

STAPLES-MOTLEY ISD 2170 LOCAL LITERACY PLAN 2017-2018

I. INTRODUCTION

Staples-Motley ISD 2170 has developed the Local K-3 Literacy Plan to ensure that district students will be reading well by the end of third grade.

II. This plan was approved by the Staples-Motley ISD 2170 School Board on July 24, 2017.

Staples Motley School District # 2170 is a Pre-K-12 district that is located in the Mid-Western part of Minnesota and serves four counties. It is a mainly rural district that serves over a 400-mile radius of students and families. Of the almost 1100 students that attend Staples Motley approximately 53% qualify for free and reduced price meals.

District Student Achievement Goals:

All students will be proficient or demonstrate high growth on district and/or state assessments in reading and mathematics.

District staff development goals:

- Continue to develop and support high functioning teams.
- 100% of PLCs are implementing the Continuous Improvement process to improve student achievement.
- Support individual sites to assist them in meeting their student achievement goals.
- Staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.
- Staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.

Aligned Curriculum, Instruction and Assessment

The following chart outlines district curriculum, instruction, and assessment information including interventions and supports in the area of literacy for students in grades Kindergarten through Third Grade.

Core Instruction	K-3 teachers use a balanced literacy program which includes phonics, comprehension, writing, vocabulary, phonemic awareness and fluency. The district is currently utilizing resources from Scott Foresman for core instruction in order to meet Common Core standards in English Language Arts.
Time Spent	Staples-Motley Elementary school uses a block time of a minimum of 90 minutes for literacy instruction.
Intervention/Supplemental Instruction	<ul style="list-style-type: none"> • PRESS strategies are used for select students based on needs (K-3). • Read Naturally (K-3) • Minnesota Reading Corps (K-3) • Targeted Services, Learning Boosters (K-3) • Summer School (K-3) • Title I services (K-3) • Leveled libraries for guided reading available to match student reading levels (K-3) • Words Their Way (K-3) • Fluency through technology (K-3)
Flexible Group Instruction	<ul style="list-style-type: none"> • Intervention groups are flexible based on student need. • Students are placed into intervention and/or learning groups according to data from unit assessments, reading fluency progress monitoring, and daily work which shows student needs. • Differentiated Instruction within classrooms provide for flexible grouping • Teachers assess student reading levels and match text and reading materials to each student's reading level.

Assessment	<ul style="list-style-type: none"> • Unit Assessments provided by the Scott Foresman reading resources to assess reading and phonics skills, tests are given every 5 to 6 weeks (K-3). • AIMSWeb is used to screen fluency. Students are screened in fall, winter and spring in order to set benchmark goals (K-3). • Minnesota Reading Corps instructors' progress monitor the students below benchmark (K-3). • Teachers' progress monitor all students below benchmark. • Fountas & Pinnell Text Leveling Kit is used to determine specific reading levels (K-3)
Intervention	Interventions listed above are used for students who are not currently meeting benchmark goals in the main reading areas.

Link to Common Core Standards:

http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary

Data Driven Decision Making

NWEA MAP assessments are given a minimum of three times over the school year (fall, winter and spring in 2nd-10th grades). Teachers have access to tools that can determine student needs in all areas of literacy, to better make decisions and individualize instruction for all students. Specifically students who score less than the 40th percentile are targeted for literacy interventions.

Teachers use AIMSWeb to screen all students and progress monitor on letter naming fluency, letter sound fluency, and oral reading fluency. Student scoring below benchmark on screenings have their progress monitored on a regular basis, every 1-3 weeks. The tables below list the specific assessments and benchmarks for each grade level.

AIMSWeb Assessment Tools and Schedule

Grade	Fall (September)	Winter (January)	Spring (May)
K	* Letter Naming Fluency * Letter Sound Fluency	* Letter Naming Fluency * Letter Sound Fluency * Nonsense Word Fluency	* Letter Naming Fluency * Letter Sound Fluency * Nonsense Word Fluency
1	* Letter Naming Fluency * Letter Sound Fluency * Nonsense Word Fluency	* Nonsense Word Fluency * RCBM Reading Fluency	* RCBM Reading Fluency
2	RCBM Reading Fluency	RCBM Reading Fluency	RCBM Reading Fluency
3	RCBM Reading Fluency	RCBM Reading Fluency	RCBM Reading Fluency

AIMSWeb Assessment Probes and Benchmarks per grade level

Grade	Measure	Fall Target	Winter Target	1st Grade March Target	Spring Target
K	Letter sounds	10	21	NA	41
1	Nonsense Word Fluency (NWF)	32	52 Continue NWF	52 Stop NWF	Don't do NWF
1	RCBM Reading Fluency	Don't do RCBM	22 Start RCBM	NA continue RCBM	80

2	RCBM Reading Fluency	71	100	NA	118
3	RCBM Reading Fluency	100	123	NA	138

Data is initially reviewed after each screening period, and revisited after progress monitoring if there is evidence that students are not progressing. This data review is done by classroom teachers, administrators, and resource teachers. Students not meeting benchmark expectations are placed in flexible intervention groups where they would fall in multi-tiered levels of support. Interventions are continually adjusted if students are not meeting a goal over six weeks of intervention. Students are exited out of interventions upon meeting grade level goals.

Multi-Tiered Levels of Support

The Staples Motley School District has developed Essential Learning Outcomes (ELO's). Each grade level developed ELO's by identifying the key elements needed for students. This was done by staff reviewing the MCA test specifications and the 2010 State Standards and Benchmarks. The staff is currently developing common formative assessment to determine if students are achieving at the identified outcomes.

The Staples Motley Curriculum Council oversees the interactions of our Subject Area Curriculum Committees, No Child Left Behind, Technology, and Staff Development Committees to align curriculum, instruction, and assessment.

- The Scott Foresman Reading Series was adopted and implemented in Kindergarten through Grade 6 in 2005-06. The series has built-in intervention that includes leveled instruction to meet individual student needs.
- Teachers are using best practice/balanced literacy to teach reading, using resources such as the Daily 5 framework, CAFÉ reading strategies, Guided Reading using a leveled library, and Words Their Way.

We are improving our district's system to collect, maintain, and analyze data in an accurate and efficient manner over time. Staff is currently working with data from the Minnesota Comprehensive Assessments, AIMS web, Fountas and Pinnell leveling kit, sight word knowledge, and WTW spelling inventory. Staff is also maintaining assessment data on Title I students via a local database. Local assessments including AIMS web (letter sounds, nonsense word fluence and RCBM's) are done at the elementary grade levels.

Staff in our district analyze student benchmark tests, progress monitoring, observations and student work samples at least monthly to review student progress and discuss instructional strategies to meet student deficiencies and needs. The below listed interventions happen during core instruction (provided by classroom teachers) and are provided to students needing additional time and support. During this time students receive small group or 1 on 1 instruction provided by title 1, classroom teachers, reading corps, and special education staff and paraprofessionals.

The following RTI guide helps explain the process that teachers use to determine areas of intervention for students. Students are assessed to determine academic levels, then placed into the proper intervention. Once placed, students are continually assessed to determine if the intervention is successful or if continued support is needed

5-10% Individual Interventions

10-15% Small Group Interventions

80 % Core Instruction: Adjust grade level instruction as needed

Staff will communicate student learning progress and growth goals along with instructional programming on at least three times a year. Students with more frequent programming changes will be updated by classroom teacher as needed.

Emergent Reading Skills

Interventions used to master the following strategies/skills: letter naming, tracking print, concept of letter/word/sentence/paragraph, writing names and letters

- Sound boxes
- Interactive writing
- Reading text
- Making words
- Word/Picture sorts
- Letter sorts
- Guided Reading and Writing

Phonemic Awareness Interventions

Interventions used to master the following strategies/skills: initial and final sounds of spoken words, rhyming words, segmenting and blending, syllables, letter-sound correspondence

- Kindergarten EIR
- Blending and segmenting words
- Picture sorts
- Rhyming sorts

Phonics/Decoding

Interventions used to master the following strategies/skills: vowel and consonant sounds, consonant blends, consonant digraphs, common word patterns

- Interactive writing
- Making words
- Sound boxes
- Words Their Way

Vocabulary

Interventions used to master the following strategies/skills: using context and picture clues, synonym, antonyms, homonyms, multiple meaning word, prefixes and suffixes

- Explicit Instruction
- Text talk

Fluency

- Word Recognition - Matching text to student reading level, explicit strategy instruction
- Partner Reading
- Repeated Reading
- Choral Reading
- Echo Reading
- Newscaster Reading
- Reader's Theater

Comprehension

Interventions used to master the following strategies/skills: cause and effect, summarizing, main idea/supporting details, compare and contrast, classifying/categorizing, asking and generating higher level questions, fact and opinion, knowledge of text structure, visualizing, story elements (character, plot, setting, theme), sequencing, steps in a process, author's purpose, making judgments, predicting, clarifying, inferring.

- Reciprocal Teaching - coaching for comprehension
- Explicit Strategy Instruction - explaining reading
- Higher level questioning
- Use "fix it" strategies

Teachers use Scott Foresman unit tests, common formative assessments, and AIMS web information to match student needs to instruction. This includes enrichment for students who are performing above benchmark expectations.

Supporting the needs of English Language Learners

Staples-Motley ISD 2170 does not have a licensed ELL Specialist to provide services and support for students with ELL needs. Currently there are no ELL students who qualify for services. The district would need to contract out to receive help to identify students with oral language and linguistic needs through language assessments and parent input. The specialist would be made aware of needs at the time of enrollment if families demonstrate this need, or students are referred by classroom teachers to be assessed to determine needs for support. The specialist would work with the classroom teachers to provide support according to assessment results to give students the support needed. This support may occur within the classroom or one-on-one with the ELL specialist depending on student needs.

Job-Embedded Professional Development

Teachers and administrators participate in monthly Professional Learning Communities (PLC). “A PLC is an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they work with. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.” –DuFour, DuFour, Eaker, & Many (2010)

PLCs meet during monthly early dismissal dates, in-service days, and during team meeting times throughout the month. Meetings may last from one hour up to three hours and are the opportunity for teachers to look at student data to inform instruction to best meet student needs.

All teachers within the Staples-Motley School District meet the qualifications for Highly Qualified. It is a requirement of State of Minnesota through Title I that all teachers meet the requirements put forth by the state.

District-wide curriculum committees are formed with representatives from each grade level and specialists to align curriculum to Common Core English Language Arts standards. This committee also has the task of finding the best scientifically-based resources to be used to deliver these standards in the classroom. The district-wide staff development committee also works to provide training and professional development to teachers in the areas of Language Arts and technology. The committee will periodically perform a needs assessment to determine staff development needs related to literacy and student achievement. These decisions are also made with current student data and needs in mind.

Professional development is provided to teachers through regional service cooperatives such as NJPA. Representatives from curriculum resource publishers are available to train teachers in how to best use the resources provided. Training is also available from NWEA and AIMSweb

(assessment tools in use) to assist teachers in best utilizing the data from these tools once assessments are completed. Teachers are also always encouraged to attend conferences and workshops related to literacy that are available outside of the district.

The Staples Motley School District has put in place a school wide evaluation plan. The evaluation plan focuses on the Standards of Effective Practice developed by the State of Minnesota. <https://www.revisor.mn.gov/rules/?id=8710.2000>

The district will evaluate the evaluation plan to determine effectiveness and develop professional development need. The evaluation plan is focused on professional development and teacher growth in the areas of standards of effective practice.

Serving diverse needs

Staff in each elementary site have been trained in “Responsive Classroom” practices, which is a program meant to address social skills and community building. These practices allow students to build a sense of belonging in the classroom which helps them be ready to learn.

Resources to address.

Family and Community Partnership

In accordance with Section 118(a)(2) of the No Child Left Behind Act, the Staples Motley District has developed the following Parent Involvement Policy and Procedures. This policy was developed with input from parents, teachers, and administrators and will be distributed annually to parents of children who participate in Title I programs. It will be reviewed annually and updated as needed to meet the changing needs of parents and/or the district.

Statement of Purpose

The Staples Motley District is committed to the goal of providing quality education for every child in the district. For this reason, we want to establish partnerships with parents and the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as a child’s first teacher. Their support for their children and for the school is critical for their child’s success at every step along the way.

Grade level goals for the K-5 students of Staples Motley schools will be distributed to parents at the Fall Parent Teacher Conference in October with the expectation that all students will work toward these goals. We recognize that some students may need extra assistance available through the Title I school wide program to reach those goals. The Staples Motley District will include parents in planning and reviewing the district’s Title I program. Our goal is school home partnerships that will help all students succeed.

Parenting

1. The Staples Motley District will provide technical assistance and support to its Title I schools - Staples-Motley Elementary School and the Motley Staples Middle School, in planning and implementing effective parent involvement activities by:

- Providing leadership for these activities from the building principals and Title I staff
- Providing funding for activities with Title I dollars
- Providing secretarial time from the building offices for communication needs
- Exploring possibilities for a parent volunteer coordinator at each site

2. The Staples Motley district will coordinate Title I parent involvement activities with other agency's parental involvement activities that encourage and support parents in more fully participating in the education of their children by:

Communicating and working with the HeadStart, ECFE, School Readiness, and WIC programs already housed in our buildings

- Coordinating with School Readiness – 40 hours of parent involvement a year expected
- Hosting Kindergarten Round-Up in March
- Kindergarten assessment and conference with parents and students on Day 1 & 2 of each school year.

3. The Staples Motley District will build the Title I schools' and parents' capacity for parent involvement as described in NCLB Section 118(e) by:

- Supporting the parent involvement activities of the early childhood programs with space and personnel
- Planning and hosting specific parent events during the school year
- Using the Title I Compact
- Providing numerous opportunities for parents to volunteer in our schools and classrooms
- Providing weekly and monthly classroom communications to parents
- Providing classroom/homework information and other supportive educational links on our district website

4. The Staples Motley District will assist parents of the children being served in Title I programs in understanding the MN State Standards, assessment, and how to monitor a child's progress by:

- Providing grade level goals and expectations to parents at Fall Conferences
- Providing a copy and explanation of the student's MCA-II results for parents
- Providing a copy and explanation of the student's AIMS web results for parents
- Setting aside time to go over these results at the Fall Conference

Communication

5. The Staples Motley District will educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent volunteer programs, and build ties between parents and the school by:

- Discussing parent volunteer programming possibilities and getting parent input at the annual Title I Parent Advisory Committee meeting.
- Addressing this need and brainstorming ideas at a staff meeting
- Using results and information from the Parent Survey completed in April
- Using ideas and information from our District External Communications Committee
- Exploring the possibility of time for a parent volunteer coordinator at each site

Decision Making

6. Getting input from parents if barriers to involvement exists related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practical in a language that parents can understand by:

- Using our ELL instructor and/or other personnel to provide the communications in the parents' home language as needed.

7. The Staples Motley District will provide reasonable support for parental involvement activities by:

- Using Title I funds to support these activities and events
- Providing staff for child care
- Holding meetings and other events at times that are convenient to parents
- Providing secretarial and custodial support through the school sites

Learning at Home

8. The Staples Motley District will provide materials and training to help parents work with their children by:

- Providing communication from each grade level regarding homework expectations with classroom newsletters, student planners, and Parent WebAccess
- Providing *SPARKS* (Special People Are Reading with Kids at School) training
- Informational session for parents on math resources – ***EveryDay Math***
- Provide information for parents regarding state standards and assessment expectation

- Providing training and materials for parents with the EIR (Early Interventions in Reading) program, DHR (Daily Home Reading) program, Mobi Max, Running Start, Scott Foresman parent materials and other capacity building activities
- Using classroom newsletters and student planners
- Providing appropriate links on the district's website

9. The Staples Motley District will involve parents in the joint development of the Title I Plan under section 1112 (NCLB Application) by:

- Seeking parent ideas and input at each school site
- Using data, ideas, and information from parent survey
- Reviewing the Title I plan annually with parents at the Parent Advisory Committee meeting

10. The Staples Motley district will conduct an annual evaluation of the content and effectiveness of the parent involvement policy and assess how much parent involvement has increased and what the barriers are to parental participation that need to be addressed by:

- Evaluating our school-wide programs annually with a committee made up of staff, parents, and administration at the annual Title I Parent Advisory Committee (PAC) meeting
- Keeping data on participation in parent involvement opportunities at all school sites

11. The Staples Motley District will use the findings of the evaluation to design strategies for school improvement and to revise parent involvement policy/procedures by:

- Using the annual Title I Parent Advisory Committee meeting to evaluate the program using appropriate student and program assessment data
- Involving parents in reviewing this policy annually
- Inviting parents to serve on the district's System Accountability Committee

12. The Staples Motley District will involve parents in the process of school review and improvement under Section 1116 of NCLB (if applicable) by:

- Communicate District AYP Improvement Plan to parents
- Involve representative parents on AYP Planning Committee