



# Shakopee Public Schools ISD 720 Local Literacy Plan

## “READING WELL BY THIRD GRADE”

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of third grade. Why is this important?

“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 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. According to the Minnesota Department of Education 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. A recent study released by the American Educational Research Association found “A student who can’t read on grade level by third grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time.”

### **Statement of Goals and Objectives**

The mission of the Shakopee Schools, in partnership with our community, is to educate lifelong learners to succeed in a diverse world. The Shakopee School District is committed to providing the best opportunities for our students. We are dedicated to helping them excel and achieve their educational goals and teaching them to be good citizens of our community, our nation and our world.

The heart of reading instruction begins before a child even enters Kindergarten. Shakopee Public Schools will work with the early childhood programs in the community to help promote strong kindergarten and literacy readiness for all children. Once part of the K-12 public school system, Shakopee Public Schools will ensure every student receives quality core instruction that is aligned to grade level standards.

In our efforts to ensure all students achieve their educational goals and are reading proficiently by third grade, the Shakopee Public Schools has a strong commitment to providing a balanced approach to literacy instruction. We believe students learn best through personalized approaches where student choice and differentiation are integral parts and where skill development scaffolds from year to year. In order to provide voice and choice, we implement a reading/writing workshop, where building master schedules are built to ensure students have 30-60 minutes of reading and writing time a day where they practice and apply skills with teacher guidance and support.

We believe instructional decisions should be based on data and best practice research, essential learning, and common language, developed through thoughtful planning and focused training. Our PLCs are grounded in data. Teachers bring student work samples to the table to analyze strengths and weaknesses, and determine effective teaching strategies. In these discussions, teachers work to plan flexible, targeted groups for students based on needs.

We believe that all students should receive core instruction at or above grade level with appropriate interventions that ensure equitable learning for all students. All students receive an uninterrupted block of core instruction time where teachers are demonstrating the thinking processes necessary for students to read at grade level.

We believe high quality instructional programs incorporate the career and college readiness skills (Collaboration, Critical Thinking, Creativity, Cultural Competence, Character, Communication) through reading, writing, and speaking across content areas. As a part of our reading/writing workshop approach, students have a variety of texts and tools at their fingertips, as well as a variety of opportunities to develop the skills necessary to becoming career and college ready. In order to ensure students have the foundation to succeed in a diverse world, we believe that engaging critically and culturally with a variety of texts is critical to skill development.

We believe that all students should have opportunities to write in a variety of formats. We have scheduled uninterrupted 40-45 minutes of writing time daily for all students. We recognize the power writing across the curriculum has in the development of early literacy skills, and are working to train all of our K-3 teachers in the writing workshop and writing across the curriculum.

### **Curriculum and Instruction System**

Our core curriculum is delivered in a balanced literacy format, which includes:

- Reading/Writing Workshop
- High quality, research-based reading materials & instructional strategies
- Daily time for independent reading and writing
- Daily time for targeted instruction in both reading and writing
- Fluency work such as readers theater, repeated readings, reading with expression, and oral reading practice
- Leveled book collections that allow for student self-selection
- Instructional model that is built upon the gradual release of responsibility in which comprehension instruction is taught through whole group mini-lessons and practiced during targeted time.
- Guided reading groups at each student's reading level
- Individual student conferences targeting specific learning needs and literacy goals
- Read aloud that allow teachers to demonstrate their thinking aloud

This core curriculum is built to ensure that all children are proficient at grade level and can confidently, fluently and accurately read and communicate understanding of grade level fiction and non-fiction material.

In order to accelerate the performance of all students and ensure all students are reading at grade level, the Shakopee Public Schools strives to hire and retain high quality staff members who believe all students can learn. We also work to support the pedagogy of our teachers. We expect staff members to meet weekly within Professional Learning Communities (PLCs) to analyze student data, identify needs and develop strategies to ensure all students read at grade level. To ensure teachers have time to meet in PLCs, we have built master schedules that allow for common planning time. We also support our teachers with on-going high quality professional development. We have instructional coaches in every building that work to provide job-embedded professional development on a daily basis.

The Shakopee Public Schools also recognizes the importance of engaging parents and working with our community in partnerships to ensure all students are learning at high levels. We are

proud of the high level of parental involvement in our open houses and conferences. Our teachers share student progress with individual parents frequently in order to build foundations of success to help us reach our goal of all students reading proficiently on grade level. We also invite parental and community feedback through parent meetings in an effort to reflect the needs of our families and communities in our practices.

Our literacy program in Shakopee strives to accelerate the reading proficiency of all students, with the ultimate goal of empowering all students to be independent, lifelong learners who enjoy reading.

Our current and past MCA results as compared to the State are:

<b>Year</b>	<b>District Percent of Grade 3 Students Meeting Proficiency</b>	<b>Statewide Percent of Grade 3 Students Meeting Proficiency</b>
2011	83.5%	79.2%
2012	84.4%	81%
2013	60.5%	58.2%
2014	65.9%	59%

### **Statement of Process to Assess Students**

The Shakopee Public Schools has a comprehensive approach to assessing reading to ensure students are on-track for meeting grade level standards. This system includes:

- **Universal Screening:** Shakopee Public Schools administers universal screeners to all students by trained personnel. These universal screeners include:
  - Kindergarten Local Assessments
  - Oral Reading Fluency (EdSpring)
  - Letter Naming Fluency (EdSpring)
  - Letter Sound Fluency (EdSpring)
  - Nonsense Word Fluency (EdSpring)
  - NWEA Measures of Academic Progress
- **Diagnostic Assessment:** PLC teams meet weekly to analyze student data and determine next steps for instruction. These teams determine diagnostic assessments, which may include, but are not limited to:
  - Developmental Reading Assessment
  - Teacher Observation
  - Individual Student Conferences
  - Running Records
  - Spelling Inventory
- **Progress Monitoring:** PLC teams meet weekly to analyze student data and determine next steps for instruction. In addition to determining diagnostic assessments, teams determine the progress monitoring tools they will use to determine the effectiveness of instruction. These tools may include, but are not limited to:
  - CBMs (EdSpring)
  - Running Records
  - Targeted Skill based common formative assessments
  - Weekly or bi-weekly targeted comprehension checks

**The following includes our District Assessment Program for 2015-2016:**

<b>Kindergarten Local Assessments</b> Purpose: One-on-one assessments in emergent reading that allow the teacher to evaluate a student's early literacy skills		
Kindergarten	Fall – all students Winter – all students not meeting benchmarks Spring – all students not meeting benchmarks	Scores entered three times per year for: Letter ID Letter Sound ID High Frequency Words
<b>MAP</b> Purpose: Measures actual achievement level due to adaptive feature, measures student growth, identification for enrichment & intervention, some diagnostic data at individual & group level		
MAP Fall Window	September 14 – October 9	All students in grades 1-7 & 9. Growth measured fall to fall
MAP Winter Window	February 5 – February 23	For targeted purposes only
MAP Spring Window	May 9 – June 3	Required for Grades 1 & 2, & targeted purposes.
<b>DRA</b> Purpose: Diagnostic, measures student growth, actual achievement level (no ceiling), facilitates gaining personal\individualized knowledge about students		
Kindergarten	Fall-students that know 7-10 HFW Winter-all those not yet assessed Spring – all students	Scores entered into Infinite Campus by the end of Q2 for the first assessment & the end of Q4 for Spring.
Grades 1-3	Fall – all students Spring – all students *Beyond level 28 teacher option to use quick DRA instead of full DRA	Scores entered into Infinite Campus at the end of Q1 for Fall results, and Q4 for Spring results.
<b>CogAT–Cognitive Abilities Test</b> Purpose: Ability vs Performance measure, talent development\identification, HP identification, “rounds out” assessment plan (MAP-Normed, MCA-Criterion), informs classroom instruction		
Cognitive Abilities Test	November 30 – December 18	All G2 students take the screener version, select students take full version
<b>TITLE III/ELL TESTING</b> Purpose: State required, measure of language proficiency (read, write, listen, speak), some growth measures, facilitates gaining personal\individualized knowledge about students		
ACCESS & Alternate	February 1 – March 25	All K-12 students identified as EL at any time during the school year. Online administration for all students starting 2015-16.
<b>Fluency Check</b> Purpose: Assesses students’ rate, expression, phrasing, and accuracy while reading.		
Grades 1-3	September January May	All 1-3 students are given this universal screener three times per year.
<b>Early Childhood Work Sampling</b> Purpose: Collection of information on student work that is compared to age specific guidelines.		
Early Childhood	On-going	Data collected periodically and added to student portfolios
<b>Individual Growth and Development Indicators (IGDI)</b> Purpose: Performance measures designed to reflect individual children’s progress toward general outcomes in communication, movement/motor, social competency, problem solving, and parent-child interactions.		
Early Childhood	Fall Mid-year Spring	Data is collected three times per year.

These assessments are administered during the school day to all students by the classroom teachers. These data points, plus others, are used to determine reading instruction for the learners. Teachers share this information with parents during at conference time, as well as during other formal and informal meetings. Additionally, information regarding a students’

progress will be shared with parents via emails, phone conferences and notes home.

### Intervention and Instructional Supports

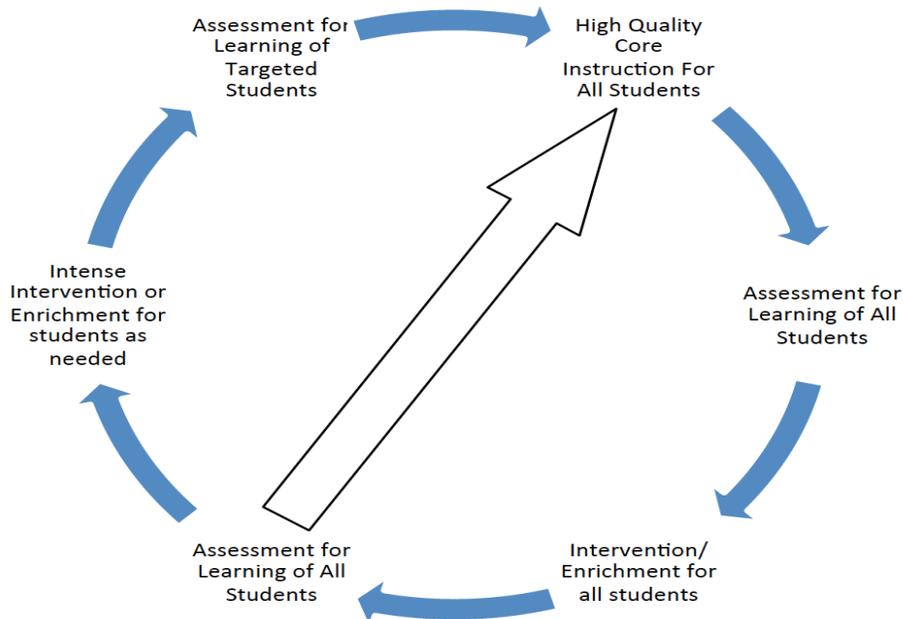
All Shakopee Public Schools have reading intervention and enrichment support. Using the information gathered through assessment, classroom observation and anecdotal records, programming is established for each student. Reading intervention comes in various forms dependent on student needs. Some students will receive reading support in a co-taught classroom. This means that two certified teachers will work with the students in the classroom to provide high quality, standards based instruction targeted to the needs of the learner. Resources that will be used in this model include core reading instruction materials in whole group, small group and individual settings.

As needed, students will interact with Read Naturally, Lexia, Study Island, My Sidewalks or LLI. All students will receive their core reading instruction in the general education classroom setting, with support coming from pull out intervention services. Intervention services will include the use of additional small group and/or individual instruction with the intervention teacher. As needed, students will interact with Read Naturally, Lexia, Study Island, My Sidewalks or LLI.

Additionally, the Shakopee Public Schools offers enrichment services to high achieving students. Second and third graders in this model will receive enrichment lessons (usually in the area of social studies or science) that will allow them opportunities to practice their reading strategies, while participating in rich discussion and hands on/collaborative activities.

So what are these programs, and what do they target? Consistent with Section 122A.06, subdivision 4, all reading instruction/intervention/enrichment will be implemented with fidelity, use research based methodologies and resources, and be targeted to student need based on data. The chart below lists the most frequently used interventions and/enrichments.

### Professional Development



The Shakopee Public Schools works diligently to provide purposeful professional development to all teachers and is invested in lifelong learning for all, including all staff and administrators. As a

part of this commitment, we have defined our beliefs in regards to professional learning.

- We believe that PD must foster a growth mindset culture.
- We believe that PD is a strategic process of continuous development that happens each and every day in a variety of ways.
- We believe that effective PD is relevant to learner needs and roles, and connected to district vision.
- We believe that PD must be delivered through best practice models of instruction.
- We believe that PD will improve learning for each and every student.

Over the past few years, we have committed to training and supporting all staff in a variety of ways. One aspect of professional development includes an ongoing commitment to strengthening our PLCs. Over the past several years a great deal of time and training has been dedicated to assisting teachers in their efforts to determine what it is we want students to know, what we want students to be able to do, determine how students will demonstrate understanding, identify ways to support students that are not yet meeting benchmarks, and identifying ways to enrich students who've already mastered benchmarks. Our PLCs meet weekly to address the literacy needs of students, as well as share research-based instructional strategies that target specific skills and strategies.

As a part of our ongoing, job-embedded professional development, the Shakopee Public Schools has begun implementing an instructional coaching model. Within this model, highly skilled and trained instructional coaches work within classrooms to provide on-the-spot professional development on research-based instructional strategies. We have a two-week coaching cycle that is grounded in the gradual release of responsibility. Our coaches work with PLCs to analyze data, help identify powerful instructional strategies to target students' needs, and then work inside the classroom, demonstrating those instructional strategies for the classroom teachers. We believe that providing this support is a powerful way to connect our professional development to student learning.

In addition to our PLCs and our instructional coaching model, we provide many opportunities for staff to continuously grow and better understand powerful literacy practices, including:

- The development of Literacy Lab classrooms in grades K-1
- Book studies ([The Next Steps in Guided Reading & Design in Five](#))
- Professional Development opportunities supporting literacy at all levels Birth – Grade 3
- Co-teaching with Special Ed, EL, and Intervention teachers
- Training our Instructional Coaches in SIOP. These professionals embed this training while working with teachers in the instructional coaching model and/or weekly PLCs
- Attendance for intervention teachers at local conferences that target specific intervention strategies for literacy
- Training from our District Assessment Director on analyzing literacy data and creating ways in which teachers can track data for progress monitoring
- On-going training in differentiation, flexible grouping, and clustering

By providing a variety of opportunities for staff to continue developing their expertise in the area of best practices in literacy instruction, we believe we are fulfilling our commitment to instilling a mindset of lifelong learning for all.

### **Student Support System for EL Learners**

EL teachers in Shakopee Public Schools teach only in English, and that instruction takes many forms. EL teachers, along with classroom teachers, teacher assistants, media specialists, music, physical education, art teachers, special education staff, and volunteers all provide instruction to

EL students. Most EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullout by EL teachers, and sheltered content classes are some of the instructional approaches that support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills (BICS) to Cognitive Academic Language Proficiency (CALP) as students progress. Pullout (from the general education classroom) models allow for ELL Newcomers and Beginners to practice using English in situations where they are comfortable. At the elementary level, developing and expanding English speakers may continue to receive pull-out instruction in content language development, or classroom and EL teachers may collaborate on instruction designed to meet content and language objectives for ELs in the mainstream.

In the last two years, the Shakopee Public Schools has made great efforts to move to a co-teaching model for EL instruction at the elementary level. We have put together a summer institute, training both the classroom teachers and the EL teachers on differentiation techniques. We have also looked at effective cluster groupings to ensure our co-teaching model will be successful. In addition to focused PD for co-teaching classrooms, we have worked with a national consultant to better understand how to support language development in the general education classroom in reading and writing. We have trained all Kindergarten and First Grade teachers in common instructional strategies and will continue training all Second and Third Grade teachers in the years to come.