



Literacy Plan

2023-26



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INTRODUCTION

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 their understanding of what they read 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 guarantee that all students are ready for the demands of college and the workplace. Learning to read is an essential skill that leads to success in school, thriving in society, and experiencing the joy that reading brings.

St. Cloud Area School District 742 has developed a bold vision to create 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.

SCHOOLS

We believe that all children can learn. Therefore, we commit to the following practices:

- Build classrooms that are language and print rich.
- Plan lessons that meet the needs of all learners.
- Engage in Culturally Responsive Teaching, including the use of texts that serve as windows, mirrors and sliding glass doors that reflect our students.
- Deliver standards-based literacy instruction including explicit, systematic instruction in foundational literacy skills.
- Practice literacy strategies in all content areas.

HOME

We believe that families play an important role in their child's education. Therefore, we encourage all families to:

- Establish reading habits at home.
- Talk often with your child, noticing and naming objects in their environment.
- Teach your child to ask questions and be curious.
- Let your child see you read.
- Make learning important.
- Sign up for the United Way Imagination Library.

COMMUNITY

We believe community partners develop future leaders. Therefore, we seek partners that engage with our students:

- Mentor a child
- Volunteer in a school
- Sponsor a book collection drive
- Display/publish student work
- Be a guest reader in a classroom
- PAKRAT Roll and Read Mobile Library
- Volunteer with Minnesota Reading Corps

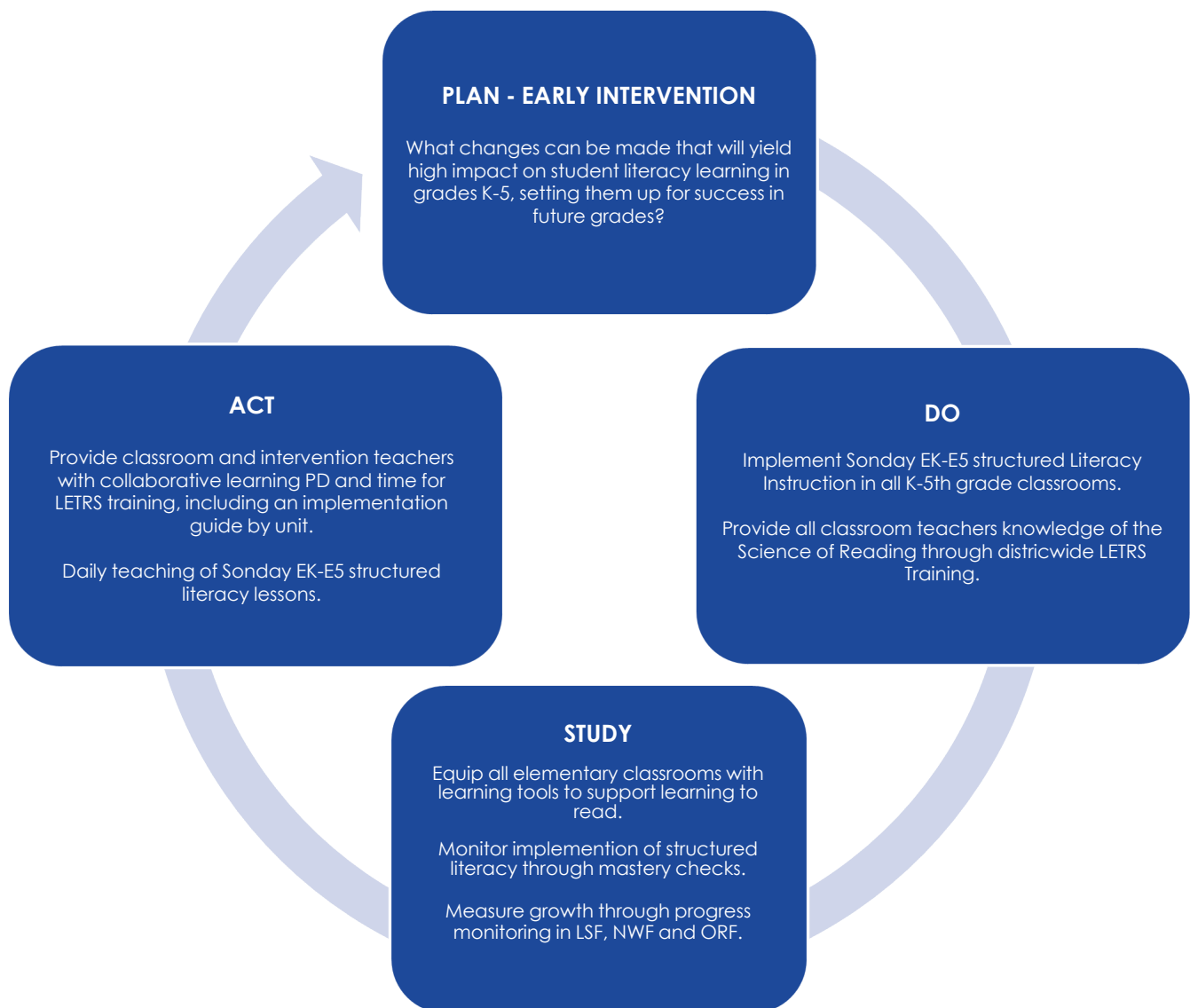


THE LOCAL LITERACY PLAN

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 District 742. 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 be a foundational document aligning educational initiatives that serve students Pre-K through high school. The District 742 World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to engage, inspire, educate, prepare and empower all students 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 teacher knowledge of foundational reading skill development in order to improve instructional pedagogy.
2. Promoting a literacy rich environment.
3. Increasing student engagement in learning.
4. Increasing student achievement in reading.



HIGH QUALITY EVIDENCE-BASED LITERACY INSTRUCTION, INTERVENTIONS & SUPPORT

Reading proficiency is defined as students meeting or exceeding reading targets on grade level assessments, and the MCA-III spring assessment. Students are prepared for each of these through rigorous literacy instruction. District 742 implements the research-based McGraw-Hill Reading Wonders 2020 curriculum K-5 aligned to the 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:

- Social Emotional Learning
- Accessing Complex Text
- Increasing Rigor
- Close Reading
- Collaborative Conversations

All teachers begin with universal grade-level instruction in the 90-120 minute literacy block as stated in the Instructional Expectations Handbook.

TIER 1. CORE INSTRUCTIONAL

TEACHER MODELED READ ALOUD AND SHARED READING AND WRITING

Development of oral language through modeled, shared, interactive read aloud, close reading and independent reading of text.

EXPLICIT AND SYSTEMATIC INSTRUCTION IN PHONEMIC AWARENESS AND PHONICS

- 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).
- Sonday EK-E5 taught in classrooms.
- Instruction in phonics and word study is routine.
- Utilize the spelling inventory and Ehri's Phases of Reading Development to provide individual student information that guides teacher instructional practices and informs small group instruction in phonics and word study, differentiated based on students' needs.

FOCUSED MINI-LESSONS 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
- Scaffolded independent reading and writing with individual conferencing
- Small group differentiated instruction in reading and writing

WRITING INSTRUCTION is embedded in each genre study in Wonders. Application of writing standards from the genre includes the writing process for narrative, argumentative and research writing.

TIER 2. SUPPLEMENTAL INSTRUCTION

SMALL GROUP INSTRUCTION & TIER 1 CORE

Some students meet in a small group in addition to TIER 1 core instruction.

- Small group instruction is differentiated based on student's reading and writing needs.
- Phonics and word work matches reading and writing skill development.

TIER 3. SUPPLEMENTAL INSTRUCTION

SMALL GROUP INSTRUCTION & TIER 2 SUPPLEMENTAL

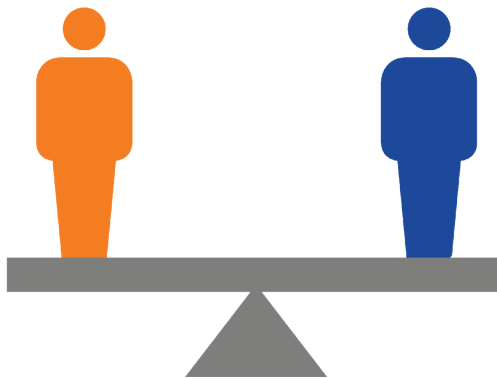
Some students meet in a small group in addition to TIER 2 supplemental instruction.

- Small group instruction is differentiated based on student's reading and writing needs.
- Structured phonics and word work skill development matches student's needs.
- Evidence based curriculum is selected to match students' individual needs.

STRATEGIES FOR IMPROVING INSTRUCTION, CURRICULUM & STUDENT ACHIEVEMENT (INCLUDING ENGLISH & NATIVE LANGUAGES OF MLS)

Co-teaching in the area of literacy has been identified as a strategy to leverage the impact of collaboration to increase the literacy achievement of students. Co-teaching is supported by Grade Level Academic Leads and District Leadership that have been trained in the components of co-teaching and Coaching for Equity. Job-embedded professional development and collaboration time is provided to ensure quality lesson plans to accelerate student literacy growth. The following are in place to help close the achievement gap between multilingual learners and students who are not English language learning.

- Pre-K support – VPK students supported with literature-based math and co-taught with EL and classroom teacher
- Bilingual paras supporting students in small group instruction
- Instructional planning document and Instructional Supports Bookmarks used by co-teachers to support rigorous lessons, rich vocabulary development, and planned opportunities for language production.
- Literature based math in K-2 in highest Somali population elementary. EL teachers push-in to grade level classrooms to focus on the language of Mathematics.

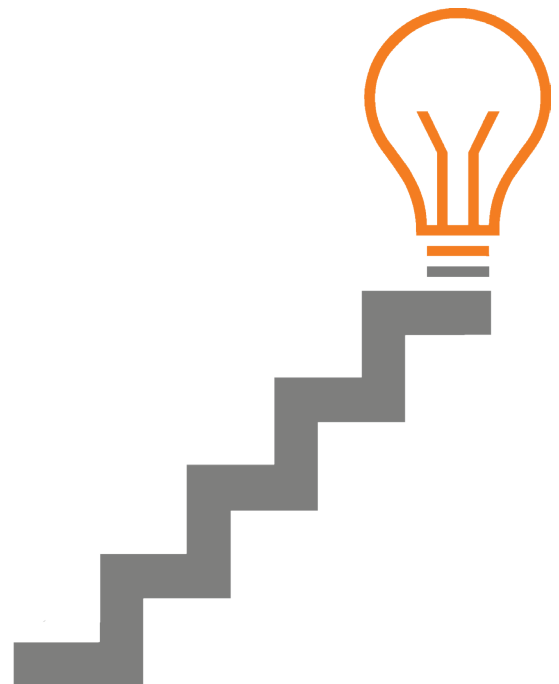


MULTI-TIERED SYSTEMS OF SUPPORT

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 evidence and 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 whole group and small group
- Active student engagement in purposeful reading and writing
- Ongoing feedback and goal setting to support literacy growth
- Providing high yield instructional interventions based on a student's targeted areas of need



TIERED READING SUPPORTS	PURPOSE	PROVIDER	FREQUENCY	STUDENT SELECTION CRITERIA	COMMUNICATION PROGRESS WITH PARENTS
Reading Wonders Tier I and II Phonemic Awareness Phonics Fluency Comprehension Writing Vocabulary	Additional instruction with Wonders Tier II resources	Licensed Teacher	2-5 times per week	GOM Measures, FastBridge, Formative Assessments	Progress communicated through classroom teacher
K-5 Essentials	Systematic Instruction in Phonemic Awareness and Phonics	Licensed Teacher	20-30 minutes daily	Essentials Mastery Checks	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, FastBridge, Formative Assessments	Progress communicated through classroom teacher
MN Reading Corps TIER II Practice 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 Let's Play Learn Sunday	Additional instruction based on student area of need	Licensed Teacher	30 minutes 5 times per week	GOM Measures, FastBridge, Formative Assessments	Progress communicated through ADSIS teacher and classroom teacher
Special Education Wonder Works Let's Play Learn Sunday Reading Mastery	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 & Summer School	Additional instruction based on student area of need	Licensed Teachers	Varies by school site and program	GOM Measures, FastBridge, 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
Reading Intervention 6-8 Sunday 1 Sunday 2	Instruction targeted to student's individual reading needs	Licensed Teacher	Daily class period and reevaluated at end of each Trimester	Sunday Mastery Checks and ORF	Progress communicated by course instructor at conferences and as needed.
Science of Reading Course 9-12 Sunday 1 Sunday 2	Instruction targeted to student's individual reading needs	Licensed Teacher	Daily class period and reevaluated at end of each Trimester	Sunday Mastery Checks and ORF	Progress communicated by course instructor at conferences and as needed.

TIER I, II & III TALENT DEVELOPMENT & ACCELERATED SERVICES INSTRUCTION

District 742 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 school-wide enrichment opportunities designed to be enriching, engaging, hands on experiences that foster 21st century learning.	<p>Engages students in interactive, enriching and hands-on activities focused on 21st century learning</p> <p>Provides opportunities to learn and use critical and creative thinking skills and techniques</p> <p>Provides opportunities for students to work collaboratively to persevere through challenging experiences using a growth mindset</p>
LEVEL 2	Young Scholars and Academic Achievement Programs	<p>Young Scholars is a program for students with high potential who may need access, advocacy and/or affirmation of their abilities.</p> <p>Kindergarten – Whole Group Exposure Lessons</p> <p>Grade 1 60 minutes per week</p> <p>Grades 2-5 90 minutes per week</p>	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	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 District 742 acceleration process.

ASSESSMENTS

ASSESSMENT PLAN

- Reading proficiency levels for all students are monitored through the use of grade level assessments and benchmarking.
- 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 is completed with students who are not meeting proficiency, and/or display characteristics consistent with dyslexia.
- Each building in District 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	DIAGNOSTIC ASSESSMENT	PROGRESS MONITORING
3 Times per year GOMs: Fall, Winter, Spring	Students scoring below grade level targets on universal screening Data used to determine needs and best instructional match	Monitor student growth in intervention Data used to determine best instruction and/or change in plan of action

ELEMENTARY ASSESSMENTS

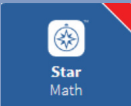
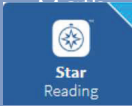

View the [Elementary District 742 Assessment Guide & FAQ](#).

FastBridge

This assessment is used to differentiate instruction, set individual goals, and monitor progress.

Reading & Math



How to Administer:
[STAR Early Lit](#) & [STAR Reading & Math](#)



Directly assess the building blocks of reading and math for insight into the learning gaps and strengths of your students, including characteristics of dyslexia.

CBMs (Curriculum Based Measures)

[How to Administer STAR CBM's](#) [Training Videos](#)



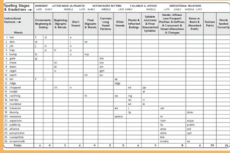
★ [Correct Per Minute Scores and How They Are Adjusted](#)

Spelling Inventory

The focus of these inventories is to examine what students are learning about words and what they are ready to study in their spelling and word study.

Placement & Diagnostic Assessment

[Inventory of Developmental Spelling](#) p.227



ELEMENTARY LITERACY TARGETS

	STAR Early Lit & STAR Reading	STAR CBM	Running Records	Spelling Inventory	STAR Math
5 th	SPR 1040 WIN 1030 FALL 1021	SPR 141 WIN 130 FALL 117 ORF	SPR V,W,X WIN V FALL S,T,U	SPR Stage 4-5 WIN Stage 4-5 FALL Stage 4-5	SPR 1028 WIN 1013 FALL 997
4 th	SPR 1005 WIN 994 FALL 992	SPR 128 WIN 117 FALL 98 ORF	SPR STU WIN R FALL P/Q	SPR Stage 3-4 WIN Stage 3-4 FALL Stage 3-4	SPR 993 WIN 975 FALL 956
3 rd	SPR 970 WIN 955 FALL 939	SPR 118 WIN 112 FALL 106 ORF	SPR P WIN O FALL M/N	SPR Stage 3-4 WIN Stage 3-4 FALL Stage 3-4	SPR 955 WIN 929 FALL 904
2 nd	SPR 918 WIN 893 FALL 868	SPR 102 WIN 91 FALL 81 ORF	SPR M WIN L FALL I/J	SPR Stage 3 WIN Stage 2-3 FALL Stage 2-3	SPR 900 WIN 875 FALL 851
1 st	SPR 828 WIN 790 FALL 752	SPR 21 49 WIN 16 35 FALL 13 25 NSF ORF	SPR I WIN G FALL D/E	SPR Stage 2-3 WIN Stage 2-3 FALL Stage 1-2	SPR 827 WIN 130 FALL 755
K	SPR 769 WIN 730 FALL 690	SPR 42 WIN 30 FALL Not Assessed LSF	SPR C/D WIN Rebus-B FALL Not Assessed	SPR Not Assessed WIN Not Assessed FALL Not Assessed	SPR Not Assessed WIN Not Assessed FALL Not Assessed

Created by District Assessment Team

Revised 6/22/22

DYSLEXIA

District 742 is committed to providing a quality educational experience for all students. To ensure the success of all 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 dyslexia characteristics is critical in making instructional decisions for young students. District 742 annually reports their efforts to screen and identify K-3 students with dyslexia as indicated by statute and regulations released by 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.

See the [Dyslexia Assessment Plan](#).

CONTINUUM OF SUPPORTS for Dyslexia

ALL STUDENTS

- Equitable access to the highest quality of learning
- Literacy instruction is an evidence based approach
- Focus on inspiring a love of reading and developing a growth mindset

STUDENTS WITH ANY READING DIFFICULTY

- Reading is difficult in decoding or comprehension or both
- Need additional opportunity, practice, feedback and explicit instruction

STUDENTS WITH DYSLEXIA CHARACTERISTICS

- Difficulties with accurate, fluent word recognition and decoding abilities
- May need explicit, systematic, multi-sensory instruction
- May or may not qualify for intervention services

STUDENTS WITH DYSLEXIA 504 Plan

- School evaluates to determine if student has a physical or mental impairment, and if there is a substantial limitation to major life activities
- Need explicit, systematic, multi-sensory instruction
- Need accommodations that level the playing field in order to access grade level content.

STUDENTS WITH DYSLEXIA Special Education (SLD)

- School evaluates to determine if student meets criteria for Specific Learning Disability
- Need for specially designed instruction and individualized Education Program (IEP) developed, focusing on intensive, explicit instruction that may be outside of the general education classroom.

Adapted from West Linn-Wilsonville School District

PROFESSIONAL DEVELOPMENT

DISTRICT	BUILDING	CHOICE
The focus for K-5 District professional development by school year 2024-25 is completion of LETRS: Language Essentials for Teachers of Reading and Spelling. Time is allocated for teacher learning, collaboration and classroom action research to implement new instructional practices	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 including explicit, systematic instruction in phonemic awareness and phonics	Grade Level Academic Leads 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 Professional Learning.

DESIGNATION	LEVEL OF PARTICIPATION	TOPIC
NEWLY HIRED LICENSED TEACHERS	District-wide Newly Hired Licensed Teachers	Wonders Curriculum and Curriculum Maps District Web-page Resources Core Reading Expectations Handbook Assessments
K-5 ELEMENTARY	District-wide	LETRS Training Wonders and WonderWorks Global Unit Mapping *Kindergarten – Play Based Learning *K-5 Sonday Essentials Phonics Instruction
ADSI	ADSI Teachers	*Structured Literacy – Sonday, Dyslexia Interpretation of Data
GRADE LEVEL ACADEMIC LEAD TEACHERS	District-wide Job-embedded	Cognitive Coaching Global Unit Mapping Content and Language Objectives *Topics to support the needs of the buildings *Support Essentials K-5, Sonday 1 & 2, Let's Play Learn
ELEMENTARY CO-TEACHERS • ACADEMIC INTERVENTIONISTS • EL	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 - Sonday Curriculum Small Group Intervention Content and Language Objectives

PARENT NOTIFICATION & FAMILY ENGAGEMENT

District 742 schools 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 child or children's 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/or demonstrate multiple characteristics of dyslexia, information will be gathered from parents and additional District 742 screening measures. The results from the assessments will be shared with parents. Parents may also find information on dyslexia on the District 742 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 United Way regarding the importance of infant and toddler language development and its impact on later school success.
- Locating and participating in Pre-K 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
- Online reading apps
- Online resources on District 742 website
- One District One Book family reading in February
- School media center resources
- Parent Compacts at Title buildings

