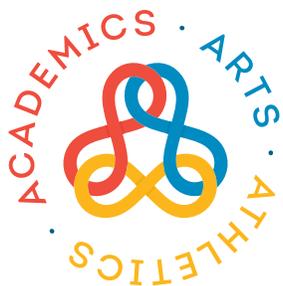


# Independent School District 196

## Local Literacy Plan



**DISTRICT196**

One District. Infinite Possibilities.

DECEMBER 2019

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*Reading proficiently no later than the end of grade 3, MN Statute 120B.12.*

*Literacy Goal: 2017 MN Education Bill requires all school districts to adopt a local literacy plan to have every child reading well by the end of grade three.*

*The law requires that district plans attend to four specific areas: identification and reporting, parent notification and engagement, intervention, and staff development. Legislation requires the district to post its literacy plan on the official school district website and submit a report with a K-2 summary of reading data and identify students in grade 3 or higher who demonstrate reading difficulty.*

# Vision & Beliefs

## VISION

Every one of our students demonstrates high levels of literacy as a result of powerful, deep core instruction and intervention, aligned with the learning theory, based on students' strengths. Our system of support for all students in literacy is:

- Defined, yet flexible
- Responsive to individual student needs based on data that leverages diversity, identity and strengths that each student brings to the learning community
- Provided by professionals who collaborate and operate under a growth mindset
- Innovative with highly trained teams who create conditions for learning supported by coaching and leadership

## BELIEFS

- Students come first
- All students can learn
- High expectations inspire students and staff to excel
- Learning is maximized in a safe, respectful and inclusive environment
- A well-rounded education includes opportunities in academics, the arts and athletics
- Learning is a lifelong pursuit
- Effective management of resources is critical
- Partnerships and collaboration enhance educational programming
- A culture of innovation and continuous improvement prepares students to be college and career ready
- An informed and engaged community guides effective decision making

## COMMITMENT STATEMENT

District 196 is a public school district of choice that is committed to educating students to reach their full potential. Our committed team of educators is dedicated to helping learners explore the outer limits of their vast potential. Whether it is an affinity for academics, arts and/or athletics, our goal is to expose students to the infinite possibilities within the district and throughout the communities we serve. Together, we encourage students each day to pursue excellence as they experience their exciting journey along the road of life.

# Assessment & Screeners

District 196 uses a variety of assessments that are required by the Minnesota State Statute 120B.12, as well as assessments determined by our district which identify instructional needs and monitor student progress.

District 196 uses multiple assessment tools to support data-informed instruction. The Observation Survey of Early Literacy Achievement consists of tasks that support teachers' understanding of a child's complex literacy processing system. The Observation Survey of Early Literacy Achievement is recognized as having convincing evidence from the [Center on Response to Intervention](#) for being an accurate, valid and reliable measurement tool which provides broad generalization.

## INITIAL SCREENERS

1. Hearing and Recording Sounds in Words
2. Letter Identification
3. Word Reading
4. Writing Vocabulary
5. Concepts About Print
6. Text Leveling
7. Spelling Inventory

## SUPPORTS FOR STUDENTS

Students displaying difficulty with literacy identified on screeners and/or outside diagnosis may follow different paths for service. Literacy difficulties, dyslexia and characteristics of dyslexia may fall within a broad spectrum of abilities and needs (see image on pg 4).



## Classroom Instruction

All students receive classroom instruction with a specific focus on areas of needs delivered by classroom teachers.

In response to screening, additional interventions occur in classroom instruction to address students' specific needs.

**Determination of an Individual Education Plan (IEP) requires a formal evaluation.**

*For questions, contact you student's classroom teacher and/or school principal.*

OR

### General Education

Interventions are monitored for student progress and align with core instruction.

*Align with Minnesota statute 125A.56 sub 2.*

### 504 Accommodation Plan

Support students through variety of accommodations in general education classrooms.

### Special Education

Specially designed instruction to meet the unique needs of a child with a disability. (IEP)

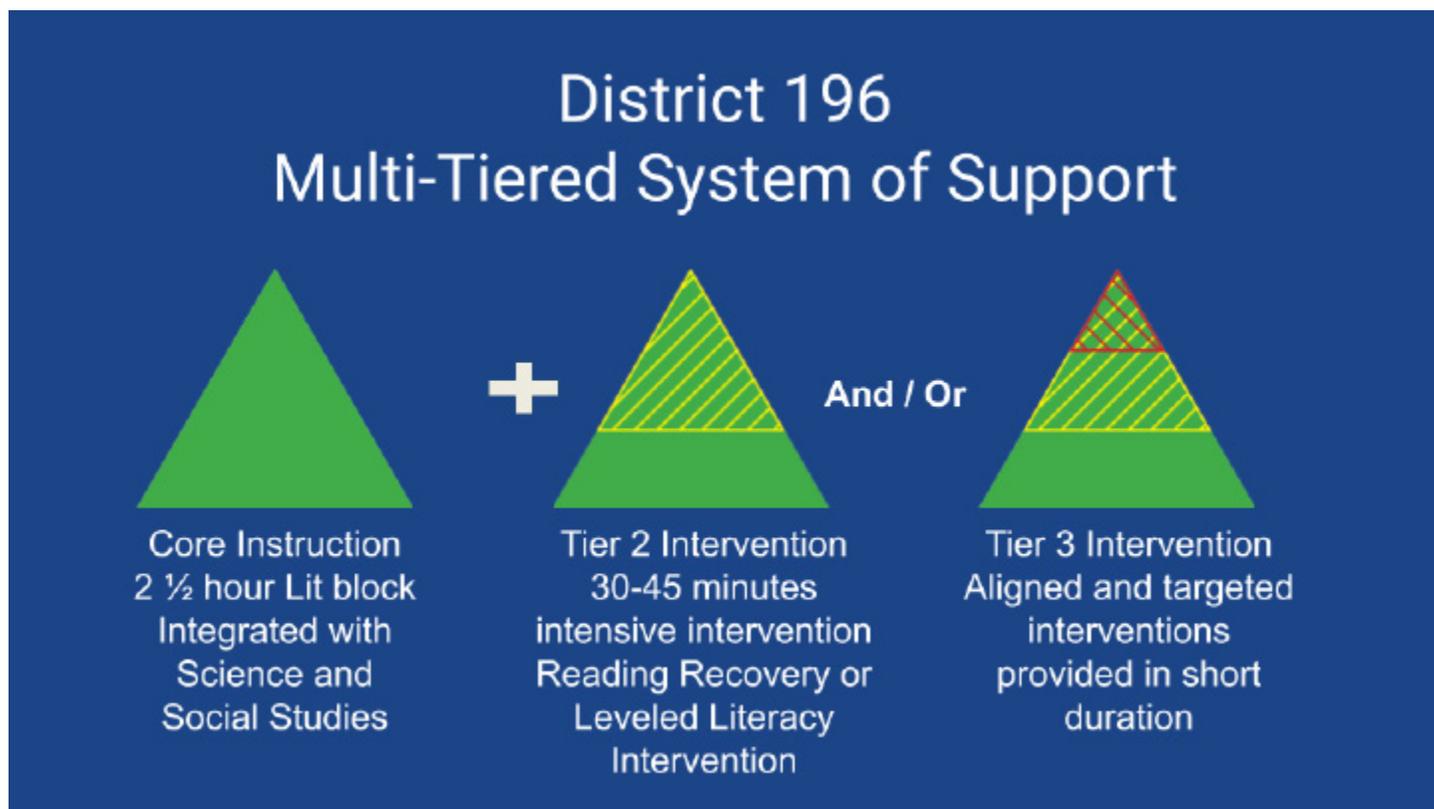


# Intervening Across the System

District 196 implements a comprehensive, scientifically-based literacy model that incorporates research from the National Reading Panel (NRP) report (2000). Our comprehensive K-6 literacy model addresses all components outlined in the NRP report. Literacy instruction includes phonemic awareness, phonics, fluency, vocabulary and text comprehension, as well as integrated writing, which supports the NRP's recommendation for future research in the reciprocity of reading and writing.

Our district implements a research-proven, nationally recognized whole school literacy model that incorporates professional learning, school leadership teams and coaches, alignment with common core state standards, and meets the requirements of Response to Intervention (RtI)/ Multi-Tiered Systems of Support (MTSS).

Teachers who identify reading difficulties and/or characteristics of dyslexia incorporate a number of interventions based on the child's needs. Interventions align with Minnesota statute 125A.56 sub. 2, which indicates alternate instruction is multisensory, systematic, sequential, cumulative and explicit. [View the Supports for Students with Needs in Literacy and/or Characteristics of Dyslexia informational sheet.](#)



## TIER 1 (CORE)

District 196 utilizes a capacity building MTSS Model within a continuous improvement structure. This constructivist approach to learning is designed to develop PreK-5 learners as thinkers, problem solvers and researchers working together in a global society, through integrated units of study experienced during a 2.5-hour literacy block. Tier 1 interventions, including small group guided reading/writing and one on one conferencing, allow for differentiated instruction for all students.

## TIER 2

In a responsive, comprehensive literacy model, tier 2 is layered within classroom instruction. Tier 2 interventions happen in addition to classroom instruction, not as a replacement of classroom instruction. Tier 2 interventions are delivered by masterful teachers who receive specialized training and ongoing professional development. Students receiving tier 2 interventions also receive small group literacy instruction from the classroom teacher in response to the tier 2 interventions. Tier 2 interventions align with the theory, structure and language of tier 1 classroom instruction in that they include reading, writing, oral language, phonics, phonemic awareness and word work. Tier 2 interventions include Reading Recovery, Literacy Lessons and Leveled Literacy Intervention (LLI).

## READING RECOVERY

[Reading Recovery](#) has one clear goal: to significantly reduce the number of children who are having difficulty learning to read and write. During first grade, Reading Recovery students receive individualized lessons with a specially trained teacher for 30 minutes a day for a period of 12 to 20 weeks. During this time, these children make faster than average progress so they can catch up with their peers and continue to work on their own within an average group setting in core instruction. [Read more about Reading Recovery at What Works Clearinghouse.](#)

## LITERACY LESSONS

[Literacy Lessons](#) is the same individualized instruction as Reading Recovery but happens with students who receive special education or students who receive English instruction from grades one to four. Literacy Lessons is provided for these students who struggle with beginning reading and writing and need the individually designed instruction tailored to their specific needs.

# LEVELED LITERACY INTERVENTION

Leveled Literacy Intervention (LLI) is a small group, supplementary intervention designed for students who find reading and writing difficult. Students will receive 30-45 minutes of daily intervention. The What Works Clearinghouse describes LLI as:

- Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

## TIER 3

This targeted intervention is a short burst (5 to 7 minutes) of instruction that happens in and outside of the general education classroom. It closes specific behavioral, language and academic gaps at an authentic point in the child's day. Tier 3 interventions can be delivered by a variety of adults (once trained) including, but not limited to, classroom teachers, specialists, interventionists, administration, parents, community members and paraprofessionals. Tier 3 interventions provide multisensory opportunities along with explicit instruction that is sequential and cumulative based on the specific targeted instruction. All tier 3 interventions align with the systematic general education core curriculum.



# Identification & Communication

A variety of assessments are in place to monitor and evaluate student progress. In addition to the ongoing classroom assessments assigned by individual teachers, teacher teams work together to develop common assessments. These assessments provide the team with valuable individual student data that informs instruction and guides professional conversation toward improving curriculum and instruction. There are also a number of state and district assessments to evaluate individual student progress, help monitor the achievement of the district and schools, evaluate the effectiveness of district programs and meet state and national requirements. District 196 uses An Observation Survey of Early Literacy Learning as a dyslexia screener for all kindergarten and first-grade students. An Observation Survey is also used as a dyslexia screener for any second- through third grade students who score below a level I on the Benchmark Assessment.

District 196 uses a variety of assessments to collect data and inform decision-making. See the chart below for a comprehensive list of assessments that teams and individuals use to make instructional and programmatic decisions.

Assessment	Grade(s)	Date(s)
TS Gold	Pre-K	Observation Across the Year
An Observation of Early Literacy (Clay, 2002, 2005) <ul style="list-style-type: none"> <li>• Letter Identification</li> <li>• Hearing and Recording Sounds in Print</li> <li>• Concepts About Print</li> <li>• Writing Vocabulary</li> <li>• High Frequency Word Test (reading and writing)</li> </ul>	K-1 2-5 Any child reading Level I or Below	Summer/Fall/Winter/Spring
Words Their Way Spelling Inventory ( <a href="#">Bear</a> , <a href="#">Invernizzi</a> , <a href="#">Templeton</a> , <a href="#">Johnston</a> , 2011)	1-5	Summer/Winter/Spring
Benchmark Assessment System – (Fountas & Pinnell, 2016)	K-5	Summer/Winter/Spring
Assessing Comprehension and Communication in English State to State (ACCESS for ELLs)	K-12	January 27 - March 20
Cognitive Abilities Test (CogAT)	2 and 3	December & January
Minnesota Comprehensive Assessments – (MCAs) Reading	3 - 8 and 10	March 2 - May 1
MN Comprehensive Assessments – (MCAs) Science	5, 8, 10	March 2 – May 8
Minnesota Test of Academic Skills (MTAS) Reading	3 – 8 and 10	March 2 – May 1
Minnesota Test of Academic Skills (MTAS) Science	5, 8, 10	March 2 – May 1

# Professional Development

A primary focus for District 196 is to honor the importance of continuous improvement by providing ongoing professional learning opportunities for all teachers. Through dynamic, ongoing professional development, teachers use a language-based instructional model that is student-centered and process-oriented. The constructivist learning theory for students is the same learning theory used with adults. Some of our professional development opportunities include:

- **District Coaching Model that supports a collaborative approach to student-centered coaching.**
  - K-6 coaches are trained in the research-based coaching and instructional framework for a year.
  - Coaches engage in ongoing professional development while continuing to implement the framework during their literacy block, keeping theory and practice aligned.
  - Coaches support colleagues with ongoing coaching the other half of the day.
  - Collaborative teams capitalize on the expertise of colleagues supporting English Learners (EL), Gifted and Talented/Young Scholars (GTYS) and Special Education learners in student-centered coaching opportunities.
- **Districtwide “Data Analysis and Instructional Alignment Days” every six weeks and weekly PLC discussions**
  - Review data and align instruction, intervention and differentiation to close gaps.
  - Read and learn more about research-based instructional strategies.
- **The Teacher Seminar Class provides monthly professional learning to all new-to-district colleagues and teachers interested in focused learning opportunities.**



# Independent School District 196

## **Local Literacy Plan**



**Independent School District 196**  
**Rosemount-Apple Valley-Eagan Schools**  
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Rosemount, MN 55068

*DECEMBER 2019*