

# District Number 2805

## Zumbrota – Mazeppa Public School 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. Our goal is that each student meets district, grade level and national proficiency standards. We will 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 students' level of reading proficiency, we will use a variety of tools. FASTBridge, a benchmark and progress monitoring system, 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, 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 progress of students. Proficiency is determined using the Minnesota standards in the FASTBridge system. The results of these benchmark tests, along with an explanation of the results, is mailed to parents within three weeks of testing. Teachers, administration, Title I staff and special education teachers also review data.

When students are not making appropriate progress towards proficiency at a pace that is appropriate, ZMES has supports in place to help students achieve. Teachers intervene in a targeted manner, focusing on the specific needs of the student. There are varieties of interventions that can be used for a number of reading needs. Through the use of Professional Learning Communities, our grade level teachers have aligned core curriculum with standards and are creating 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. We have throughout the year 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 of the opportunities available.

We have a variety of interventions available to our students should they need support to help them read at grade level. Teachers utilize 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 and 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 during both 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 share student progress with families periodically during the year, specifically following an assessment or if we notice a decline in student achievement.

ZM Schools provides professional development for teachers that meet all statutory requirements and are related to best practice instruction for standards-based learning for all learners. Staff collaborates across grade levels and subjects to ensure that literacy is embedded in our curriculum during inservice days. Staff has 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 for assistance 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 90 minutes of reading instruction daily. In addition to that, we have a WIN (What I Need) time, which is an additional 30 minutes of intervening instruction. Teachers have utilized FASTBridge as a universal screening to identify students who can 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 and progress monitored to ensure their progress towards proficiency.

We universally screen K-3 students three times annually for dyslexia as a part of district benchmarks. 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.

Annual vision checks are provided for students in grades K, 1, 3, 5, and 7 to screen for convergence concerns. If there is a concern, vision checks are offered at any time. 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](mailto:quinnr@zmsch.k12.mn.us)