures	STAR Reader	At or Above Scale Score: F= 73;W= 87 S= 133	F- Diagnostic W- Diagnostic S- Diagnostic	13/40	12/41	24/35
	Accuracy/ Comprehension	Benchmark Oral Reading Running Records	Instructional Reading and Comprehending Level: F= Level D; W= Level G; S= Level J	Daily Progress Monitoring and Diagnostic	16/42	20/42	26/37
Grade 2	High Frequency Word	Fry's Second 100 High Frequency Words	F=70% or better W=80% or better S=90% or better	F- Screening W- Progress Monitoring S- Diagnostic	28/41	33/42	35/40
	Multiple Measures	STAR Reader	At or Above Scale Score: F= 189 W= 239 S= 291	F- Diagnostic W- Diagnostic S- Diagnostic	13/41	20/42	22/40
	Accuracy/ Comprehension/ Fluency	Benchmark Oral Reading Running Records	Instructional Reading and Comprehending Level: F= Level J; W= Level K S= Level M	Daily Progress Monitoring and Diagnostic	24/41	26/41	25/39
Grade 3	Accuracy/ Comprehension/ Fluency	Benchmark Oral Reading Running Records	Instructional Reading and Comprehending Level: F=Level M; W= Level N; S= Level P	Daily Progress Monitoring and Diagnostic	30/47	31/45	23/45
	Multiple Measures	STAR Reader	At or Above Scale Score: F= 319 W= 357 S=393	F- Diagnostic W- Diagnostic S- Diagnostic	17/45	29/44	29/45
Grade 4	Multiple Measure	STAR Reader	At or Above Scale Score: F= 415 W= 449 S= 476	F- Diagnostic W- Diagnostic S- Diagnostic	15/44	19/43	23/45

		MCA	350 or better on 3rd gr. MCA	F-Screening	11/42	NA	NA
	Accuracy/ Comprehen- sion/ Fluency	Benchmark Oral Reading Running Records	Instructional Reading and Comprehension Level: F=Level P; W=Level Q; S=Level S	Daily Progress Monitoring and Diagnostic	19/47	25/45	24/45
Grade 5	Multiple Measures	STAR Reader	At or Above Scale Score: F= 514 W= 544 S= 573	F- Diagnostic W- Diagnostic S- Diagnostic	11/39	15/39	16/40
		MCA	450 or better on 4th gr. MCA	F-Screening	5/37	NA	NA
	Accuracy/ Comprehen- sion/ Fluency	Benchmark Oral Reading Running Records	Instructional Reading and Comprehension Level: F=Level S; W=Level T; S=Level V	F- Screening W- Progress Monitoring S- Diagnostic	28/42	27/41	25/40
Grade 6	Multiple Measure	STAR Reader	At or Above Scale Score: F=614 W= 647 S= 684	F- Diagnostic W- Diagnostic S- Diagnostic	11/30	2/28	10/25
		MCA	550 or better on 5th gr. MCA	F-Screening	15/29	NA	NA
	Accuracy/ Comprehen- sion/ Fluency	Benchmark Oral Reading Running Records	Instructional Reading and Comprehension Level: F=Level V; W= Level X; S= Level Y	F- Screening W- Progress Monitoring S-Diagnostic	18/34	16/29	11/23

Results are communicated with parents/guardians for all students through the following actions:

Fall Conferences-Classroom teachers share results of screening assessments, diagnostic and progress monitoring, including attendance records and parent involvement resources/recommendations for supporting literacy learning at home.

In the event the parent or guardian is unable to attend fall conference, then:

- Classroom teacher will attempt to reschedule conference
- Classroom teacher will attempt to conduct a phone conference
- Registered letter with return receipt will be mailed to parent/guardians of those students identified as not performing at grade level within 2 weeks of the scheduled conference.

Winter Conferences-Classroom teachers share results of screening assessments, diagnostic and progress monitoring, including attendance records and parent involvement resources/recommendations for supporting literacy learning at home.

In the event the parent or guardian is unable to attend winter conference, then:

- Classroom teacher will attempt to reschedule conference
- Classroom teacher will attempt a phone conference
- Registered letter with return receipt for those students identified as not performing at grade level within 2 weeks of the scheduled conference.

Spring Consultation-By June 1st of each year:

- Classroom teachers will request a consultation for those not meeting grade level proficiency expectations. Students who are not meeting grade level criteria on two or more of the assessment measures will be determined to be “not meeting” expectations.
- In the event the parents/guardians were unable to attend the spring consultation, a registered letter, with return receipt will be mailed for those students identified as not performing at grade level.

3. Communication Plan for Sharing Data with Parents/Families

Individual parent/families will be regularly informed according to the actions listed above.

Support services for families include:

- Research based reading curriculum provides parent communication letters with each unit
- Teachers provide support materials for individualized learning at home
- School website (& links to appropriate sites) is available to those that have access
- School newsletters
- Home/school connection letters
- Title1 night, open house in fall where kindergarten expectations are distributed
- Library books; scholastic book orders and Scholastic Book Fair
- Books are used as gifts and prizes
- Collaboration with the public library to provide a summer reading program
- Community Ed/ ECFE/ Head Start coordination of services
- Mahnomen Targeted Services provides an intervention/prevention program that assists students in the development of academic (particularly reading and math) and decision making skills, creates opportunities for exploration, and uses multiple resources for the cultivation of individual strengths and talents in a supportive environment. These services are unique in their approach to education because of the small class sizes and the focus on hands on activities.
- Title I parent activity nights: In November, the Title 1 program holds two “Bingo for Books” nights. The students and their families play bingo and win books for prizes. Each child present takes home two books to share with their families. In April, we held a math games evening. The families were given decks of cards, a set of dice and a variety of games to play. They had to read the instructions and play the games. The families were able to take home the manipulatives and games to continue learning at home. All nights ended with pizza for everyone.
- “Muffins in March” was held where parents came in for a free breakfast and then went to the classrooms where their child read with them.

- Title VII- Indian Education has a parent advisory committee that addresses the needs of American Indian students
- Parent Teacher Student Organization (PTSO) meets to address the needs of all students and to increase parent involvement.

4. Core Instruction-Intervention and Instructional Support including Curriculum and Instruction

Our research-based K-6 core reading curriculum and balanced instructional program includes whole and small group instruction with differentiated levels for phonemic awareness, phonics, vocabulary, fluency and comprehension. The whole group instruction provides students with grade level material and concepts that are teacher supported throughout the lesson and reinforced in small group. The adopted reading program provides numerous resources that support the implementation of the 2010 Minnesota Language Arts Standards along with oral language instruction and writing workshop.

K-6 teachers will implement Guided Reading/small group instruction as part of the core instruction. Guided Reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with comprehension and fluency. Guided Reading occurs in a small-group setting allowing for interactions among readers. The purpose of guided reading is to meet the varying instructional needs of all the students the classroom, enabling them to expand their reading abilities.

In addition to core reading instruction, interventions are provided for students not meeting grade level expectations according to the Mahnomen Elementary Reading Data Guidelines. The following tiers of supports will be utilized:

Mahnomen Elementary is a school wide Title I program that allows access to Title I intervention by all students on a daily basis. The Title I teachers supplement core instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Once diagnostic assessments are completed, students receive instruction in areas of need. The following programs are used to provide instruction based on individualized needs:

- Leveled Literacy Intervention (LLI) was purchased as a Title 1 intervention program for grades K-3. LLI is a research-based supplemental system that is designed to be used with small groups of children who need intensive support to achieve grade level competencies. It is based on Fountas & Pinnell A-Z gradient of text difficulty, beginning with Level A (mid-kindergarten) to Level N (early third grade). By engaging in intensively supportive lessons, on each level, young readers have the opportunity to expand their reading and writing abilities every day. The Fountas & Pinnell Benchmark Assessment System will be used to determine the instructional level of the student.
- Read 180 has 32 seats purchased to help bring students to grade level in reading in grades 3-6.
- Systems 44 has 27 seats purchased to use with grades 3-6 for students who struggle mastering the 44 basic phonetic sounds of the English language.

Mahnomen's Student Support Team's (SST) purpose is to identify students at risk of not making adequate progress and assist teachers in identifying research based interventions which will provide instructional supports needed to improve outcomes. Regular education teachers, specialists and administration make up the SST team. The team meets once a week to make recommendations for instructional support/intervention.

Special education services are available to students who have met eligibility, have needs identified through formal evaluation, and have needs addressed through an individualized education plan. Special education services are provided to students on a daily basis or as outlined in their individual education plans.

5. Professional Development for Instructional Staff

Mahnomen's professional development plan addresses all statutory requirements, focuses on understanding needs of diverse learners, oral language development, and instructional best practices based on Minnesota academic standards for all educators.

Mahnomen Schools provide job-embedded professional development for all teachers through Professional Learning Communities (PLC). PLCs are groups of cross grade-level teachers that meet bi-monthly to examine student work, teaching strategies and practices, and student assessment data. Within these groups strategies for differentiation are researched and embedded. Teachers provide support and coaching for each other as they provide core instruction and implement interventions. PLC's will continue to evaluate the effectiveness of our current reading program while supporting our new staff members.

Through the use of Title I funding, the district will purchase the book, "The 7 Mindsets To Live Your Ultimate Life", to help teachers explore how improving mindsets can lead to more success, schoolwide, in all subject areas. This book will be used as a book study for our 2017-2018 PLC times.

Minnesota Comprehensive Assessments (MCA) and classroom level data is used by the Mahnomen Staff Development and Leadership Committees to prioritize and determine professional development needs. The Staff Development and Leadership Committee review PLC minutes to provide feedback to teachers as well as drive future trainings.

Walk-through observations will be performed by the principal and feedback will be given to the teachers through iObservation and conferencing.

The district offers a teacher mentoring program to help new teachers become familiar with our reading curriculum and district assessments.

Teachers are encouraged to attend literacy workshops with funding provided by Title 1 and school district.

6. Student Support for English Language Learners (ELL)

Our core curriculum includes a wide variety of resources for teachers to support students who qualify for EL services. PLCs also provide support and peer coaching for educators as they implement core instruction and interventions for all students with oral language needs.

7. Communication System for Annual Reporting

Mahnomen's Local Literacy plan will be displayed in a prominent location on the district website by June 1 and updated annually. The Mahnomen District webpage includes a link to the Minnesota Department of Education website for access to student achievement data. Please follow this link to MDE website Data Center: <http://education.state.mn.us/MDEAnalytics/Reports.jsp>. The district will submit all required data to the Commissioner according to Minnesota Statute.

Please contact the elementary principal or superintendent with any comments, questions, or feedback. The district seeks feedback from stakeholders through a Title I Advisory Committee, PTSO, Title VII Advisory Committee, and opportunities for public input are available at monthly school board meetings.

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