

District Number 2805 Zumbrota – Mazeppa Community Schools 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 through the use of 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 meeting monthly to discuss the progress of students. Our intent is to improve our 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, will be 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 will be determined using the Minnesota standards in the FASTBridge system. The results of these benchmark tests and an explanation of the results will be mailed to parents 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 ZMES has supports in place to help students achieve. We will intervene in a targeted manner focusing on the specific needs of the student. We have a variety of interventions which 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 30 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 opportunities.

We have a variety of interventions available to our students should they need support to help them read at grade level. We are utilizing 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 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 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 will work together review testing data and we will share student progress with families periodically during the year, specifically following an assessment or if we notice a decline in student achievement.

We will provide professional development for teachers that meet all 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 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. New teachers will be assigned a mentor who will 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 a 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. 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. The students who are identified having a need are placed on a watch list and progress monitored to keep tabs on their progress towards 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.

We provide annual vision checks for students in grades K, 1, 3, 5, and 7 to screen for convergence concerns. Vision checks are also offered at anytime 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