



# Minnewaska Area Schools Local Literacy Plan

ENGAGE EVERY STUDENT, EVERY DAY!



Minnewaska Area Schools Local Literacy Plan details our efforts to reach the goal of all students reading well by third grade. This plan provides the framework necessary to support our students in the quest to be successful in reading through working with the Minnesota State Standards at each grade level.

Research suggests that students who are not reading at or above grade level by third grade have difficulty catching up later in school. This literacy plan meets the requirements of Minnesota Statute 120.B.12 brought about through early literacy research. The state requires that all school districts:

- must include a process to assess students' level of reading proficiency
- notify and involve parents/guardians of students who are not yet reading at grade level
- intervene with students who are not reading at or above grade level identify and meet staff development needs as it relates to student reading progress
- create and post a "Local Literacy Plan" to ensure that all students are reading at or above grade level by the end of third grade
- submit data on student reading proficiency annually

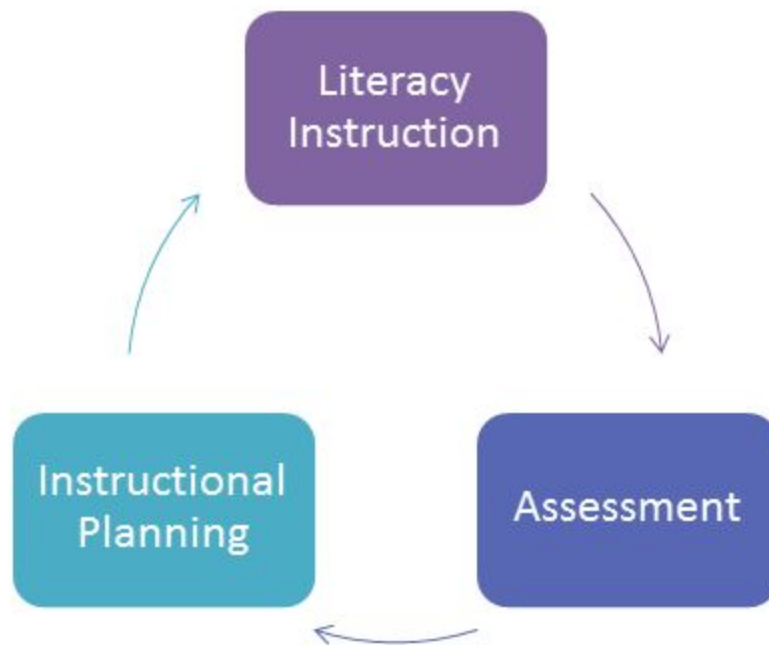
Minnesota's Statute 120.B.12 coupled with Minnewaska Area School's mission is what makes this plan a vital part of providing instruction, intervention and support to all students at Minnewaska Area.

The Mission of Minnewaska Area School District is to always place students first in order to produce individuals with the confidence and ability to pursue and achieve their highest aspirations in a safe, supportive environment maximizing the resources of a unified community.

## **I. Local Literacy Plan Goals and Objectives**

Minnewaska Area Elementary and Intermediate Schools are committed to providing the highest quality of instruction to best support all learners within our classrooms. We recognize learners come in a variety of shapes and sizes with learning gaps and needs. It is our intent to be strong consumers of student data to inform us how to best educate all learners and provide intervention for each student targeted to their demonstrated learning needs. Due to this goal, we will be making data analysis a living part of our district work.

Our work will be in an ongoing cycle of literacy instruction, assessment and instructional planning. The commitment of intervention follows this cycle. Commitment from our school board, leadership team and Literacy Action Network has also worked to align time specifically set aside for data analysis and collaboration as well as instructional planning based on identified student needs.



In addition to a significant emphasis on data analysis, we are committed to learning and collaborating together with best practices in reading. This work will help us understand how to best support 21st century readers. Implementation of Balanced Literacy framework with a Gradual Release of Responsibility Model will continue to be the goal to meet individual student needs.

Below is a data table MAES and MAIS are committed to implementing and analyzing.

### Kindergarten

Fall	Winter	Spring
FAST *Concepts of Print *Onset Sounds *Letter Names *Letter Sounds	FAST *Onset Sounds *Letter Names *Letter Sounds *Word Segmenting *Nonsense Words	FAST *Letter Names *Letter Sounds *Word Segmenting *Nonsense Words *Sight Words *aReading
Assessment Binder -Kindergarten ELO's	Assessment Binder -Kindergarten ELO's	Assessment Binder -Kindergarten ELO's
Boehm Test	Boehm Test	Boehm Test

### 1st Grade

Fall	Winter	Spring
FAST *Letter Sounds *Word Segmenting *Nonsense Words *Sight Words *Sentence Reading *aReading	FAST *Word Segmenting *Nonsense Words *Sight Words *CBM Reading aReading	FAST *Word Segmenting *Nonsense Words *Sight Words *CBM Reading *aReading
	Star Reading	Star Reading

### 2nd Grade

Fall	Winter	Spring
FAST *CBM Reading	FAST *CBM Reading	FAST *CBM Reading

### 3rd Grade

Fall	Winter	Spring
FAST *CBM Reading	FAST *CBM Reading	FAST *CBM Reading

### 4th-6th Grade

Fall	Winter	Spring
*CBM Reading	*CBM Reading	*CBM Reading MCA

We will progress monitor every other week. We will use FAST Auto Reading as a diagnostic screener.

### **III. Instruction and Intervention**

Each student at Minnewaska Area Elementary and Intermediate School will receive core instruction which has been aligned to Minnesota's English Language Arts Standards. In addition to core instruction inside each classroom, each student in grades 1-6 will participate in Minnewaska's WIN Time. WIN Time is an acronym for What I Need. During this 30 minutes/day, students will move to different classes and small groups to receive instruction based on their identified learning needs. In addition to WIN Time, another portion of our Multi-Tiered System of Support (MTSS), students may receive Tier 1 interventions to further support their reading skills from word recognition to comprehension by using research based strategies.

One large change to Minnewaska's model is the addition of identified Interventionists as well as para interventionists who will be trained in specific interventions to deliver. Our identified interventionists will lead the WIN program and support data analysis on a monthly basis in collaboration with the building administrator.

#### **IV. Communication**

At Minnewaska, we believe it takes a village to educate a child. We recognize parents are an enormous part of this village and we are lucky to partner with them. Therefore communication between parents and teachers is a vital part of our literacy plan. We will connect with each family numerous times through the year from our Open House in September and more formally in November and February at conferences. Students who receive intervention for below level academic performance will also be invited to Targeted Services for after school programming at our elementary and intermediate sites.

#### **V. Professional Development**

Professional development is an essential key to our literacy plan. Through the school year, professional development days will include dedicated time for data review, grade level collaboration and planning. In addition, all teachers will participate in reading research together and implementing engaging strategies in their classroom.

Literacy Leaders will also participate in the Literacy Action Network (LAN) which has been a vital cog to promoting a literacy movement within Minnewaska Schools. LAN is a group of 13 schools from central MN that send literacy leaders together to read, discuss and plan for literacy growth within their own schools.

#### **VI. Dyslexia and Convergence Insufficiency**

- **Description of district's efforts to screen and identify students with dyslexia.** Universal screening measures are utilized in grades K-6 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
  - 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.** Minnewaska Area Schools do 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.