

# Moorhead Area Public Schools Local Literacy Plan

**ISD 152**

**2018-19**

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand his or her understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

Minnesota Department of Education

Note:

*A version of this plan is shared with MDE annually, however the plan is considered a living document and adjustments may be made throughout the school year.*

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## Introduction

All students are unique. Each student has special abilities and needs, as well as individual learning styles, paces, preferences, cultural backgrounds and support systems. Moorhead Area Public Schools expect, embrace and celebrate these differences and is committed to ensuring a path for all learners to reach or exceed grade-level standards and benchmarks in reading.

The Minnesota State Legislature has adopted statutes to guide school districts as they work to ensure that all students read well by third grade. This legislation is built upon strong evidence that reading well by third grade is an important developmental milestone. Statute 120B.12 recognizes that core instruction, intervention, and staff development are all important factors in closing the achievement gap and preparing students for the demands of college and the workplace.

Minnesota Statute 120B.12 requires that all school districts:

- **assess** students' level of reading proficiency and **identify** students not yet reading at grade level
- **notify** and **involve** parents/guardians of students who are not yet reading at grade level
- **intervene** and **accelerate** learning growth for students who are not yet reading at grade level
- **train** and **support** all elementary teachers to provide, comprehensive, scientifically-based and culturally sensitive instruction
- annually **adopt** and **post** a "Local Literacy Plan" outlining steps to ensure that all students are reading at or above grade level by the end of third grade

The Moorhead Area Public Schools Local Literacy Plan satisfies the requirements of Minnesota Statute 120B.12 while allowing the district to reflect on and share ongoing efforts to help all students achieve high levels of literacy.

## Part 1. Statement of Literacy Goals

***The goal of Moorhead Area Public Schools is to ensure that all K-5 students are grade-level proficient in reading as measured and monitored through a combination of screening, diagnostic, formative and summative measures.***

The ultimate goal is for all students in the district to be able to utilize literacy skills for reading, writing, speaking and listening throughout their lifetimes; to enrich their opportunities and

enhance their contributions to society.

In addition to the broad goal of reading proficiency for all, each individual elementary school has specific reading achievement goals as part of its School Improvement Plan (SIP).

### **Ensuring Reading Proficiency for All Students**

Since research has shown that students who are not reading at or above grade level by third grade have difficulty ever catching up, it is with a great urgency that Moorhead Area Public Schools works to identify and implement highly-effective, research-based literacy instruction for all students. To assist in meeting that goal, we have adopted the following universal expectations for K-5 literacy classrooms.

**Table 1**

<b>Universal Expectations for Reading Instruction</b>
<ul style="list-style-type: none"><li>● Moorhead Area Public Schools is committed to a <b>balanced literacy approach</b> to teach the 2010 Minnesota English Language Arts Standards with the Common Core Standards embedded. (Fountas and Pinnell, 1996). Moorhead Area Public Schools define balanced literacy in the following way:<ul style="list-style-type: none"><li>○ consists of a framework for delivering reading, writing, speaking, listening and viewing instruction</li><li>○ provides instruction in large group, small group and individual format</li><li>○ provides a gradual release of responsibility through explicit instruction, shared, guided and independent practice</li><li>○ utilizes data to drive instructional decisions to target student needs</li><li>○ balances reading and writing of both informational and literary texts</li><li>○ Integrates reading and writing across the content areas</li></ul></li><li>● Moorhead Area Public Schools is committed to empowering all students to use <b>communication, collaboration, creativity, and critical thinking</b> in authentic and meaningful ways</li><li>● Moorhead Area Public Schools is committed to ensuring that all students to read a <b>wide range of text types including a balance of fiction and nonfiction</b> (MN ELA Standards, 2010). We will work to read similar amounts as recommended in the 2009 study from the National Assessment of Educational Progress, Washington, D.C. It is recommended that fourth-grade students' reading is 50% literary and 50% informational. Eighth-grade students should read 45% literary and 55% informational texts, and seniors are recommended to read 30% literary and 70% informational.</li></ul>

- Moorhead Area Public Schools is committed to helping teachers develop and utilize **evidence-based teaching strategies**, including, but not limited to, the **SIOP strategies** of Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review/Assessment (Echevarria, Vogt, & Short, 2008).
- Moorhead Area Public Schools is committed to providing all students with the opportunity to **read a high volume of self-selected text at their independent level** every day (Allington, 2012).
- Moorhead Area Public Schools expects classroom teachers will **know and teach every reader** in their homeroom.
- Moorhead Area Public Schools is committed to a responsive approach to literacy instruction, ensuring that all **children will be taught at their own instructional level** through individual conferences and small group instruction. Differentiation is the key to student growth (Fountas and Pinnell, 2009).
- Moorhead Area Public Schools expects all teachers to honor the **Literacy Framework and Guide to Implementation** to provide reading instruction that is standards-based, balanced, student-centered. (Allington 2002).
- Moorhead Area Schools expects children to have **writing instruction** and **writing practice** every day for a minimum of 30 minutes (Research on Writing 2012). During this time all students will write to persuade, explain and convey experiences as outlined by the 2010 Minnesota English Language Arts Standards.
- **Scientific, research-based literacy interventions** will be provided for select students in addition to core literacy instruction and will be directly targeted toward student needs (Buffum, Mattos & Weber, 2010).

## Part 2: Process for Assessing Reading Proficiency

### What is the district's plan for reading assessment?

Moorhead Area Public Schools uses a variety of carefully selected assessments to gather information about student levels of reading proficiency and make instructional decisions, starting the first month of kindergarten and continuing throughout the elementary years. Assessments are administered throughout the year according to the District's Assessment Plan. These assessments give teachers, parents/guardians and students current and specific information about reading proficiency and progress.

### What types of assessments are administered?

- **Screening:** Screening tests provide a teacher with a beginning assessment of the student's preparation for grade-level reading instruction. Screenings are the "first alert" that a student needs extra help to make adequate progress in reading. AimswebPlus fluency measures are used for screening in grades K-4. Specific measures vary by grade.
- **Diagnostic:** Diagnostic assessments are designed to provide more precise and detailed information regarding a student's knowledge and skills so instruction can be targeted in the areas of need. The AimsWebPlus Reading Online Reading Battery is used to learn more detailed information about vocabulary and reading comprehension in grades 2-5. Reading record assessments (Fountas and Pinnell Benchmark Assessment System or Scholastic Next Steps in Guided Reading) are used in grades K-5 to determine a child's instructional and independent reading level as well as to analyze qualitative information about problem solving, self-monitoring and correction, fluency and comprehension. Information from these assessments drives instructional planning for individual students.
- **Progress Monitoring:** Progress monitoring assessments inform decision-making about intervention effectiveness. They are a quick sample of critical reading skills that tell the teacher if the student is making adequate progress toward the grade-level or individualized reading targets. AimswebPlus measures as well as reading records are used for progress monitoring of students who participating in Tier 2 and 3 interventions.
- **Summative Assessments:** Each year, students in grades 3-5 participate in the Minnesota Comprehensive Assessments. These assessments provide information about the progress the student has made toward mastering Minnesota's state reading standards. Scores, made available in late summer or early fall, may also provide valuable information for the subsequent year of instruction.

### How is proficiency determined?

The following chart shows which specific assessment tools are used at each level from early childhood through fifth grade. The level of performance defined by the district as meeting proficiency is also listed.

**Table 2**

<b>Age/ Grade</b>	<b>Assessment</b>	<b>Proficiency</b>
K	AimswebPlus Letter Word Sounds Fluency Fountas and Pinnell Benchmark Assessment	Spring Target Score is 20 or higher Spring Text Level C/D or higher
1	AimswebPlus Letter Word Sounds Fluency AimswebPlus Oral Reading Fluency Fountas and Pinnell Benchmark Assessment	Spring Target Score is 40 or higher Spring Target Score is 70 or higher Spring Text Level I/J or higher
2	AimswebPlus Oral Reading Fluency AimswebPlus Reading Comprehension Fountas and Pinnell Benchmark Assessment	Spring Target Score is 105 or higher Spring Target is low risk Spring Text Level M or higher
3	Next Steps Reading Record (At-Risk) AimswebPlus Oral Reading Fluency AimswebPlus Reading Comprehension MCA Reading	Spring Text Level P or higher Spring Target Score is 130 or higher Winter Target is low risk Spring MCA=Meets or Exceeds
4	Next Steps Reading Record (At-Risk) AimswebPlus Reading Comprehension MCA Reading	Spring Text Level S or higher Winter Target Score is low risk Spring MCA=Meets or Exceeds
5	Next Steps Reading Record (At-Risk) AimswebPlus Reading Comprehension MCA Reading	Spring Text Level V or higher Winter Target Score is low risk Spring MCA=Meets or Exceeds

### Part 3. Process for Notifying and Involving Parents

#### Parent/Guardian Notification and Involvement

Moorhead Area Public Schools will share a Read Well Summary Form with the parent/guardian of every student in grades K-5 at least one time annually. Families of students in grades K-5 who are not reading at grade level will receive a minimum of two additional formal communications during the school year about student progress toward proficiency.

**Table 3**

#### Reading Proficiency and Progress Communication Plan

When?	What?	How?
October	Read Well Summary Form <ul style="list-style-type: none"> <li>● All Grades K-3</li> </ul> Report to Parents at Conferences <ul style="list-style-type: none"> <li>● All Grades 4-5</li> </ul>	Uploaded to student documents in Powerschool.  Shared at fall conference
January	Read Well Summary Form (K-3)	Uploaded to student documents in Powerschool. Mailed to parents without Powerschool document access.
May	Read Well Summary Form (K-3)	Uploaded to student documents in Powerschool. Mailed to parents without Powerschool document access.

Moorhead Area Public Schools will share a Read Well Summary Form with the parent/guardian of every student in grades K-5 at least one time annually. Families of students in grades K-5 who are not reading at grade level will receive a minimum of two additional formal communications during the school year about student progress toward proficiency.

The READ WELL SUMMARY FORM informs parents of a student's reading proficiency as measured by locally adopted assessments, including performance on Text Level Assessment measures in grades K-2, AimsWebPlus screening measures K-3, AimsWeb Plus Reading Battery 2-5, and MCAs 4-5. READ WELL SUMMARY FORMS are shared during October parent-teacher conferences, and electronically or through the mail in January and May.

Parents of students scoring below grade-level expectations also will be provided with information defining targeted reading goals for the student, reading-related services being provided to the student, and strategies for parents to use at home in helping their student become grade-level proficient in reading.

Progress monitoring reports, showing a student's progress over time, and providing parent friendly strategies for at-home support will be sent home periodically for each student in an intervention.

Additionally, Moorhead Area Public Schools will share written communication and/or online links at least twice per year providing parents with activities to accelerate literacy development for their children. Parent classes to support literacy development are provided through Community Education and building level family events.



## Part 4. Interventions for Students Reading Below Grade Level

Three times per year building literacy teams participate in data reviews. At these meetings, teams consider multiple data points for each student, including screening and diagnostic information. Teams identify students in need of additional intervention. Select students are then matched with appropriate interventions *in addition* to their Tier I and II classroom literacy instruction. Moorhead's Multi-Tiered System of Support includes additional Strategic (Tier II) and Intensive (Tier III) interventions implemented by licensed specialists for students not reading at grade level.

Once students are identified and matched with appropriate interventions, the school notifies the family of the child's current skill development and the pending interventions using the Reading Well Summary Form. Whenever possible, teachers also share the need for an intervention during a parent conference, phone call, or face-to-face meeting.

Following are descriptions of the Multi-Tiered System of Support provided to Moorhead Area Public School elementary students.

### **Tier I - Core Instruction**

Moorhead Area Public Schools uses standards-based instruction with assessment-driven planning at the core of this model. We strive to provide a well-planned, comprehensive literacy program that reflects a gradual release of responsibility from teacher to student and that is centered on authentic and engaging opportunities to develop literacy through reading, writing, and oral language experiences. All students will receive whole class, flexible small group and individual instruction within the core.

Moorhead Area Public Schools utilizes a workshop approach in our K-5 reading classrooms, supported with materials from *Benchmark Literacy Common Core Edition* for Tier I core instruction. This instruction is targeted in the areas of comprehension, vocabulary, fluency, and phonics/word work.

For more information see:

- Appendix B - Universal Expectations
- Follow this LINK to view - [MAPS K-5 Literacy Framework Implementation Guidance](#)
- Section 6 - Consistent Implementation of Comprehensive Research-Based Instruction

### **Tier II - Strategic Interventions**

While all students will receive differentiated classroom instruction each day, some students need more time and/or different materials or instruction to reach grade-level benchmarks. Students who have been identified through multiple measures as being at risk for not reading at grade level will receive additional intervention targeted specifically at the identified area(s) of need.

While some students will receive this additional intervention from their classroom teacher, others will receive strategic and intensive interventions from specially trained teachers outside of the regular classroom. Although intervention needs occur in the areas of phonemic awareness, phonics/word study, vocabulary, or fluency, the essential purpose of reading is making meaning of text. Therefore, all interventions are designed to support the ultimate goal of comprehension.

Strategic and intensive reading interventions include:

- Leveled Literacy Intervention (LLI)
- System 44
- Read 180
- Minnesota Reading Corps
- America Reads
- Reading Recovery
- Daily classroom guided reading
- Strategy-driven small group instruction
- Additional research-based interventions

### **Tier III - Intensive Interventions**

When a student does not make sufficient progress toward reading proficiency with the combination of Tier I classroom instruction and Tier II strategic differentiated interventions, the student will receive increased Tier III instruction and may use alternative curriculum to make adequate academic growth. These students may be taught by a special teacher and/or using specialized curriculum and instructional techniques. Moorhead Area Public Schools provides a comprehensive program for students with disabilities. Individual Educational Plans (IEPs) that identify specific goals and objectives are created for students who qualify for special education services.

Special Education teachers design research-based interventions using district-approved curriculum supports combined with professional expertise to ensure individualized differentiation. Curricular supports are selected after rigorous review of research influencing the design of the programs or/materials and research of the effectiveness of the materials on achievement when partnered with excellent teaching.

Intensive reading interventions may include:

- Scholastic Read 180
- Scholastic System 44
- Leveled Literacy Intervention (LLI)
- Lindamood Phoneme Sequencing Program (LIPPs)
- Other specialized approaches delivered by a special education teacher
- Additional research-based interventions

\*Tier III interventions are currently under review in the district and additional interventions will be selected by a team including representation from every K-6 building the district.

Literacy coaches work with classroom teachers and reading specialists to:

- ensure interventions are implemented as intended

- help gauge effectiveness of the intervention through progress monitoring  
adjust the intervention when needed, based on the results of progress monitoring

### **How will we monitor and inform parents of student progress?**

Progress monitoring reports, showing a student’s progress over time, and providing parent friendly strategies for at-home support will be sent home periodically for each student in an intervention. This is part of the child’s READ WELL ACTION PLAN. During the 2017-18 school year, READ WELL ACTION PLANS will be shared with parents in December, February and May. See Table 3 above.

## **Part 5. Professional Development on Scientifically Based Reading Instruction (SBRI)**

Our overarching goal of professional development is to assist teachers in developing the pedagogy of data-driven decision-making within a balanced literacy framework, to help every student achieve the rigorous demands of the Common Core State Standards on the road to becoming literate citizens and lifelong learners.

The district provides a range of opportunities for teachers to receive high quality, ongoing, and job-embedded staff development to support effective literacy instruction, including:

- Job embedded professional development/coaching conversations provided by building literacy coaches
- Participation in PLCs (120+ minutes per month)
- District-sponsored PD focused on topics related directly to Local Literacy Plan (6-10 hours)
- Building-sponsored PD focused on topics related to SIP plans (varies)
- Optional PD on literacy related topics of interest outside of the school day (paid)
- Focused book studies in various buildings
- Articles, videos and links hosted on District’s Literacy Resources Page
- Curriculum mapping in reading and writing
- Participation in leadership building opportunities such as BLT, District Literacy Committee, and Writing Leadership Group

A yearlong timeline of PD topics and locations will be created by September 1 of each year, posted on the Literacy Resources webpage, and shared with staff during back to school staff development. The plan will include dates, times, and locations.

Local Literacy Plan priority areas of focus (see Local Literacy Plan Goal Area 2) are selected each year through comprehensive needs assessments at the district level and through comprehensive needs assessment at the building level. Evidence-based practices to support

these priority areas will be the focus of annual professional development efforts and will be identified by September 1 of each year. Program Manager for Literacy and English Learners will work with coaches to ensure that the yearlong plan is targeted in response to identified needs and responds to the diverse range of teacher individual teacher experience, expertise and needs

Literacy coaches, together with the Program Manager for Literacy and English Learners will work to ensure that all professional development in the area of literacy:

- Draws explicit links to MN academic standards, benchmarks, and/or indicators
- Advances understanding the developmental aspects and stages of reading process
- Increases teacher competence with evidence-based practices
- Addresses the needs of English Learners
- Prepares teachers to use data to inform daily instructional planning and differentiation
- Aligns to and leverages district tools including:
  - Annually identified priorities of School Improvement Plans and the District’s Local Literacy Plan
  - MAPS Universal Expectations for Literacy Instruction
  - Guidance to Implementation of MAPS Framework
  - Benchmark Literacy Toolkit and curricular resources

Each professional development session will link directly to additional opportunities for professional growth in the targeted area including but not limited to:

- Coaching support
- Professional Learning Communities
- Guided learning walks / classroom visits
- Video, audio, and print resources

<b>Part 6. Consistent Implementation of Comprehensive Research-Based Instruction</b>
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**Adoption of Standards-Based Core Instruction Across All Buildings**

Moorhead Area Public Schools is the implementation/refinement phase with adoption of high-quality research-based practices and materials to support our LITERACY FRAMEWORK and UNIVERSAL EXPECTATIONS (Appendix B) across all elementary schools in the district.

All K-5 classrooms in the district implement a reading workshop structure, utilizing Benchmark Literacy Common Core as the resource for core instruction in comprehension, fluency, and phonics/word study. Our QUICK CONNECTIONS document provides suggested pacing, key academic vocabulary and essential learning for each unit of instruction. All K-5 classrooms also implement a writing workshop approach, utilizing locally developed units of study to support all three types of writing: narrative, expository and opinion writing.

Although great effort has been put forth considering high quality practices, materials, and use of time for all schools, we understand that ensuring fidelity while also responding to student needs will require ongoing and intensive staff development and coaching support. A supporting document, [LITERACY FRAMEWORK: GUIDE TO QUALITY IMPLEMENTATION](#) has been designed to support teachers and administrators with this work. This document is reviewed by the district literacy committee at least two per year, and adjustments and improvements are made as needed.

### **Additional Curricular Resources for Literacy**

Moorhead Area Public Schools understands that individuals learn at different rates and have different styles. Therefore, the staff has created a menu of interventions to support the individual needs of students. These tools are research-based. Each tool or intervention is selected based upon the individual achievement along the gradients of phonemic awareness, phonics, fluency, vocabulary or comprehension. The interventions are designed to promote success with the 2010 ELA Academic Standards.

## **Part 7. Recognizing and Responding to Diverse and Cross-Cultural Learner Needs**

### **Meeting the Language Development Needs of English Learners**

Moorhead Area Public Schools is committed to train and support all teachers with infusing culturally responsive teaching methods into their classroom instruction. It is the district's goal and intention to honor the culture and language of the student's home. The goal of our English Learner programs is not to *replace* one language with another, but instead to provide access to and success with the curriculum of the school by supporting development of English as *an additional language*.

## **Part 8. Assessment Methods and Data Submitted to the Commissioner Annually**

Each year, prior to July 1, the district will submit to the Commissioner of Education assessment data that demonstrates the percentage of students at each grade level who have met district defined proficiency standards for reading, as listed in the chart below. For more information about how proficiency is determined, see page 6.

### **Communication System for Annual Reporting Feedback:**

Moorhead Area Public Schools invites feedback from all stakeholders as to the efficacy of its E-5 Literacy Plan. Input will be sought through building Parent Teacher Advisory Councils (PTACs), the district's Instruction and Curriculum Advisory Council (ICAC), the District Literacy

Committee, the district website at [www.moorheadschoools.org](http://www.moorheadschoools.org) and via email to [kyates@moorheadschoools.org](mailto:kyates@moorheadschoools.org). The feedback from all stakeholders will be used to enhance the usefulness of this document and refine the effectiveness of the process.

## **Part 9. Efforts to Screen and Identify Students with Dyslexia or Convergence Insufficiency Disorder**

The district also must annually report a summary of the district's efforts to screen and identify students with dyslexia or convergence insufficiency disorder.

- **Description of district's efforts to screen and identify students with dyslexia.**

AimswebPlus universal screening measures are utilized in grades K-5 as an initial screener (fall, winter, and spring) to identify ALL students at-risk of reading difficulties/disorders, including but not limited to dyslexia.

  - Intervention in addition to core instruction and matched to indicators and needs, is provided for students showing risk factors.
  - Response to intervention over time, including growth, level and rate of learning, is documented through progress monitoring in all Tier II and Tier II interventions.
  - Collaborative team problem solving will occur for students who do not show progress in interventions. Additional factors considered by the problem solving team will include but are not limited to developmental history, family interview, classroom observation, review of Evidence-based Indicators for Dyslexia (MDE), school records and achievement data.
  - Further evaluation for a disability (section 504 or special education services) may be considered if students' progress is determined to be consistently flat or peaks then stagnates.
  
- **Description of the district's efforts to screen and identify students with convergence insufficiency disorder.** Moorhead Area Public Schools *District does not screen for convergence insufficiency disorder as a part of its vision screening program.* Parents with concerns about the condition should see their vision specialist for assessment and treatment. Vision screenings for schools are not available for Convergence Insufficiency.

## **Part 10: Action Planning for Continuous Improvement**

The Action Plan for Continuous Improvement focuses on improving outcomes for all students by strengthening systems and supports in seven critical goal areas. These seven areas have been identified through a comprehensive needs assessment.

1. Development of quality School Improvement Plans (SIPs) in the area of literacy.
2. Annual identification of priority focus for Local Literacy Plan and development of Practice Implementation Toolkits to align with these topics.
3. Measurement of the fidelity of evidence-based practice to inform professional development and coaching.
4. Planning for high-quality, ongoing, job-embedded professional development to support priority areas of focus for improvement.
5. Supporting literacy coaches with the collaboration, professional learning opportunities, and mentorship needed to develop successful literacy leadership practices.
6. Planning for meaningful and comprehensive literacy assessment to drive decision-making at the classroom, school and district level.
7. Effective and transparent communication of Local Literacy Plan Components.

<b>Local Literacy Plan Goal Area 1: Development of quality School Improvement Plans (SIPs) in the area of literacy.</b>	
All buildings will develop School Improvement Plans (SIPs) in the area of literacy that are driven by an annual comprehensive data review that includes student outcome data, student engagement data, fidelity of practice measures, and staff perception data.	
Key Activities / Timelines	Responsible Persons
<p>District staff members will provide building leadership teams with data analysis support to assist with comprehensive needs assessment including but not limited to:</p> <ul style="list-style-type: none"> <li>● Achievement outcomes</li> <li>● Achievement gaps and comparison across student groups</li> <li>● Attendance and participation data</li> <li>● Stakeholder perception data</li> <li>● Learning walk data related to fidelity of practices</li> <li>● Practice profile data related to fidelity of practices</li> <li>● Systematic Stakeholder communications (see also Goal Area 7)</li> </ul>	<p>District Literacy Program Manager District Data Coaches</p> <p>Prior to September 1</p>
<p>By September 15 of each year, BLTs, in collaboration with building principals and literacy coaches, will set building goals and select evidence-based instructional practices / strategies linked to the areas of need identified in the comprehensive needs assessment in order to drive school improvement in literacy. (see also Goal Area 2 )</p>	<p>Building Leadership Teams Building Principals Building Literacy Coaches</p> <p>By September 15</p>
<p>Building literacy coaches will work with principals to plan for building specific professional development (See Goal 4) related to the identified practices, measurement of the fidelity (See Goal 3) of identified practices,, and identifying assessments (See Goal 6) that will provide appropriate student outcome data related to the areas of focus. PD plans, fidelity measure plans, and students assessments related to the SIP literacy goals will be documented by September 15 of each year.</p>	<p>Program Manager for Literacy and English Learners Building Principals Building literacy coaches</p> <p>By September 15</p>
<p>Rationale: School Improvement Planning begin with comprehensive needs assessment and moves to goal setting and identification of research based strategies and action planning. The district Local Literacy Plan follows the same process. Collaboration between the district and buildings and across buildings is critical in order to prioritize focus topics for professional development, coaching, and learning walks. The SIP plan should both connect to district priorities and reflect the unique needs and plans of the building.</p>	



<p><b>Local Literacy Plan Goal Area 2:</b> Annual identification of priority focus areas for Local Literacy Plan and development of Practice Implementation Toolkits to align with these topics.</p>	
<p>Practice Implementation Toolkits will be developed to provide definition, research review, professional development, implementation, and fidelity measurement of evidence-based practices that have been prioritized through district and school improvement planning.</p>	
Key Activities / Timelines	Responsible Persons
<p>Through district and building continuous improvement planning processes, <b>a list of priority focus topics for enhancing literacy outcomes</b> will be established by September 1 of each year to support planning for the coming two years. The list of priority focus topics will be included in the Local Literacy Plan and posted on district’s online Literacy Resources site (Powerschool Learning).</p>	<p>District Literacy Program Manager  Building Literacy Coaches  District Data Coach  Building Principals</p> <p>Updated by September 1 of each year</p>
<p>An Evidence-based Practice Toolkit will be developed for each of the priority focus topics within the two year period. Each Evidence-based Practice Toolkit will include:</p> <ul style="list-style-type: none"> <li>● A designated page within the district’s online Literacy Resources site (Powerschool Learning)</li> <li>● A clear definition of what the evidence-based practice is</li> <li>● A brief summary of key points from the research</li> <li>● A list of features of the evidence-based practices to be included (or revised) in our Guide to Implementation of Moorhead’s Literacy Framework</li> <li>● Description of how formative assessment can be used to guide instructional decision making in the focus area</li> <li>● A fidelity measurement tool (Practice Profile) that can be used to guide both walkthrough data collection and teacher self-reporting of practice fidelity.</li> <li>● Explicit video examples of instructional routines or practice activities in action with students at a variety of stages of reading development within the context of Moorhead’s Literacy Framework.</li> <li>● A detailed plan for high-quality professional development on the priority topic, including in-person and anytime access webinar video format.</li> </ul>	<p>District Literacy Program Manager  Building Literacy Coaches  Select classroom teachers</p> <p>Ongoing  Annually target dates will be set for development of specific toolkits, as well as literacy coach teams to take the lead with their development.</p>
<p><b>Rationale</b>  Moving from data-informed goal setting to improved student outcomes requires targeted and explicit planning for installation of practices to place. Using a consistent format and process for installation of identified evidence-based practices will lead to higher rates of fidelity and ultimately improved student outcomes.</p>	

<b>Local Literacy Plan Goal Area 3:</b> Measuring the fidelity of evidence-based practice to inform professional development and coaching.	
Each building, in collaboration with the district, will develop a site specific plan for the measuring the fidelity of the evidence-based practices that have been selected. at least three times per year (September, January, May) to inform professional development and coaching efforts.	
Key Activities / Timelines	Responsible Persons
<p>Each school will make a plan for measuring the fidelity 1-3 evidence-based practices that are aligned directly to annual priorities of the:</p> <ul style="list-style-type: none"> <li>• Building specific School Improvement Plan</li> <li>• Districtwide Local Literacy Plan</li> </ul> <p>Building plans will define how data will be collected utilizing walk-throughs and teacher-self reporting through electronic surveys at least three times during the year. A baseline will be established in each building by October 15, and will be used to set periodic improvement goals for a 1-2 year period.</p>	<p>District Literacy Program Manager Building Literacy Coaches Building Principals</p> <p>By October 1</p>
<p>Principals, building literacy coaches, and District Program Manager for Literacy will work together to select / develop tools for fidelity data collection that meet the needs of both the building and the district priorities.</p> <ul style="list-style-type: none"> <li>• District / Building created Practice Profiles</li> <li>• MAPS Implementation Guidance Checklists</li> <li>• Benchmark Literacy Fidelity Tools</li> <li>• Other</li> </ul>	<p>District Literacy Program Manager Building Literacy Coaches Building Principals</p> <p>By October 1</p>
<p>The tool to be used for fidelity measurement included as a resource at all professional development offered on the identified practice.</p>	<p>District Literacy Program Manager Building Literacy Coaches</p> <p>Ongoing</p>
<p><b>Rationale</b> Tools for measuring the fidelity of evidence-based practices provide definition, language and clarity to better understand what the practice looks like in action. Measurement of the fidelity of a practice provides specific and actionable data to help leadership teams that can inform future school improvement planning, professional development, coaching efforts, and resource allocation.</p>	

<p><b>Local Literacy Plan Goal Area 4:</b> Planning for high-quality, ongoing, job-embedded professional development to support priority areas of focus for improvement.</p>	
<p>Design and implement an annual plan for high-quality, ongoing, job-embedded professional development that is driven by the identified needs of students and staff and are directly linked to district and building improvement priorities by September 1 of each year.</p>	
<p>Key Activities</p>	<p>Responsible Persons</p>
<p>Local Literacy Plan priority areas of focus (see Goal Area 2) are selected each year through comprehensive needs assessments at the district level (as reflected in the Local Literacy Plan) and through comprehensive needs assessment at the building level (as reflected in the School Improvement Plan). Evidence-based practices to support these priority areas will be the focus of annual professional development efforts and will be identified by September 1 of each year. Program Manager for Literacy and English Learners will work with coaches to ensure that the year long plan is:</p> <ul style="list-style-type: none"> <li>● Targeted in response to identified needs</li> <li>● Responds to the diverse range of teacher individual teacher experience, expertise and needs</li> </ul>	<p>District Literacy Program Manager Building principals Building Leadership teams Building Literacy Coaches District Data Coach</p> <p>By September 1</p>
<p>A yearlong timeline of PD topics and locations will be created by September 1 of each year, posted on the Literacy Resources webpage, and shared with staff during back to school staff development. The plan will include dates, times, and locations for:</p> <ul style="list-style-type: none"> <li>● District wide professional development days</li> <li>● Literacy PLC meetings</li> <li>● Optional PD sessions</li> <li>● Building specific PD sessions</li> <li>● Interest groups / book studies</li> </ul>	<p>District Literacy Program Manager Building principals Building Literacy Coaches</p> <p>By September 1</p>
<p>Literacy coaches, together with the Program Manager for Literacy and English Learners will work to ensure that all professional development in the area of literacy:</p> <ul style="list-style-type: none"> <li>● Draws explicit links to MN academic standards, benchmarks, and/or indicators</li> <li>● Advances understanding the developmental aspects and stages of reading process</li> <li>● Increases teacher competence with evidence-based practices</li> <li>● Addresses the needs of English Learners</li> </ul>	<p>District Literacy Program Manager Building Literacy Coaches</p> <p>Ongoing</p>

<ul style="list-style-type: none"> <li>● Prepares teachers to use data to inform daily instructional planning and differentiation</li> <li>● Aligns to and leverages district tools including: <ul style="list-style-type: none"> <li>○ Annually identified priorities of School Improvement Plans and the District’s Local Literacy Plan</li> <li>○ MAPS Universal Expectations for Literacy Instruction</li> <li>○ Guidance to Implementation of MAPS Framework</li> <li>○ Benchmark Literacy Toolkit and curricular resources</li> </ul> </li> </ul>	
<p>Each professional development session will link directly to additional opportunities for professional growth in the targeted area including but not limited to:</p> <ul style="list-style-type: none"> <li>● Coaching support</li> <li>● Professional Learning Communities</li> <li>● Guided learning walks / classroom visits</li> <li>● Video, audio, and print resources</li> </ul>	<p>District Literacy Program Manager  Building principals  Building Literacy Coaches</p> <p>Ongoing</p>
<p>Rationale</p> <p>Effective teaching the the key to school improvement. Professional development, coaching, and PLC are critical elements in moving toward ensuring that every student has access to a highly effective teacher. This goal area is designed to ensure that professional development offerings are aligned, systematic, responsive, and honor the unique needs of adult learners.</p>	

<p><b>Local Literacy Plan Goal Area 5:</b> Supporting literacy coaches with the collaboration, professional learning opportunities, and mentorship needed to develop successful literacy leadership practices.</p>	
<p>Goal: The skills and competencies for literacy coaches will be fostered in intentional ways, including collaboration, formal professional development, study groups, coaching for the coach, goal setting and reflective planning for individualized growth.</p>	
Key Activities / Timelines	Responsible Persons
<p>Literacy coaches and building principal will have a clear understanding of the roles and responsibilities of the building literacy coach, including the following:</p> <ul style="list-style-type: none"> <li>• Collecting and analyzing data for progress toward student achievement goals.</li> <li>• Collaboration with administrators, leadership teams, and trainers to focus goals and sustain attention toward improving fidelity to a targeted set of literacy practices.</li> <li>• Providing training on targeted literacy practices as needed.</li> <li>• Coaching educators to support implementation of defined practices through coaching, modeling, observing, and providing feedback.</li> <li>• Facilitating study groups and problem-solving groups.</li> <li>• Co-developing action plans with educators to increase fidelity to literacy practices and to learner response to instruction.</li> <li>• Increasing depth and breadth of skills and competencies to improve individual and team performance.</li> </ul>	<p>District Literacy Program Manager Literacy Coaches Building Principals</p> <p>At the time of hire and annually before the September 1</p>
<p>Literacy coaches will work together to set an annual PLC goal that is related to the priority areas of focus for the year.</p> <p>Each literacy coach will develop an Individual Growth and Development Plan (IGDP), highlighting actions steps for increasing depth and breadth of personal skills and competencies.</p> <p>Given baseline data on the targeted literacy practices from baseline fidelity measures, each literacy coach will work with the BLT to set an improvement goal for increase in fidelity of the identified practice.</p>	<p>District Literacy Program Manager Literacy Coaches</p> <p>Prior to October 15</p>
<p>Literacy coaches from across the district will come together at least two times each month to engage in PLC, professional development planning, problem solving, and other activities related to the Local Literacy Plan.</p>	<p>District Literacy Program Manager Literacy Coaches Building Principals</p> <p>Ongoing</p>

<p>Literacy coaches will participate in professional development and study groups focused on topics specific to supporting adult learners as well as those specific to literacy.</p>	
<p>Each literacy coach will schedule a coaching cycle with the District Literacy Program Manager focused on individual professional growth plan.</p>	<p>District Literacy Program Manager          Literacy Coaches          Building Principals</p> <p>By November 15</p>
<p><b>Rationale</b>          Instructional coaches are in a unique leadership position within the school and their success depends upon a network of support. Coaches can often feel isolated and unsure of their place within the system, especially within the first years in the role. Moorhead has worked to build a system of support for coaches, that allows them to nurture their own coaching practices through a combination of collaboration, professional development, and mentorship. Being part of a PLC of coaches allows for the experiences and expertise, both in literacy specific areas and in coaching specific areas to be distributed. An investment in the professional growth and development of the coach is an investment in everyone that the coach is working to support.</p>	

<b>Local Literacy Plan Goal Area 6:</b> Planning for meaningful and comprehensive literacy assessment to drive decision-making at the classroom, school and district level.	
Engage in annual planning to ensure effective, timely, and meaningful literacy assessment practices including identification of tools and their intended uses, administration and reporting procedures, timelines, and related professional development to help teacher analyze data to inform instruction.	
Key Activities / Timelines	Responsible Persons
Literacy coaches, data coach, and Literacy Program manager will take feedback from stakeholder groups and utilize it as part of a comprehensive annual review of the district’s assessment plan for literacy. An annual draft plan reflecting any adjustments or modifications the measures, timing and collection procedures of screening, diagnostic, and summative data will be completed by July 1 of each year.	District Data coach Literacy coaches District Literacy Program Manager  By July 1
Communication with stakeholders (principals, classroom teachers, regular and special education interventionists) about the purpose, and roles and responsibility for implementation of the plan will take place by September 1 of each year (See also Goal 7).  A Powerschool web site, hosting information relevant to all aspects of the district assessment plan will be maintained and updated on a regular basis.	District Data coach Literacy coaches District Literacy Program Manager  By September 1 and ongoing
Professional development related to assessment administration will be provided to new staff annually, prior to September 10 and to existing staff as needed.  Professional development related to data analysis of classroom and student level data will be provided by literacy and data coaches through professional development and participation in team PLC process, including but not limited to: <ul style="list-style-type: none"> <li>● Sharing assessment data with parents</li> <li>● Triangulation of multiple points of data</li> <li>● Using data to select of students for intervention</li> <li>● Using data to form flexible groups</li> <li>● Using data for instructional planning</li> </ul>	District Data coach Literacy coaches District Literacy Program Manager  Ongoing (See also Annual Assessment Plan)
<b>Rationale</b> Assessment is a necessary and critical driver in the process of school improvement and a variety of assessment tools are needed to give stakeholders and policymakers the information needed. However, to ensure that the assessments on the plan are efficient, effective, meaningful and that roles and responsibilities for	

administration, data collection and analysis are clear and manageable, annual review and professional development are essential.

**Local Literacy Plan Goal Area 7:** Effective and transparent communication of the Local Literacy Plan components.

Formalize and facilitate communication about the Local Literacy Plan and its components amongst stakeholders and decision-makers in order achieve greater transparency and to strengthen systems and supports for all students.

Key Activities / Timelines	Responsible Persons
<p>Literacy leaders will ensure that the following stakeholder groups have opportunities to understand, provide feedback, and suggest improvements to relevant aspects of the the Local Literacy Plan throughout each school year:</p> <ul style="list-style-type: none"> <li>● School Board (Annual updates/Q and A) - Scheduled by assistant superintendent</li> <li>● District Instructional Team (At least 2 monthly meetings during the year) - Scheduled by assistant superintendent</li> <li>● District Literacy Committee (Three times per year) - Scheduled by Program Manager for Literacy and EL</li> <li>● Building Leadership Teams (Monthly meetings) - Scheduled by building principals</li> <li>● District Coaches Meetings (2-4 times per month) - Scheduled by Program Manager for Literacy and EL</li> <li>● Building Literacy Team Meetings (1-2 times per month)- Schedule by building principal</li> <li>● Grade level PLC Meetings (monthly) - Scheduled by principal / assistant superintendent</li> <li>● Parent Teacher Advisory Groups (PTACs) Scheduled in collaboration with building principal</li> <li>● District Staff Development Committee (2 times per year) - Scheduled by Assistant Superintendent</li> <li>● Instruction and Curriculum Advisory Council (ICAC) - Scheduled by assistant superintendent.</li> </ul>	<p>Assistant Superintendent of Learning and Accountability            District Literacy Program Manager            Building Principals            Literacy Coaches</p>
<p>Local Literacy Plan components to be reviewed annually include:</p> <ul style="list-style-type: none"> <li>● List of Local Literacy Plan Priority Topics</li> <li>● MAPS Universal Expectations for Literacy Instruction</li> <li>● Implementation Guidance for Literacy</li> <li>● Read Well by Third Grade Plan</li> </ul>	<p>District Literacy Program Manager            Literacy Coaches            District Data Coaches            District K-4 Literacy Committee            District 5-6 Literacy Committee</p>



<ul style="list-style-type: none"> <li>• District Assessment Plan</li> </ul>	Various stakeholders
<p>Rationale</p> <p>A Professional Learning Community is not simply a small group of grade level peers who work together; a professional learning community is a system wide commitment that all educators in Moorhead Schools are collectively responsible for the success of all students. Therefore, communication within and across grade levels, buildings, administrative teams and other stakeholder groups is paramount. Our collective commitment to all learners includes a commitment to provide a guaranteed and viable curriculum within a multi-tiered system of supports. To do so, we rely on district wide tools such as Universal Expectations for Literacy, Guide to Implementation of Moorhead’s Literacy Framework, Quick Connections Pacing Guide, Read Well by Third Grade Plan, and priority topics for professional development as core documents to guide our collective efforts. Frequent, transparent, and open communication provides a path for fidelity, responsive teaching, and innovation to co-exist in our classrooms, giving our students the advantages of all three.</p>	

## Appendix A

### Glossary of Assessments for K-5:

- **Letter Naming Fluency (LNF)** assesses how fluently students can give the names of letters in one minute. Students are shown upper and lower case letters that are arranged in random order.
- **Letter Word Sound Fluency (LWSF)** measures how fluently students can give the sound of letters, syllables, and words in one minute.
- **Phoneme Segmentation (PS)** is a slightly more advanced measure of phonemic awareness. It tests a student's ability to pronounce the individual phonemes (sounds) in words that have three and four phonemes (e.g., cat, rest).
- **Word Reading Fluency (DRF)** requires students to identify and say the sounds in non-real words for one minute.
- **Oral Reading Fluency (ORF)** measures a student's ability to read grade-level text fluently and accurately for one minute.
- **Reading Comprehension (RC)** assesses the student's ability to answer questions about informational and literary grade level texts in the key standard areas of main idea/detail, craft and structure, and integration of knowledge and ideas.
- **Benchmark Assessment System (BAS)/Scholastic Next Steps Assessment** is an individual assessment providing teachers with information regarding a student's independent reading level, rate of accuracy, and qualitative information about strategic processing of text.
- **World-Class Instructional Design and Assessment (WIDA)** are the instruments provided by WIDA (W-APT & ACCESS) to provide an index of achievement for Moorhead's English Learners.
- **Minnesota Comprehensive Assessment (MCA)** measures student growth related to standards established by the state of Minnesota for reading.

## Appendix B

### Resources

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