

# Zumbrota – Mazeppa Schools #2805

## Local Literacy Plan

Zumbrota – Mazeppa School will assess, monitor the progress of, and react to the development of each student's reading proficiency at grade level. ZM's goal is that each student meets district, grade level and national proficiency standards by continuously measuring K-8 students' progress toward reading proficiency through the use:

- FastBridge three times per year
- Progress monitoring
- Progress in core curriculum
- Teacher observations

Data days are held quarterly in order for teachers to review student progress. The intent of the data days is to improve the number of students who are moving from Tier 3 (meaning well below grade level) into Tier 1 or 2 (at or nearly at grade level).

To assess students' level of reading proficiency a variety of tools are used. FastBridge is a benchmark and progress monitoring system, and is administered with each student three times a year by classroom teachers (fall, winter, spring). FastBridge is a tool which measures the fluency, comprehension, letter recognition, concepts of print, phonemic awareness, and phonics. ZM uses FastBridge because of its validity as a tool for measuring student progress. Proficiency will be determined using the national benchmarks in the FastBridge system. The results of these benchmark tests and an explanation of the results will be mailed to parents of Title I students within three weeks of testing. Data is also reviewed by teachers, administration, Title 1 staff, and special education teachers.

When students are not making appropriate progress towards proficiency at a pace that is appropriate, ZM has supports in place to help students achieve. Teachers will intervene in a targeted manner focusing on the specific needs of the student. K-6 teachers have a variety of interventions which can be used for a number of reading needs. Through the use of Professional Learning Communities, grade level teachers have aligned core curriculum with standards and have created power standards for learning. Primary and elementary teachers have built into their daily schedule 30 minutes of intervention time each day. In addition to intervention opportunities in the classroom, Title I services are a resource for students who may qualify. Throughout the year school, activities are in place to help educate and inform families on potential resources available to them. Title I Family Night, summer reading camp, beginning year school conferences, and parent teacher conferences are a few opportunities.

There are a variety of interventions available to our students should they need support to help them read at grade level. ZM is utilizing a common reading series, *Journeys*, by Houghton-Mifflin Harcourt in grades Pre-K through 5<sup>th</sup> grade. This series has been researched, aligned to Minnesota State Standards, and

correlates to the ELA Academic Standards. *Journeys* has been shown to be effective program for elementary age students. There are numerous intervention materials available with the series, and our teachers have the opportunity to flexibly group students both during core instruction, as well as during intervention time. To determine eligibility for interventions, data will be gathered from:

- Classroom work samples
- FastBridge scores
- Star Reading Assessment
- MCA proficiency
- Teacher observation of student

The classroom teachers and the Title I staff will work together to review testing data and will share student progress with families periodically during the year, specifically following an assessment or if there is a decline in student achievement.

Professional development is provided for teachers in order to meet statutory requirements and are related to best practice instruction for standards based learning for all learners. During in-service days, staff will collaborate across grade levels and subjects to ensure literacy is embedded in ZM's curriculum. Teachers have also received training from the developers of our reading series to help best utilize the material. Each grade level has Professional Learning Community time built into each week; during this time they review best practices, data, and reflect upon the needs of students. New teachers will be assigned a mentor who will assist them as they plan for instruction.

A consistent reading program is used in Pre-K through grade 5 that is research based and aligns to both state and national standards. Within the structure of delivery, there are multiple tiers of support. Each student receives 90 minutes of reading instruction daily. In addition to the reading program, WIN (What I Need) time provides an additional 30 minutes of intervening instruction. ZM has utilized FastBridge as a universal screening tool to identify students who would benefit from further and more intense interventions in the Title I room. The students who are identified as having a need are placed on a watch list; progress is monitored towards proficiency.

The Goodhue County Education District assists ZM with assessments and service of ELL students.

If you have questions or comments please call (507)732-7848 or email [quinnr@zmsch.k12.mn.us](mailto:quinnr@zmsch.k12.mn.us)