

ISD 2805 Zumbrota – Mazeppa Schools

Local Literacy Plan

School Board Approval 5/22/2017

Zumbrota – Mazeppa School will assess, monitor the progress of, and react to the development of each student's reading proficiency at grade level. Our goal is that each student meets district, grade level, and national proficiency standards. We continuously measure our progress toward reading proficiency with FASTBridge universal screeners in grades K-8, progress monitoring, progress in core curriculum, and teacher observations. Each school year we assess our students three times using FASTbridge assessments. We also meet monthly to discuss the progress of students. Our intent 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 a student's level of reading proficiency, we use a variety of tools. Classroom teachers (fall, winter, spring) administer FASTBridge, a benchmark and progress monitoring system. FASTBridge is a tool that measures the fluency, comprehension, letter recognition, phonemic awareness, and phonics. We also use the computerized assessment in both reading and math. We use FASTBridge because of its validity as a tool for measuring the progress of students. Proficiency is determined using the Minnesota Standards in the FASTBridge system. Within three weeks of testing, the results of these benchmark tests, along with an explanation of the results, is mailed to parents. Teachers, administration, Title 1 staff, and special education teachers also review the data.

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

We have a variety of interventions available to our students should they need support to help them read at grade level. We utilize a common reading series, *Journeys*, by Houghton-Mifflin Harcourt in grades Pre-K through 5th grade. This series has been researched, aligned to Minnesota State Standards, and correlates to the ELA Academic Standards. It has been shown to be effective with elementary age students. There are a good number of intervention materials that come with the series, and our teachers have the opportunity to flexibly group students both during core instruction as well as

intervention time. To determine eligibility for interventions, we will use classroom data, FASTBridge data, MCA results, and teacher observation. The classroom teachers and the Title I staff work together to review testing data and we share student progress with families periodically during the year, specifically following an assessment or if we notice a decline in student achievement.

Professional development for teachers is provided that meets all statutory requirements and is related to best practice instruction for standards-based learning for all learners. During in-service days, staff collaborates across grade levels and subjects to ensure that literacy is embedded in our curriculum. We 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. Mentors are assigned to new teachers to assist them as they plan for instruction.

We are currently using a consistent reading program in Pre-K through grade 5 that is research based and aligns to both state and national standards. Within our structure of delivery, we have multiple tiers of support. Each student receives ninety minutes of reading instruction daily. In addition to that, we have WIN (What I Need) time, which is an additional thirty minutes of intervening instruction. We have utilized FASTBridge as a universal screening to identify students who can benefit from further and more intense interventions in the Title I room. Students identified as having a need are placed on a watch list and progress is monitored towards their proficiency.

We universally screen K-3 students for dyslexia as a part of district benchmarks three times annually. Our screening measures indicate student risk level for not meeting grade level proficiency. Students with identified problems are reviewed by our student success teams as a part of our multi-tiered system of support and provided intervention with progress monitoring. Our system emphasizes collective efforts with Tier 1 supports, Title 1, ADSIS, and special education to close achievement gaps.

Students in grades K, 1, 3, 5, and 7 are provided with annual vision checks to screen for convergence concerns. Vision checks are also offered at any time if there is a concern. In addition, we consider multiple sources of information, including external evaluations.

We use the assistance of our local education district, the Goodhue County Education District, to assist with our assessment and service of ELL students.

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