

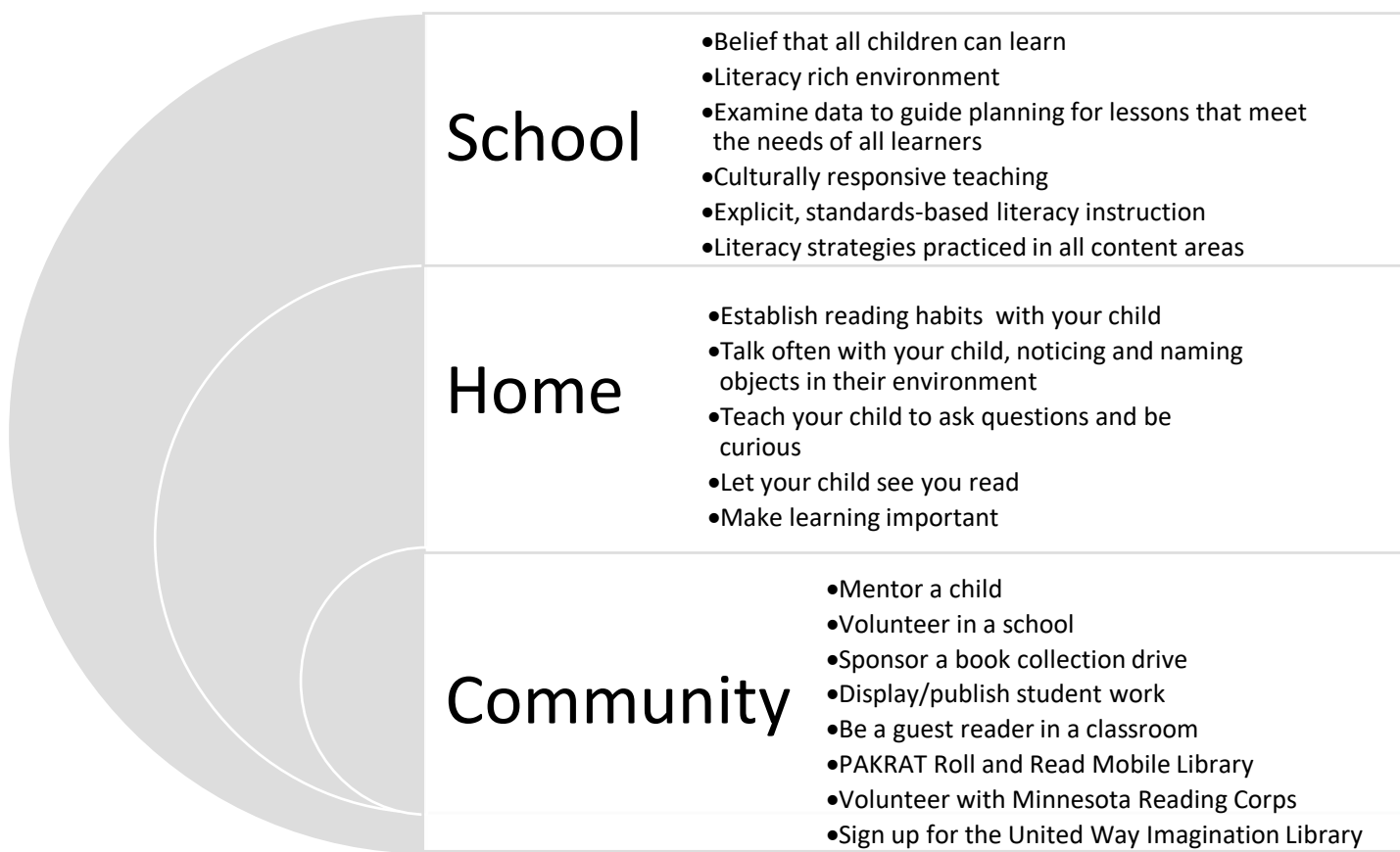
LOCAL LITERACY PLAN

2020-21



Reading well by third grade is one of many development 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 their understanding 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 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.

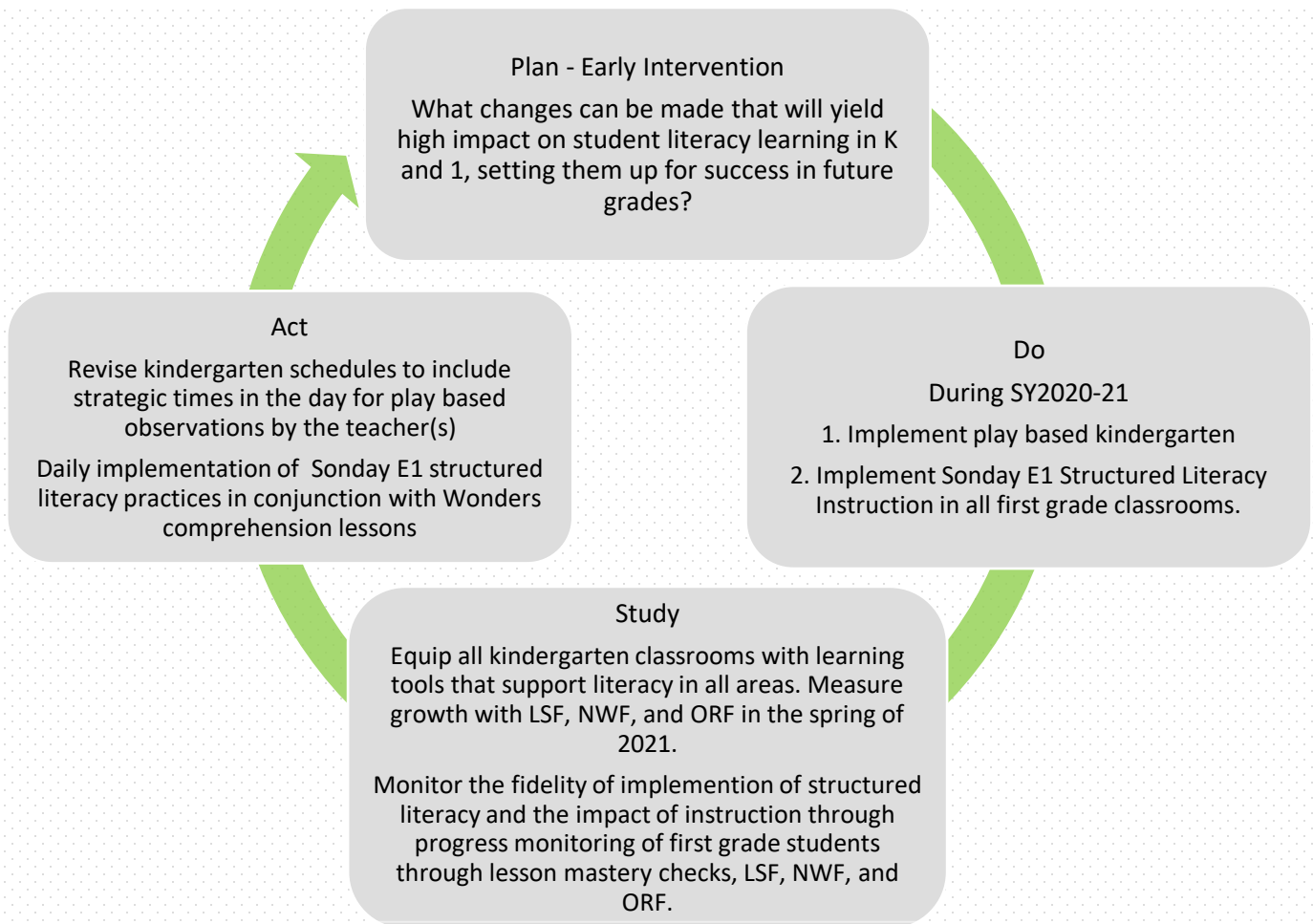
The St. Cloud Area School district has developed a bold vision to ensure literacy success for all students. The success of this vision depends upon the collaboration between schools, families and our community. This commitment is visible through the creation of literacy rich environments and experiences.



The local literacy plan has been developed specifically for students in grades K-5. This literacy plan outlines key components that facilitate the gathering and analysis of information regarding current resources and literacy practices in our school district. Using the plan as an on-going self-assessment, the results will guide and refine our steps to achieve our goals. In addition to the Literacy Plan, the World's Best Workforce Plan is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. The St. Cloud Area School's World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to prepare, engage, educate, empower and inspire learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

As a result of district data, two evidence-based strategies have been identified as steps toward making significant gains in the following four categories:

1. Providing intentional professional development to increase kindergarten and first grade teacher knowledge of foundational reading skill development in order to improve instructional pedagogy in these areas
2. Promoting a literacy rich environment
3. Increasing student engagement in learning
4. Increasing student achievement in reading



HIGH QUALITY EVIDENCED-BASED LITERACY INSTRUCTION, INTERVENTIONS AND SUPPORTS

Reading proficiency is defined as students meeting or exceeding reading targets on grade level assessments, and meeting or exceeding the MCA-III spring assessments. Students are prepared for each of these through rigorous literacy instruction. ISD 742 implements the research-based *McGraw-Hill Reading Wonders* 2014 curriculum K-5 aligned to the 2010 K-12 academic standards in English Language Arts (ELA). Program components include phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. Instructional practices embedded in *Wonders* yielding high leverage effects include

- Accessing Complex text
- Increasing Rigor
- Close Reading
- Collaborative Conversation

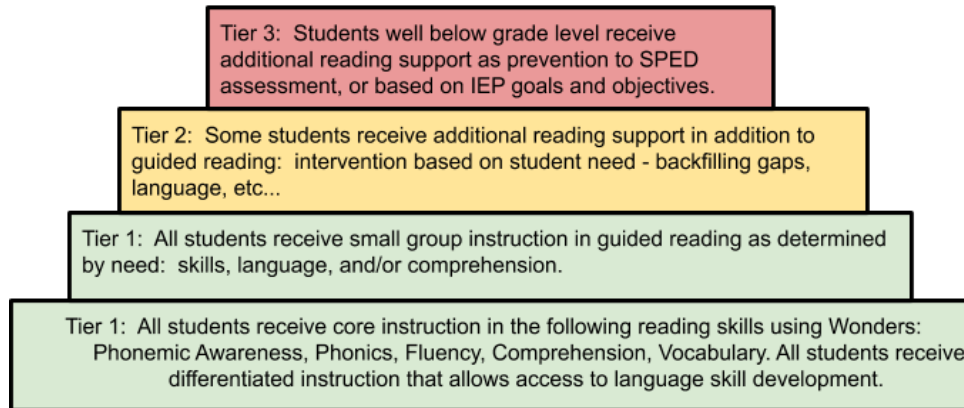


Teachers use a balanced literacy framework to build the following structures into a 120-minute Language Arts block (90-minute reading block and 30-minute writing block) for all students.

- **Teacher modeled read aloud**
- **Shared reading and writing**
- **Focused mini-lessons** on literacy instruction with an emphasis on text complexity, close reading, increased rigor, collaborative conversation, and deepening comprehension
- **Gradual release of responsibility:** teach and model, practice and apply, differentiate to accelerate, and assess for understanding
- **Small group** differentiated guided instruction in reading and writing
- **Scaffolded independent level reading and writing** with individual conferencing,
- **Writing instruction** aligned to a workshop model and application of writing standards from genre writing, process writing and research writing.

Instructional Framework

ISD 742
K-5 Reading Pyramid



TIER 1 Core Instructional Routines:

1. Development of oral language through modeled, shared, interactive read aloud, close reading and independent reading of text.
2. Dedicated time to build phonological awareness skills so that students develop a strong foundation in sounds, patterns, rhyme, and connecting sounds (phonemic awareness) to print (phonics).
 - a. Sounding E1 used in first grade classrooms for foundational phonics instruction.
3. Instruction in [phonics and word study](#) is routine.
4. Spelling inventory: provides individual student information that guides teacher instructional practices, informs small group instruction in phonics and word study, and is differentiated based on students' needs assessment.
5. Writing instruction aligned to a workshop model and application of writing standards from genre writing, process writing and research writing.
6. Guide Reading and Small Group Reading:
 - a. All students meet in small groups with material that is differentiated and meets the instructional level.

<p>TIER 2 Supplemental Instruction:</p> <ol style="list-style-type: none"> 1. Some students meet in a small group in addition to TIER 1 core instruction. <ol style="list-style-type: none"> a. Small group instruction is differentiated based on student's reading and writing needs. b. Phonics and word work matches reading and writing skill development. c. Resources: Wonderworks, leveled library, PRESS intervention resources 	<p>TIER 3 Supplemental Instruction:</p> <ol style="list-style-type: none"> 1. Some students meet in a small group in addition to TIER 2 supplemental instruction. <ol style="list-style-type: none"> a. Small group instruction is differentiated based on student's reading and writing needs. b. Phonics and word work matches reading and writing skill development. c. Research based curriculum is selected to match students' individual needs. Wonderworks, PRESS, LLI, Orton-Gillingham Methodologies (Sonday, Barton)
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High quality literacy instruction is a complex process that occurs within a Multi-Tiered System of Support (MTSS). Teaching reading and writing is multi-faceted and requires teachers to implement scientifically based practices. Essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) are proven to maximize student learning and are embedded in our core literacy instruction. These practices include:

- Planning for effective grade level standards-based student-centered instruction
- Explicit gradual release of responsibility instructional practices delivered in reader's and writer's workshop
- Active student engagement in purposeful reading and writing
- Ongoing feedback and goal setting to support literacy growth
- Through MTSS, students not meeting grade level proficiency are provided high yield instructional interventions based on their target areas of need.

ISD 742 CONTINUUM OF LITERACY INSTRUCTION, INTERVENTIONS and SUPPORTS

Tiered Reading Supports	Purpose	Provider	Frequency	Student Selection Criteria	Communication progress with parents
Reading Wonders Tier I and II <ul style="list-style-type: none"> ○ Phonemic Awareness ○ Phonics ○ Fluency ○ Comprehension ○ Writing ○ Vocabulary 	Additional instruction with Wonders Tier II resources	Licensed Teacher	2-5 times per week	GOM measures, Running Records, STAR, Formative Assessments	Progress communicated through classroom teacher
Reading Wonder Works Tier II and/or Tier III	Additional Instruction with Wonder Works Resources	Licensed Teacher	4-5 times per week	GOM measures, Running Records, STAR, Formative Assessments	Progress communicated through classroom teacher
PRESS Intervention Tier I and Tier II <ul style="list-style-type: none"> ○ Phonemic Awareness ○ Phonics ○ Fluency ○ Comprehension ○ Vocabulary 	Fluency Practice if class-wide need is present. Tier II support for small group instruction	Licensed Teacher	2-5 times per week	GOM measures, Running Records, STAR, Formative Assessments	Progress communicated through classroom teacher
MN Reading Corps TIER II Practice <ul style="list-style-type: none"> ○ Phonemic Awareness ○ Phonics ○ Fluency ○ Comprehension 	Researched Based Literacy Skill Practice	MN Reading Corps Trained Tutor	20 minutes 5 times per week	GOM Measures, Reading Corps assessment criteria	Overall progress communicated through classroom teacher Daily "Read At Home Folder" (RAH!)
ADSIS Reading TIER III Intervention <ul style="list-style-type: none"> ○ Leveled Literacy Intervention (LLI) ○ Sonday 	Additional instruction based on student area of need	Licensed Teacher	30 minutes 5 times per week	GOM measures, Running Records, STAR, Formative Assessments	Progress communicated through ADSIS teacher and classroom teacher
Special Education <ul style="list-style-type: none"> ○ Wonder Works ○ Leveled Literacy Intervention (LLI) ○ Barton ○ Sonday 	Instruction targeted to student's individual needs based on IEP and qualification guidelines	Licensed Teacher	On-going throughout the school year	Meets criteria for a categorical disability based on comprehensive evaluation and has learner-based needs in reading.	Progress communicated through special education teacher including progress monitoring and annual IEP review
Targeted Services -extended day, and summer school	Additional instruction based on student area of need	Licensed Teachers	Varies by school site and program	GOM measures, Running Records, STAR, Formative Assessments Teacher and Parent input	Continual Learning Plan (CLP) developed in collaboration with the family and school staff.
Extended School Year	Instruction targeted to student's individual needs based on IEP and qualification guidelines	Licensed Teacher	On-going throughout the school year	Meets criteria for a categorical disability based on comprehensive evaluation and has learner-based needs in reading.	Progress communicated through special education teacher including progress monitoring and annual IEP review

Co-teaching is utilized in classrooms to support SPED and multilingual students. [Multilingual students](#) are provided with appropriate language models and access to grade level curriculum that is scaffolded for their current language acquisition. The EL teacher, special education teacher, co-teacher or classroom teacher can supplement the learning to ensure equal access to the curriculum.

- An instructional specialist and classroom teacher collaborate to create and deliver lessons that follow district and state standards while allowing for differentiation of instruction.
- Global Unit Maps are used in the planning of lessons to provide increased rigor, adherence to the standards, and intentionality for co-teachers to determine their level of support in lesson delivery.
- Through the use of on-going assessment and teacher recommendation, students are moved from resource to a mainstream model of instruction.
- Learning is supported by established and verbalized content and language objectives that match the learning target.
- Time is allotted for co-teachers meet for the purpose of planning and/or professional development.
- Specific [English Language Development](#) delivery models are in place to support the language and reading development of Multilingual Learners.

TIER I, II, and III Talent Development and Accelerated Services Instruction

St. Cloud Area schools provides talent development programming in fulfillment of our district mission and core belief that everyone deserves equitable access to the highest quality of learning to maximize individual potential. Talent Development programming is an equitable access, needs-oriented program for students who have demonstrated gifted and talented traits and behaviors, high achievement or the potential for high achievement.

Talent Development Services	Program	Purpose	Program Services
Level 1	School Wide Enrichment	All students access schoolwide enrichment opportunities designed to be enriching, engaging, hands on experiences that foster 21st century learning.	Engages students in interactive, enriching and hands-on activities focused on 21st century learning Provides opportunities to learn and use critical and creative thinking skills and technique. Provides opportunities for students to work collaboratively to persevere through challenging experiences using a growth mindset
Level 2	Young Scholars and Academic Achievement Programs	Young Scholars is a program for students with high potential who may need access, advocacy and/or affirmation of their abilities. Kindergarten – Whole Group Exposure Lessons Grade 1 <ul style="list-style-type: none"> • 60 minutes per week Grades 2-5 <ul style="list-style-type: none"> • 90 minutes per week 	Students identified as Young Scholars demonstrate observable traits that can be indicators of advanced thinking. These students are served by the Talent Development specialist at their site. Instruction focuses on nurturing high academic potential and critical and creative thinking skills
Level 3	High Achievement Cluster/Talent Development Specialist	Students that have academic needs that extend beyond the current grade level curriculum. They require curriculum to be enriched with depth and complexity, and the option of acceleration to more advanced curriculum.	Students receive a differentiated curriculum that meets their educational needs. This option allows students to receive full time services while also maintaining the classroom experience of having mixed ability peers. These students may also receive instructional support from the building talent development specialist.
Level 4	Acceleration, Early Entrance, and Dual Enrollment	Some students require advanced services beyond Level 3	Reserved placement and services determined by TDAS coordinator and the district acceleration process.

ASSESSMENT PLAN

- Reading proficiency levels for all students are monitored through the use of common grade level assessments.
- Target levels on all assessments are correlated to proficiency on the state assessment (MCA).
- Student assessment results are communicated with families at multiple reporting times throughout the year via scheduled conferences (twice a year) and standards-based report card distribution (three times per year).
- Further assessment and screening will be completed with students who are not meeting proficiency, and display characteristics consistent with dyslexia.
- Each building in ISD 742 has an MTSS Team that considers student need and uses the following data to best match student need with. Appropriate curriculum and instructional settings:

	Universal Screening	<ul style="list-style-type: none"> • 3 Times per year GOMs
	Diagnostic Assessment	<ul style="list-style-type: none"> • Students scoring below grade level targets on universal screening • Data used to determine needs and best instructional match
	Progress Monitoring	<ul style="list-style-type: none"> • Monitor student growth in intervention • Data used to determine best instruction and/or change in plan of action.

[Assessment Plan](#)

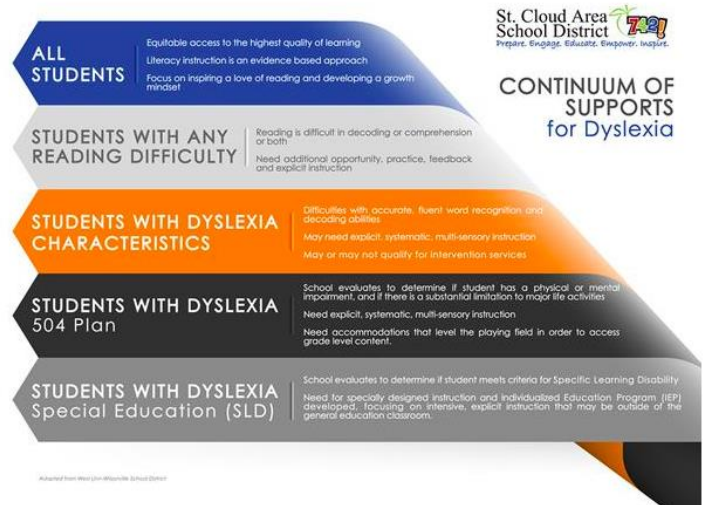
[Dyslexia Assessment Plan](#)

Dyslexia

St. Cloud Area School District 742 is committed to providing a quality educational experience for all students. To ensure the success of all St. Cloud area students in achieving reading proficiency by Grade 3, “District 742 will establish with families and communities a shared vision and strong foundational partnership that is focused on the development of capable readers and writers at every level.” (*St. Cloud Area School District 742 Read Well by Third Grade, 2017*)

It is important to recognize that some children will experience difficulty in acquiring reading skills that help them become proficient readers and writers. Not all children with reading difficulties will be identified as having dyslexia. However, identification of potential indicators of dyslexia is critical in making instructional decisions for young students. St. Cloud School District annually reports their efforts to screen and identify students with dyslexia as indicated by statute and regulations released from MDE. Students receiving any sort of intervention are flagged via our student information system and a report by building can be run at any time.

*Each school district shall identify before the end of kindergarten, grade 1, and grade 2 students who are not reading at grade level before the end of the current school year. Reading assessments in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The district must use a locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the commissioner by July 1. **The district also must annually report a summary of the district's efforts to screen and identify students with dyslexia or convergence insufficiency disorder to the commissioner by July 1.***



PROFESSIONAL DEVELOPMENT



District	<p>• District professional development is created to meet the needs of new teachers, veteran teachers, and Tier I and II teachers. The PD plan is determined based on district and building trends in student achievement and instructional practice, as indicated through assessment data, expressed needs of teaching staff, building leadership teams, principal learning walks, and principal formal teacher evaluation.</p>
Building	<p>Job embedded professional development occurs within data teams, district and building staff development days, Multilingual learning teams, and district-wide grade level meetings to learn and further strengthen current knowledge of best practices in literacy instruction.</p>
Personal	<p>Academic Coaches and Academic Lead teachers provide support within the instructional setting to assure the consistency and depth in the delivery of scientifically based reading strategies. Choice opportunities for professional growth and development are offered through My Learning Plan.</p>

Designation	Level of Participation	Topics
Newly Hired Licensed Teachers	Districtwide Newly Hired Licensed Teachers	Wonders Curriculum and Curriculum Maps District Webpage Resources <ul style="list-style-type: none"> • Core Reading • Expectations Handbook Assessments
K-5 Elementary	Districtwide	Strengthening Core Instruction <ul style="list-style-type: none"> • Wonders and WonderWorks Foundational Skills Global Unit Mapping *Kindergarten – Play Based Learning *Grade 1 – Sondag Essential Phonics Instruction
ADSIS	ADSIS Teachers	*Structured Literacy – Sondag, Dyslexia Interpretation of Data Leveled Literacy Intervention
Academic Coaches Academic Lead Teachers	Districtwide Job-embedded	Cognitive Coaching Global Unit Mapping Content and Language Objectives *Topics to support the needs of the buildings
Elementary Co-Teachers <ul style="list-style-type: none"> • Academic Lead Teachers/Interventionists • EL and Special Education 	Individual Buildings Job Embedded	Collaborative conversations using data for planning Classroom observation and coaching on co-teaching strategies Content and Language Objectives
Special Education Teachers	Interventionists Special Education	Dyslexia - Sondag Curriculum Small Group Intervention Content and Language Objectives
Building Content Representatives	Districtwide	Curriculum Review and Evaluation

PARENT NOTIFICATION AND FAMILY ENGAGEMENT

Schools in District 742 notify and involve parents/families in the progress of their child's literacy development in multiple ways. Using standards-based report cards (three times a year) parents/families are informed of their child's progress toward proficiency of the English Language Arts standards. This information is available via hard copy and Skyward Parent Portal. Parents have opportunities to provide information about their students' learning needs prior to the school year during goal setting conferences with the teacher. Through family-teacher conferences and on-going communication, parents are informed of the assessments and instructional practices used to ensure growth in their child's reading achievement. For students who are not meeting proficiency, progress monitoring data will be shared with families on a frequent and ongoing basis. For students who are not meeting proficiency and demonstrate multiple characteristics of dyslexia, information will be gathered from parents and additional ISD 742 screening measures. The results from the assessments will be shared with parents. Parents may also find information on dyslexia on the [School District Home page](#) of the website.

In addition, information is provided to parents on how to effectively interact with their child to develop literacy habits outside of school:

- Learning strategies for the use of technology as a tool for the development of literacy.
- Accessing information from Partners for Student Success regarding the importance of infant and toddler language development and its impact on later school success.
- Locating and participating in pre-kindergarten programs, early literacy programs, family literacy programs, public libraries and out-of-school time programs that provide services to students and/or families.
- Partnering with community organizations to provide literacy opportunities for families during the school day and beyond.
- Providing opportunities for adults to read and write with learners.
- Fostering connections and collaborations with public libraries and community-based organizations that support literacy and are specific to the needs of Pre-K-grade 3 readers and writers.
- Registering for Imagination Library to receive free books to have for a home library.

Other 742 resources and tools are available for families, caregivers, and or community members

- Take Home Reading Program (PAKRAT - Partners and Kids Reading A Lot Together)
- Family Literacy Night
- On-line access to WONDERS core curriculum
- On-line reading apps
- On-line resources on District 742 website
- One District One Book family reading in February
- School media center resources
- Parent Compacts at Title buildings

District Assessment Plan

Kindergarten						
	Timed	Purpose	Assessor	Fall	Winter	Spring
Letter Sounds Identification	No	Baseline Data Differentiate Instruction	Licensed Teacher	6+	16+	23+
Letter Name Identification Upper and Lower Case	No	Baseline Data Differentiate Instruction	Licensed Teacher	25+	39+	50+
Letter Sound Fluency	1 Minute	GOM used for baseline Data Differentiate instruction ADSIS Reading Corps	Licensed Teacher	8 CSPM	27	48
Running Records	No	Differentiate Instruction Individual Goal Setting ADSIS	Licensed Teacher	Level A-B	Level B	Level D/E
STAR Early Literacy	Yes	Differentiate Instruction Individual Goal Setting ADSIS	Licensed Teacher	516-755	570-770	620-784
Spelling Inventory	No	Differentiate Instruction	Licensed Teacher		Emergent	Emergent Letter Name Alphabetic
First Grade						
	Timed	Purpose	Assessor	Fall	Winter	Spring
Nonsense Word Fluency	1 minute	Provide Baseline Differentiate Instruction ADSIS Eligibility Dyslexia Screening	Licensed Teacher	50	80	110
Oral Reading Fluency	1 minute	Provide Baseline Differentiate Instruction ADSIS Eligibility Dyslexia Screening	Licensed Teacher	13 CPM	51-83 CWPM	80-112 CWPM
Running Records	No	Differentiate Instruction Dyslexia Screening	Licensed Teacher	Level D/E	Level G	Level I
Spelling Inventory	No	Provide Baseline Differentiate Instruction Dyslexia Screening	Licensed Teacher	Emergent – Letter-Name Alphabetic	Emergent – Letter Name Alphabetic – Within Word	Late Letter Name Alphabetic – Within Word
High Frequency Words	No	Provide Baseline Data Dyslexia Screening	Licensed Teacher	40	80	100
STAR Early Literacy for ALL Students and STAR Reading for students scoring >780	Yes	Provide Baseline Differentiate Instruction ADSIS Eligibility	Licensed Teacher	621-769	686-780	756-864

Second Grade						
	Timed	Purpose	Assessor	Fall	Winter	Spring
Oral Reading Fluency*	1 minute	Provide Baseline Differentiate Instruction ADSDS Eligibility Reading Corps Eligibility Dyslexia Screening	Licensed Teacher	71-101 CWPM	100-131 CWPM	118-149 CWPM
Spelling Inventory**	No	Provide Baseline Differentiate Instruction Dyslexia Screening	Licensed Teacher	Late Letter Name Alphabetic – Within Word	Letter Name- Alphabetic - Within Word	Within Word
STAR***	Yes	Differentiate Instruction ADSDS Eligibility Individual Goal Setting	Licensed Teacher Media Specialist, STAR Proctor	213-438	273-486	320-524
Running Record	No	Provide Baseline Differentiate Instruction	Licensed Teacher	Level I/J	Level L	Level M
High Frequency Words	No	Provide Baseline Dyslexia Screening	Licensed Teacher Volunteer	100	N/A	N/A
Cognitive Abilities Screener	No	Identify student strengths in verbal, quantitative and non-verbal reasoning	Licensed teacher	N/A	N/A	N/A
Third Grade						
	Timed	Purpose	Assessor	Fall	Winter	Spring
Oral Reading Fluency*	1 minute	Provide Baseline Differentiate Instruction ADSDS Eligibility Reading Corps Eligibility Dyslexia Screening	Licensed Teacher	100-130 CWPM	123-150 CWPM	138-162 CWPM
Spelling Inventory**	No	Provide Baseline Differentiate Instruction Dyslexia Screening	Licensed Teacher	Within Word - Syllables and Affixes**	Within Word – Syllables and Affixes	Within Word - Syllables and Affixes
STAR***	Yes	Differentiate Instruction ADSDS Eligibility Individual Goal Setting	Licensed Teacher Media Specialist, STAR Proctor	341-532	376-565	429-614
Running Record	No	Provide Baseline Differentiate Instruction	Licensed Teacher	Level M/N	Level O	Level P

High Frequency Words	No	Provide Baseline Dyslexia Screening	Licensed Teacher Volunteer	N/A	N/A	N/A
MCA	No	Statewide Assessment	Licensed Teacher			350

Fourth Grade

	Timed	Purpose	Assessor	Fall	Winter	Spring
Oral Reading Fluency*	1 minute	Provide Baseline Differentiate Instruction ADSDS Eligibility Reading Corps Eligibility Dyslexia Screening	Licensed Teacher	123-145 CWPM	148-169 CWPM	160-181 CWPM
Spelling Inventory**	No	Provide Baseline Differentiate Instruction Dyslexia Screening	Licensed Teacher	Within Word – Syllables and Affixes	Within Word – Syllables and Affixes	Middle Syllables and Affixes
STAR***	Yes	Differentiate Instruction ADSDS Eligibility Individual Goal Setting	Licensed Teacher Media Specialist, STAR Proctor	455-645	488-692	530-750
Running Record	No	Provide Baseline Differentiate Instruction	Licensed Teacher	Level P/Q	Level R	Level S,T,U
MCA	No	Statewide Assessment	Licensed Teacher			450

Fifth Grade

	Timed	Purpose	Assessor	Fall	Winter	Spring
Oral Reading Fluency*	1 minute	Provide Baseline Differentiate Instruction ADSDS Eligibility Reading Corps Eligibility Dyslexia Screening	Licensed Teacher	126-164 CWPM	149-183 CWPM	161-192 CWPM
Spelling Inventory**	No	Provide Baseline Differentiate Instruction Dyslexia Screening	Licensed Teacher	Syllables and Affixes Derivational Relations	Syllables and Affixes Derivational Relations	Late Syllables and Affixes Derivational Relations
STAR***	Yes	Differentiate Instruction ADSDS Eligibility Individual Goal Setting	Licensed Teacher Media Specialist, STAR Proctor	508-771	538-814	580-875
Running Record	No	Provide Baseline Differentiate Instruction	Licensed Teacher	Level S, T, U	Level V	Level V, W, X
MCA	No	Statewide Assessment	Licensed Teacher			≥ 550

*Target based Proficiency on the MCAs (St. Croix River Education District)

**Target based on *Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction*, Bear, Invernizzi, Templeton, and Johnston, 2008

***Target based on 2014 MCA/STAR Linking Study

