

**Duluth Public Schools Academy
Charter School #4020
Duluth Edison Charter Schools
Literacy Plan**

**“Reading Well by Third Grade”
(Statute 120B.12)**

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Duluth Edison Charter Schools

DECS Mission: *Dedicated to the achievement of academic and personal excellence for every student.*

We strive to achieve our mission and vision through the following principles:

- Expect a commitment of excellence from students, families and staff.
- Appreciate each student's diverse character, culture and interests through an active approach to curriculum, programs, and projects.
- Provide a safe and accepting learning environment.
- Sustain a culture of teaching and living the following core values- respect, responsibility, compassion, courage, hope, integrity, justice, and wisdom.
- Uphold the professional innovation, creativity and collegiality of exceptional staff.
- Require sound and responsible business and operational management practices.

This plan allows us to make certain that all students have a solid foundation of literacy skills and continue to expand their understanding of what they read, make meaning of it, and then transfer that learning across all subject areas. It will be used to inform professional development and to evaluate curriculum and instruction. This document will also be a communication tool for all stakeholders throughout the year. This plan should be considered a working document with regular updates and revisions.

Goals and Objectives

DECS strives to develop involved, well-prepared students in this rapidly changing world of the 21st Century. We must create an educational community that provides our children with the critical skills and knowledge necessary to become productive citizens. Strong literacy skills provide the foundation for this process. A district-wide plan is essential to identify critical needs and develop a long-range process for acquiring skills and resources to sustain literacy improvement. This focus aligns our local goal of academic excellence to the state expectation related to improving student outcomes and reducing achievement gaps. By analyzing, interpreting and sharing data with all stakeholders - teachers, students, staff and parents - the district will be better able to monitor student progress and identify areas of needed intervention.

The overarching theme of this plan is to ensure that all students experience high quality, rigorous instruction, delivered with consistency, in all content areas at all grade levels. Empowering each student to achieve excellence with integrity is the mission of the DECS Literacy Plan.

DECS educators are expected to utilize the **Reading Well by Third Grade Literacy Plan** for the purpose of planning, discussing, and informing teaching and learning when working individually, with colleagues, families, and the community. The Plan is based on the Multi-Tiered Systems of Support. (MTSS) Each level consists of three integral components:

1. **Tier 1** focuses on the core curriculum. In this tier, literacy programs and resources, assessments, literacy structures, and instructional methods are identified along with performance goals, best practices and universal strategies.
2. **Tier 2** provides early intervention reading services.
3. **Tier 3** supplements early intervention services with intensive interventions, individual support or increased frequency when needed. Entrance/exit criteria and progress monitoring information are provided for each identified targeted student population.

Following the Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners is research and evidence-based and aligns with Minnesota English Language Arts Standards 2010 which include the Common Core Standards for English Language Arts and Literacy in History/Social Studies and Science. It is centered around the work and findings of the International Reading Association, Robert Marzano's *Building Background Knowledge for Academic Achievement and Classroom Instruction that Works*, the National Reading Panel (2000), the National Institute for Literacy, the National Center for Education Evaluation, Regional Assistance: Institute of Education Sciences, and The Florida Center for Reading Research. Support for the implementation of this literacy plan is addressed within this document. DECS educators will have ongoing professional development focused on the key components of the Literacy Plan through district sessions and job-embedded, school-based opportunities. Collaboration between school-based and district staff will ensure consistency, coherence, and alignment in expectations and aligned professional development for literacy. Families are a crucial component of student success; therefore, DECS will also provide literacy sessions and family supports that are aligned, targeted and focused. DECS will continue to have community connections and partnerships which provide additional resources.

The DECS Literacy Plan will continue to be enhanced and updated to reflect the latest information that bridges research with practice for effective literacy instruction. Future work will include:

- Identifying additional Tier 2 and Tier 3 programs and supports for struggling and advanced/gifted learners.
- Continued work with providing developmentally appropriate structures, programs, strategies for our youngest learners to educate the whole child (short bursts of instruction, self-regulation, oral language, hands on learning, incorporating “purposeful play” into kindergarten day, on site early childhood screening etc)
- Continue to grow our teachers expertise of the instructional approaches of guided and close reading through ongoing, differentiated professional development
- Continue to grow our teachers expertise in utilizing student achievement data to inform and differentiate their instruction in the classroom and for individual students
- Continuing/strengthening our community programs- Eagles Nest

How to use the DECS Literacy Plan

This plan provides the products, tools and supports needed for literacy success. This document can be used in a variety of ways:

- Support and enhance staff discussions
- Support planning for grade level/content area team meetings
- Reference during leadership team meetings
- Design pertinent professional development for all stakeholders
- Understand how literacy standards and assessments are used to ensure individual student growth
- Guide parents and community members understanding of the district's commitment to literacy development and our district design
- Ensure an understanding and fulfill implementation fidelity of the adopted balanced reading curriculum and its many components.

Curriculum Framework: Aligned Curriculum, Instruction, and Assessment

*Curriculum and instruction is rigorous, equitable, and aligned to the Minnesota 2010
English Language Arts Academic Standards*

Duluth Edison Charter Schools defines the Literacy Curriculum as an instructional framework guided by the Minnesota State Standards and benchmarks while creating critical thinkers, readers and writers. We strive to create a learning environment that stimulates a curiosity and eagerness for learning. The curriculum provides students with the basic skills necessary to achieve success in subsequent years plus enrichment, extension, and accelerated activities that address the needs of individual students. Instruction is provided in language arts, mathematics, science, social studies, art, music, physical education, Spanish and outdoor education. (K-2)

Aligned Curriculum

In an effort to ensure all learners' proficiency in language arts, a K-8 literacy plan was created to align curriculum, instruction and assessment and provide a comprehensive structure for language arts. A comprehensive approach to reading includes explicit curriculum and instruction, but allows for flexibility, construction of meaning, critical thinking, and problem solving. It is our belief that the curriculum develops connections between a variety of content areas while fostering independence, creative thinking and problem solving. We are devoted to recognizing and fostering student diversity, character and interests, through skillfully planned curriculum programs and innovative instruction.

DECS K-5 Curriculum is aligned to the Common Core Standards

**Below are links to individual grade levels and the correlations to the Minnesota Academic Standards for English Language Arts.*

[Grade K](#)

[First grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

DECS 6-8 Curriculum is aligned to the Common Core Standards

The DECS 6-8 curriculum corresponds to the Common Core Standards in the areas of reading, writing, speaking, viewing, listening and media literacy. The 6-8 curriculum ensures that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. To enhance motivation and engagement, students have daily opportunities to choose topics and texts of interest to them. (From the 2010 Minnesota Academic Standards for English Language Arts K-12)

The standards include benchmarks related to key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and level of text complexity, conventions of standard English, knowledge of language, vocabulary acquisition and use, and the writing process. To access these standards, go to:

<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/>

Elements of DECS Literacy Instructional System: Standards Based Academic Standards

1. The K-8 curriculum is aligned with the Common Core Standards (Minnesota ELA Standards 2010). The curriculum is built on what we know about effective reading instruction strategies for phonemic awareness/phonics instruction, vocabulary instruction, reading comprehension instruction, fluency instruction and differentiation to meet the needs of all learners. Our curriculum integrates each of these research strands into a program that research suggests will benefit students and prepare them to meet the demands of the rigorous Common Core Standards (Minnesota ELA Standards 2010).
2. Common assessments in grades K-8.
3. Data management tools to measure student progress toward meeting proficiency of the standards. Student data is disaggregated by a variety of categories including ethnicity, students economic status, ELL and special education.
4. Professional development is focused on supporting the district curriculum, research-proven strategies for instructional delivery and leadership development.
5. Common instructional materials for all core and supplemental instruction, including technology-based programs, are reviewed to ensure quality and alignment with state standards and district expectations.
6. School Improvement Plan is followed/reviewed to ensure meeting the needs of students and staff.

Instruction

Our instructional Framework is built on the research of Marzano, Robert J.; Pickering, Debra; Pollock, Jane E. (2001) *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, and Douglas Fisher and Nancy Frey: *Better Learning Through Structured Teaching, A Framework for the Gradual Release of Responsibility* (2008). Our framework for our professional development in the area of guided and close reading is built on the work of Jan Richardson *The Next Steps in Guided Reading* and *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts: Grade K-5*, by Diane Lapp, Barbara Moss, Maria Grant, Kelly Johnson. The strategies incorporated in our instruction have decades of research proven to raise student achievement and are considered when developing lessons. A balanced approach to literacy requires a structure for developing reading, writing, listening, speaking, and viewing skills.

K-5 Framework at a Glance
120 minutes

Non-negotiable components of Balanced Literacy Instruction:

- 120 minutes of literacy instruction/activity daily
- Whole group (interactive read aloud/mini lessons) using the Journeys reading curriculum
- Guided reading/small groups daily
- Differentiated, independent literacy stations (work on writing, read to self, word work etc)

Junior Academy Language Arts Framework
Grades 6-8

All students receive 80 minutes of daily instruction. We offer advanced classes, with student placement determined through multiple data points and teacher input. We strive to create an environment that provides challenge and is motivating for all learners with individual goal-setting and differentiated teaching. Each teacher uses research-based techniques that promote positive academic outcomes. Teachers use text complexity rubrics to determine appropriate literary and informational texts that will ensure that students are continuing to develop lifelong literacy skills that prepare them to be college and career-ready.

Features of the 6-8 ELA program include:

- Explicit teaching of comprehension strategies, think alouds, genre exploration
- Rich vocabulary development
- Independent choice reading with accountability, creativity, sharing
- Shared reading with discussion centered around thinking routines
- Goal-oriented, standards-based writing for an audience, using feedback, mini-lessons
- Collaborative groups with differentiated content
- Deliberate incorporation of nonfiction, explicit study of text structure and features

The 6-8 Curriculum is built on the Minnesota English Language Arts Standards. A variety of texts (both fiction and nonfiction) are used at each grade level and instructional level to ensure that the standards and benchmarks are being met. Students that have been determined to be below grade level are assigned to smaller classes with additional support to meet each student's needs. These students may also receive reading intervention as additional support. All content area teachers and language arts teachers attend professional development to ensure specific reading strategies are used in all areas of the curriculum.

Reference Guide for Balanced Literacy

Teacher's Guide for Classroom Success
in K-5th grade

Duluth Public School Academy
2016-2017



This document should be used only as a guide to help plan for student success in a balanced literacy classroom. The goal is to help students become excellent readers and writers who choose to read and write for their own purposes. In order for students to learn independence, teachers must **communicate clear and explicit behavioral and academic expectations, teach and model appropriate behaviors and strategies, follow the gradual release of responsibility and create a safe learning environment** where students feel comfortable taking risks. Even though content changes according to developmental needs of a grade, the procedures and components are expected for all grade levels.

Curriculum Information

Duluth Public School Academy utilizes the Houghton Mifflin Harcourt Journeys reading curriculum. This program is designed to meet the diverse needs of all students in Kindergarten through grade 5. This curriculum utilizes a balanced literacy approach to teaching literacy and is aligned with the Common Core State Standards.

A balanced literacy approach focuses on two essential areas: reading and writing. This approach engages children in a variety of authentic reading and writing experiences... It benefits students in many ways... students develop a broad range of reading and writing abilities; both focused instruction and independent work are valued so there is a better chance to meet the needs of a diverse group of students; students learn basic information and skills but they also develop strategies that will help them apply their knowledge in a variety of reading and writing contexts; there is an emphasis on comprehension, which is the goal of reading.

Pinnell, 2000

Effective Instruction incorporates:

- using the components of a balanced literacy model on a daily basis
- explicit instruction following the gradual release of responsibility model (I do, we do, you do) intertwined through balanced literacy components
- ongoing assessment and evaluation to monitor progress

Each classroom and grade level may have different management techniques of reading and writing instruction; however, the elements of a balanced literacy approach should remain the same.

Non-negotiable components of Balanced Literacy Instruction:

- 120 minutes of literacy instruction/activity daily
- Whole group
- guided reading/small groups
- independent literacy stations (work on writing, read to self, word work)
- shared writing, interactive writing, guided writing, independent writing
- Interactive Read Aloud

Balanced Literacy at a Glance:

Whole Group Reading:

Whole group lessons lay the foundation for the day's instruction and give all children exposure to grade level text and vocabulary. Teachers use the following strategies to model how proficient readers use a variety of strategies- such as making inferences, asking and answering questions, visualizing, determining main ideas/details, in order to make sense of what they need. Explicit instruction includes key vocabulary, think alouds, mini-lessons, building background, and interactive read alouds/shared reading.



Shared Reading:

Shared Reading-participating with the teacher in reading common text on grade level. It provides opportunities to demonstrate concepts, model thinking aloud strategies and comprehension strategies used by an experienced reader.

Shared Reading includes the following types of activities:

- Choral reading and chiming in
- Large group instruction in reading strategies or print conventions
- Whole group access to same text (Journeys anthology texts, big book, electronic books on smartboards etc.)

Guided Reading:

Guided Reading- instructional procedure in which the teacher works with a small group of students who have similar needs or reading at about the same instructional reading level. The teacher observes, coaches, prompts and evaluates their performance.

Guided Reading:

- reading material especially selected for the readers in the group
- should be done with small groups (no more than 6 students)
- should be fluid, changing whenever warranted
- observations include individual reading conferences, running records, formal and informal assessments, checklists etc.



Literacy Centers/Stations:

A physical area (or station) designed for a specific learning purpose. Designed with appropriate, differentiated materials to help students to work independently or collaboratively to meet individual literacy goals. Literacy stations allow for problem-solving because students are able to explore, invent, discover, practice, apply and create individually or with others.

1. **Read to Self** - Students build their “stamina” with a goal of reading for 20 minutes daily from self-selected or teacher selected books, which are at each student’s independent reading level. This provides students an opportunity to apply the strategies that are introduced and taught during teacher read alouds, shared reading and guided reading and to build fluency through rereading. When materials are appropriate, students can read independently and it increases their confidence and motivation. Teachers ensure that texts are at each student’s independent reading level or 95%-100% accuracy. It is at this independent level that comprehension, vocabulary and fluency are increased.
2. **Word Work/Study** - Word study is the integration of phonics, spelling, and vocabulary instruction. Word study teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. They learn how to examine words through active exploration using a hands-on, manipulative approach. Teachers can use a variety of materials to provide this differentiated word study such as the Journeys curriculum ready made workstations or Words Their Way.
3. **Work on Writing** - This portion of the reading workshop is not writers workshop, however it provides the additional support children require to become effective writers. Its purpose is to provide daily writing practice. Students are engaged in meaningful, authentic writing tasks throughout the independent literacy station portion of readers/writers workshop. Students may be responding to a writing prompt, creating their own story, responding or reflecting on a recently read text, continuing work from a guided writing lesson, or writing in a variety ways such as creating letters, lists, essays, blogs, brochures, postcards etc.
4. **Optional** - Teachers may have other “optional” literacy stations to address specific needs in their classroom or grade level. Other possible stations include but are not limited to: vocabulary, fluency, read to someone, or listening stations

Daily 5:

The Daily 5 is a management system, or framework, that helps students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy. It provides teachers with the tools needed to create routines and procedures that foster independent literacy behaviors in our students. It is student driven and designed to completely engage students in reading and writing while the classroom teacher meets with guided reading groups or targeted skill groups.

Writing:

A balanced literacy model of writing instruction helps students develop their skills in planning, drafting, revising, editing and publishing. The Journeys curriculum guides students through all stages of the writing process- brainstorming, drafting, guided writing, independent writing, and interactive or shared writing. Students learn to write to describe, express, inform, narrate, persuade and respond. The program enforces the 6 traits of effective writers: ideas, organization, voice, word choice, sentence fluency and conventions.

Independent writing:

Students work independently on their writing while the teacher confers with individual student writers. The teacher has mini-conferences and maintains anecdotal notes on each students' individual strengths or needs and uses the information to guide instruction for future individual or group lessons.

Shared or modeled writing:

Shared or modeled writing is an approach where the teacher and children work together to compose writing. Children help provide the ideas and teacher supports the process as a scribe. Teacher provides full support, modeling, thinking aloud and demonstrates how to get ideas into written form. Students observe the teacher planning, drafting, making choices, evaluating, revising, editing and monitoring. Finished pieces may stay on display as a reference for future independent writing.

What Does a Balanced Literacy Classroom Look Like?

Creating a classroom around balanced literacy takes time and careful planning to be successful. Teachers should prepare both the **physical environment, learning environment and management systems** to allow for learning in whole group, small groups, partners, and individuals.

Physical Environment:

- classroom library containing leveled books and various genres
- easily accessible supplies for students and teachers
- designated work areas to include: large group instruction, small group instruction, literacy stations
- print rich classroom- word walls, anchor charts, literacy tools, exemplars, examples of student work

Learning Environment:

The teacher builds a warm and supportive learning community that encourages independence, risk taking, engagement and positive interactions with all students.

- positive language
- respecting individuality
- goal setting
- establishes classroom rules, procedures, and expectations that are clear and developmentally appropriate
- explicit teaching, modeling, practicing and reviewing
- enforces the PBIS expectations set by DECS
- utilizes the Core Learning Statements

The students participate in Balanced Literacy by engaging in:

- interactive conversations about reading/writing
- explaining their thinking
- independent and collaborative work
- transition between whole group, stations, guided reading, quietly and efficiently
- in charge of their own learning

Prior to the Opening of School

Key Teacher Tasks

1. Plan your classroom for Balanced Literacy instruction.
2. Think about and design your classroom management plan which includes behavioral expectations, procedures, and student engagement routines.

Prior to the Opening of School

Teacher Task	Definition
<p>Planning your classroom with Balanced Literacy in mind</p>	<p>A Balanced Literacy Classroom is/has:</p> <ul style="list-style-type: none"> ● organization ● defined spaces for whole group, literacy stations, independent and partner work ● print-rich ● accessible supplies to teacher and students ● organized and leveled libraries ● routines/procedure posters or t-charts ● efficient traffic patterns for safe movement of students ● literacy station management boards
	<p>Teacher Action Steps</p>
	<ul style="list-style-type: none"> ● Designate a whole group area in front of interactive whiteboard. Have carpeted area for students to sit on during instruction ● Designate area for guided reading instruction (student tables, horseshoe table etc.) ● Determine areas to be used for station work that will accommodate individual or partner work ● Decide on a literacy station management board and create

	<ul style="list-style-type: none"> Organize classroom library by guided reading levels, genre, and/or special units of study post procedural charts/expectations set-up storage system for supplies plan for where and how student work will be collected determine accountability strategies of independent stations
Resources	<ul style="list-style-type: none"> <u>The Daily 5</u> by Gail Bushey and Joan Moser <u>Making the Most of Small Groups-differentiation for all</u> by Debbie Diller http://bookwizrd.scholastic.com/tbw/homePage.do

Teacher Task	Definition
Creating a classroom management plan by explicitly teaching behavioral expectations, procedures, and student engagement routines	<p>A Balanced Literacy Classroom has:</p> <ul style="list-style-type: none"> Clear and explicit behavioral expectations, procedures and engagement routines for students in each instructional area.
	Teacher Action Steps
	<p>Based on the grade level, building assignment, or academy of your students, decide what developmentally appropriate behavioral expectations, procedures, and student engagement routines will be used for student success in the Balanced Literacy Environment. A few suggestions:</p> <ul style="list-style-type: none"> getting the teacher's attention getting students' attention

	<ul style="list-style-type: none"> ● transitions from whole group to ● small group to stations ● whole group expectations ● small group expectations ● specific expectations at each literacy station ● turn/talk procedure ● using technology ● using supplies (paper, whiteboards, markers, anthologies, pencils etc) ● turning in work ● accountability of independent work ● using the station management board ● selecting supports for students (portable word walls, linking charts, strategy cards, sentence starters etc) ● getting help ● cleaning up/classroom jobs <p>Determine an attention getting method to use to get students' attention quickly: (examples)</p> <ul style="list-style-type: none"> ● phrases: (1,2,3 eyes on me, hands and eyes, Oh class! etc.) ● clapping pattern ● ring a bell, chimes, music ● count down <p>Determine a transition procedure that will help move children from one activity to another quickly, safely and quietly (ex: 1-gather your things,2-stand up,3- move))</p>
Resources	<ul style="list-style-type: none"> ● Lead Teachers ● https://www.teachingchannel.org/videos/attention-getting-strategies

The First Six Weeks

Before guided reading can occur successfully, children need to be taught how to work independently for 60 minutes. Literacy stations in the early grades (K-2) allow students an opportunity to practice skills/strategies that have been taught to the whole class. Students in grades 3-5 participate in stations that relate to content instruction and/or children can simply read and write independently. No matter which literacy stations, activities or format is used, it is critical that the children understand the routines/procedures and expectations of each activity. Therefore, teachers should plan on spending up to 6 weeks building students stamina, teaching routines and station procedures before beginning your guided reading groups.

Planning for Week One

Key Tasks to Focus on:

- 1) Using classroom community activities to get to know the students and build rapport
- 2) Explain the DECS Balanced Literacy Model
- 3) **Teach, model, and practice** whole-group instruction expectations, transitions, and responding to the teacher's attention getter.
- 4) Develop and teach how to use the literacy stations management board
- 5) Implement the library station, book boxes and **teach expectations** for this station by using anchor charts and short intervals of repeated practice (Daily 5)
- 6) Teach how to choose good-fit books (I-PICK)
- 7) **Teach, model, and practice** student engagement routines such as: TPS (Think-Pair-Share) Thumbs up, thumbs down, partner sharing with partner pyramids etc.
- 8) Build **collaboration** by providing students opportunities to work in small groups, or teams, doing engaging activities they can manage with very little teacher direction. (clay, legos, manipulatives, team posters, simple art projects etc.)

Don't Worry About:

- 1) starting guided reading groups/ small group instruction
- 2) starting word work station or writing station
- 3) forming small groups
- 4) formally assessing students

Planning for Week Two

Key Tasks to Focus on:

- 1) Continue to use classroom community building activities to promote **positive, safe learning environment**
- 2) Provide ways for students to practice whole-group expectations, transitions, and responding to the attention getter and **reteach** when needed. Possibly begin first lessons in Journeys. (grade dependent)
- 3) Review classroom management board use and purpose
- 4) Continue helping students build stamina, practice procedures for Read to Self, and selecting how to pick a good fit book.
- 5) Practice and reteach student engagement routines
- 6) Listen to kids read during read to self time and take anecdotal notes about each child's reading skills/behaviors
- 7) Plan for and/or begin DIBELS assessments (k-5 and Mondo Oral Language assessment K-2)
- 8) **New Task: Teach, model and practice how to complete a reading log**

Don't Worry About

- 1) starting guided reading/small groups
- 2) starting word work station or writing station
- 3) forming small groups

Planning for Week Three

Key Tasks to Focus on:

- 1) Continue to use classroom community building activities to promote positive, safe learning environment
- 2) If haven't done so yet, begin whole group instruction with district reading curriculum Journeys. Continue to practice whole-group expectations, transitions, and responding to attention getter and reteach when necessary.
- 3) Continue helping students build stamina, practice procedures for Read to Self, and selecting how to pick a good fit book.
- 4) Begin or finish DIBELS assessments (k-5 and Mondo Oral Language assessment K-2)
- 5) Practice and reteach student engagement routines
- 6) **New Task: Implement word work station and teach daily expectations using Journeys word work or Words Their Way programs. (teach as a whole group first, model, practice, reteach)**

Don't Worry About

- 1) starting guided reading/small groups
- 2) starting writing station
- 3) forming small groups

Planning for Week Four

Key Tasks to Work On:

- 1) **Teach, model and practice** whole-group instruction expectations, transitions, and responding to the teacher's attention getter using Journeys curriculum
- 2) Review how to use the Classroom Management Board for Read to Self and Word Work stations.
- 3) Continue helping students build stamina, practice procedures for Read to Self, and selecting how to pick a good fit book.
- 4) **Review expectations** for Word Work and reteach, if necessary.
- 5) **Teach, model and practice** student engagement routines.
- 6) Complete DIBELS/Mondo assessments and record on spreadsheet

Don't Worry About:

- 1) starting guided reading/small groups
- 2) starting writing station
- 3) forming small groups

Planning for Week Five

Key Tasks to Work On:

- 1) **Teach, model and practice** whole-group instruction expectations, transitions, and responding to the teacher's attention getter using Journey curriculum.
- 2) Review how to use the classroom management board for read to self and word work stations.
- 3) Review expectations for independent reading logs.
- 4) Review read to self behavioral expectations and reteach, if necessary
- 5) Review expectations for Word Work and reteach, if necessary.
- 6) Practice $\frac{1}{2}$ of class doing read to self, $\frac{1}{2}$ class doing word work while you observe, monitor and assist as needed. Then, switch the groups. Monitor/analyze student needs.

Don't Worry About:

- 1) starting guided reading/small groups
- 2) starting writing station
- 3) forming small groups

Planning for Week Six

Key Tasks to Work On:

- 1) **Teach, model and practice** whole-group instruction expectations, transitions, and responding to the teacher's attention getter using Journey curriculum.
- 2) Review expectations for independent reading logs.
- 3) Review expectations for Word Work and reteach, if necessary.
- 4) Review read to self behavioral expectations and reteach, if necessary
- 5) **New Task: Implement work on writing station by creating anchor charts, designing a focus lesson and short intervals of repeated practice to build student's stamina.**

Don't Worry About:

- 1) starting small/guided reading groups

Thinking ahead to Weeks Seven and Eight

*Continue with teaching, modeling, and practicing expectations from the first 6 weeks. Begin, if your classroom is ready, **teaching small group expectations.**

Key Tasks to Work on:

- 1) Forming groups using data collected first six weeks
- 2) determine how many groups you will see each day/create schedule and add to the classroom management board
- 3) organizing lesson planning notebook to reflect all differentiated lessons
- 4) create document for collecting observational notes during guided reading lessons
- 5) guided reading space organized with appropriate materials (leveled readers, table tent, markers, writing books, pencils, magnetic letters, whiteboards, portable word walls, linking charts, elkonin boxes, counters, sentence strips, whisper phones, correction tape, colored tape, fluency rubrics etc.)
- 6) **New Task: Implementing guided reading groups slowly; rolling it out by beginning with just one group a day, usually your lowest group, and adding from there. Most teachers will see two groups a day, sometimes three but remember quality is better than quantity.**

Don't Worry About:

- 1) needing to stop to **teach, model and practice** any of the learned routines/procedures. It is critical that your students can work independently for 60 min. so you can work with guided reading groups uninterrupted.

Text Level Correlation Chart

Grade Level	Fountas & Pinnell Guided Reading	Stage	Lexile Band
K	A B C D	Pre-A/Emergent	BR/ 200-400
1st	E F G H I J	Early	200-400
2nd	J/K L M	Transitional	300-600
3rd	M/N O P	Transitional/Early fluent	500-800
4th	P/Q R S	Fluent	600-900
5th	S/T U V	Fluent	700-1000

Self-Reflection Guide for My Balanced Literacy Classroom

Whole Group Reading- The teacher lays the foundation for the day's instruction and gives all children exposure to grade level text and vocabulary.

What should I be doing? <input type="checkbox"/> Reading with enthusiasm <input type="checkbox"/> Modeling strategies/thinking aloud <input type="checkbox"/> Discussing essential question <input type="checkbox"/> Explicitly teach vocabulary	What should I see my students doing? <input type="checkbox"/> Think-Pair-Share, partner pyramids, quad squads etc. <input type="checkbox"/> responding to questions/text <input type="checkbox"/> listening
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Shared Reading- The students participating with the teacher in reading common/shared text.

What should I be doing? <input type="checkbox"/> reading interesting and concept-rich material <input type="checkbox"/> modeling strategies/thinking aloud <input type="checkbox"/> whole group access to text	What should I see my students doing? <input type="checkbox"/> students read along in unison with others <input type="checkbox"/> students respond to text (orally/written)
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Guided Reading - The teacher works with a small group of students (4-6) who are reading at the same level and have similar instructional needs. The students have individual copies of text and independently read softly or silently (**not round robin**) while teacher observes, coaches, assesses, and prompts.

What should I be doing? <input type="checkbox"/> Working with a small group (4-6) students daily <input type="checkbox"/> Using assessments (formal/informal) to make instructional decisions. <input type="checkbox"/> Provide 1 or 2 teaching points <input type="checkbox"/> Model strategies/thinking aloud <input type="checkbox"/> be explicit about phonics, word work, strategies <input type="checkbox"/> follow correct lesson plan for appropriate reading stage (emergent, early, transitional, fluent)	What should I see my students doing? <input type="checkbox"/> students reading independently <input type="checkbox"/> students using strategies while reading <input type="checkbox"/> responding to text and extending their understanding <input type="checkbox"/> students not in small group work independently in literacy stations <input type="checkbox"/> engage in actual reading for more than 50% of small group time
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Shared Writing- An activity- either whole class or small group- in which the teacher and students share the composing process

What should I be doing? <input type="checkbox"/> Intro lesson/topic by modeling how to begin writing <input type="checkbox"/> Planning/helping students generate ideas for writing <input type="checkbox"/> Recording students' ideas <input type="checkbox"/> reinforcing print conventions capitalization, punctuation, print directionality, and grammar conventions. <input type="checkbox"/> circulate among group; work with individuals	What should I see my students doing? <input type="checkbox"/> students provide ideas for writing <input type="checkbox"/> students read and reread writing with teacher
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Interactive Writing - During interactive writing the teacher works with the class, or small group, to compose a message together and “share the pen”. It is written so everyone can see, with the teacher doing some of the writing and the children writing selected words or word parts.

<p>What should I be doing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> recording students' ideas, reinforcing print and grammar conventions. <input type="checkbox"/> “sharing” the pen at strategic points by having students write known letters, words, phrases <input type="checkbox"/> moving students to be independent by not doing what they can do for themselves 	<p>What should I see my students doing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> students providing writing ideas <input type="checkbox"/> students acting as apprentices <input type="checkbox"/> students engaging in writing the piece and contributing letters, words phrases and sentences. <input type="checkbox"/> students reading and rereading piece with the teacher to clarify/confirm
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Guided Writing- This instructional routine is done with either small groups, whole groups or individual students. It can be seen during guided reading as students are responding to a previously read text or when children need targeted coaching in a specific writing skill. This focused writing instruction encourages children to apply what they have learned about writing with support.

<p>What should I be doing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting with individuals/small groups <input type="checkbox"/> observing and assessing students' writing <input type="checkbox"/> prompting, coaching, and guiding students <input type="checkbox"/> scaffolding with supports (lines, strategy cards, cloze sentence/paragraphs, linking charts etc.) <input type="checkbox"/> asking open ended questions <input type="checkbox"/> extending students' thinking <input type="checkbox"/> fostering writing independence with support 	<p>What should I see my students doing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> students making choices/decisions <input type="checkbox"/> students writing their own piece <input type="checkbox"/> students using provided scaffolds independently <input type="checkbox"/> exchanging ideas/ asking questions
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Independent Writing- Students work independently on their writing while the teacher confers with individual student writers. The teacher has mini-conferences and maintains anecdotal notes on each students' individual strengths or needs and uses the information to guide instruction for future individual or group lessons.

<p>What should I be doing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> create ways for students to engage in meaningful, authentic writing <input type="checkbox"/> respond to students' writing <input type="checkbox"/> assist students/confer with individuals and maintain records about strengths/needs <input type="checkbox"/> encourage independent behaviors by providing appropriate resources 	<p>What should I see my students doing?</p> <ul style="list-style-type: none"> <input type="checkbox"/> students selecting topics <input type="checkbox"/> responding to writing prompts <input type="checkbox"/> write in varying genres <input type="checkbox"/> revising/editing/publishing <input type="checkbox"/> peer collaboration/feedback
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Assessment

Literacy assessments at Duluth Public Schools Academies are administered for several specific reasons in order to:

- Universally assess all students to evaluate learning and growth over time.
- Assess abilities of all students by using multiple assessments in reading
- Diagnose needs that will guide teacher instruction and interventions.
- Identify possible interventions
- Monitor progress

Components of a Comprehensive Data System

- **Screening Assessments:** Screening assessments are often quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. In some cases, more extensive time is needed to administer screening tools if multiple layers of development are assessed in one sitting. Screening of all students at regular intervals, usually three times a year, helps establish expected proficiency outcomes and informs program effectiveness. By establishing an initial baseline for all students, these assessments identify individual students who do not meet grade-level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation. Multiple screening measures are not necessary if the tool selected is applicable to all/grade ranges to be monitored.
- **Diagnostic Assessments:** The purpose of diagnostic assessments in Kindergarten through grade 3 is to provide information for planning more effective instruction and intervention. Diagnostic assessments provide additional data beyond screening and should be given when there is clear expectation that diagnostic information will offer new or more reliable data about a student's academic needs. This diagnostic assessment information should be used to strategically plan more targeted and intensive instruction that will accelerate reading proficiency toward grade level expectations. Using diagnostic assessment along with standardized screening measurement, information and informal classroom assessments can provide a broader understanding into the needs of learners individually and as a group. This information will guide strategic planning for the most beneficial interventions.
- **Progress Monitoring Assessments:** Progress monitoring assessments are also brief, administered with more regularity than screening and diagnostic tools. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis to determine the rate of a student's progress toward grade level outcomes, to provide information on the effectiveness of intervention and to modify the intervention tools if necessary. Information about how much time a student is engaged in intervention, attendance, and behavior are also useful data points. Progress monitoring tools should be matched to the intervention a student is receiving as well as matched to grade level outcomes so a variety of leveled assessment tools may give the best overall picture of a student's individual progress.

DECS Assessment Guide

*DPSA Screening/Diagnostic/Progress Monitoring Assessments:

Dibels Next (2-5)	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of measures used to assess reading skills for children in grades 2-5. It is individually administered 3x a year in the fall, winter, and spring to identify students in need of intervention and to help inform teacher's educational decisions about their students. DIBELS Next measures Oral Reading Fluency (ORF) of our 2nd-5th grade students.
FastBridge Learning (K-1)	FastBridge Learning is a suite of Curriculum Based Measures, or probes, used to assess early literacy skills for children in grades K-1. It is individually administered 3x a year in the fall, winter, and spring to identify students in need of intervention and to help inform teacher's educational decisions about their students. Depending on the grade level of the child, FastBridge measures: Concepts of Print, Onset sounds, letter names, letter sounds, word segmenting, sight words, nonsense word blending, oral repetition, sentence reading or CBM reading.
Mondo Oral Language	The Mondo Oral Language assessment is a test of a student's receptive language. It is administered to all 2nd grade students in the fall. After the fall assessment it is only administered to those 2nd grade students who score below a score of 15. This assessment helps provide insight into how students master the different structures found in English sentences and identifies children requiring targeted skill work in this area.
Measures of Academic Progress (MAP) K-8	The Northwest Evaluation Association (NWEA) is a computerized, adaptive assessment in reading and math. It is administered 3x a year in the fall, winter, and spring. Teachers use the data to develop specific targeted strategies and plans for individual students. It provides teachers with a RIT score, lexile ranges, and growth norms. It also measures growth of students over time.
Benchmark Assessment System (BAS) Guided Reading Level	Running Records can be either formal or informal. When a student is identified as "at risk" through the universal screener DIBELS Next assessment, a formal running record is conducted by a district Reading Interventionist to obtain a student's instructional reading level and fluency ability, as well as the cues and strategies the student uses independently. Informal running records are given by classroom teachers to track student progress in reading and assist in informing instruction during guided rdg.

Minnesota Comprehensive
Assessment (MCAIII)
Reading/Math (3rd-8th)
Science (5th and 8th)

The Minnesota Comprehensive Assessment is a state tests that helps measure Minnesota students' achievement on the Minnesota Academic Standards. The MCA results inform curriculum decisions at the district level; inform instruction at the classroom level; and in reading and math, demonstrate student academic progress from year to year.

MTAS Assessment
Grades 3-8

The MTAS measures the extent to which students with significant cognitive disabilities are making progress in the general education curriculum on standards that have been reduced in breadth, depth, and complexity. The MTAS is a performance-based assessment where the performance tasks in reading, math, and science are administered to students in a one-on-one setting.

ACCESS for
ELL's

The purpose of ACCESS for ELLs 2.0 is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a Criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers.

NAEP
National Assessment
For Educational
Progress

National Assessment for Educational Progress is an assessment given periodically to 4th and 8th grade students throughout the nation. This test is utilized to assure students across the nation what they know and can do in certain subject areas.

Duluth Edison Charter Schools 4020 Assessment Plan

This testing schedule provides multiple data sources and is used to determine grade level proficiency and identify interventions that match student needs.

Kindergarten:

1. **FastBridge** is administered Fall/Winter/Spring. To see cut scores for each subtest and end of year expectations click on the link:
<https://docs.google.com/document/d/12bv4a47DWTVi6Z6IzFlfkg5Y9HdkOEKFA86kwPgEQ2Q/edit>
2. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 137 Winter: 149 Spring: 157
3. **Benchmark Assessment System (BAS)/Guided Reading Level**

 Beginning of year: Pre-A/A
 Middle of year: B/C
 End of year: D

First Grade:

1. **FastBridge** is administered Fall/Winter/Spring. To see cut scores for each subtest and end of year expectations click on the link:

<https://docs.google.com/document/d/1i7wa7BZoaTHaQpfs7YtMdc3wcd04YUyQK3hNuxd6OY/edit>

2. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 160 Winter: 171 Spring: 177

3. **Benchmark Assessment System (BAS)/Guided Reading Level-**

Beginning of year: D/E
Middle of year: G/H
End of year: J

Second Grade:

1. **DibelsNext** administered Fall/Winter/Spring. To see cut scores for each subtest and end of year expectations click on the link:

https://docs.google.com/spreadsheets/d/1WAmvP_k-ZVmEZbi8Tk5q9UZ9hvhzvNXZkxCPTHmOifl/edit#gid=0

2. **Mondo Oral Language Assessment** is administered to all K-2 students in the fall. After the fall the assessment it is only administered to K-1 students, and those 2nd grade students who score below a score of 15, in the winter and spring.

3. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 179 Winter: 186 Spring: 192

4. **Benchmark Assessment System (BAS)/Guided Reading Level-**

Beginning of year: J/K
Middle of year: L
End of year: M

Third Grade:

1. **DibelsNext** administered Fall/Winter/Spring. To see cut scores for each subtest and end of year expectations click on the link:

https://docs.google.com/spreadsheets/d/1LGV38sgU_3HkAamIUySbnI2gzfpzKS-0-pF0r-NaJyM/edit#gid=0

2. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 193 Winter: 198 Spring: 202

3. **Benchmark Assessment System (BAS)/Guided Reading Level-**

Beginning of year: M/N

Middle of year: O

End of year: P

4. **Minnesota Comprehensive Assessment (MCA)-**

- Taken in the Spring and students are considered meeting grade level expectations when they score a 350 or above.

Fourth Grade:

1. **DibelsNext** administered Fall/Winter/Spring. To see cut scores for each subtest and end of year expectations click on the link:

https://docs.google.com/spreadsheets/d/14R7ni5hLgwG_in_VGC8Tt5-OYMLdBmPdvefTkztR7Qo/edit#gid=0

2. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 204 Winter: 208 Spring: 211

3. **Benchmark Assessment System (BAS)/Guided Reading Level-**

Beginning of year: P/Q

Middle of year: R

End of year: S

4. **Minnesota Comprehensive Assessment (MCA)-**

- Taken in the Spring and students are considered meeting grade level expectations when they score a 450 or above.

Fifth Grade:

1. **DibelsNext** administered Fall/Winter/Spring. To see cut scores for each subtest and end of year expectations click on the link:

https://docs.google.com/spreadsheets/d/1te3xV_s79UirwGGKwh-h7XqCD7uloNgMcukuKQeYCoQ/edit#gid=0

2. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall:209 Winter: 212 Spring: 214

3. **Benchmark Assessment System (BAS)/Guided Reading Level-**

Beginning of year: S/T

Middle of year: U

End of year: V

4. **Minnesota Comprehensive Assessment (MCA)-**

- Taken in the Spring and students are considered meeting grade level expectations when they score a 550 or above.

Sixth Grade:

1. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 215 Winter: 217 Spring: 219

2. **Minnesota Comprehensive Assessment (MCA)-**

- Taken in the Spring and students are considered meeting grade level expectations when they score a 650 or above.

Seventh Grade:

1. **Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 220 Winter: 222 Spring: 224

2. **Minnesota Comprehensive Assessment (MCA)-**

- Taken in the Spring and students are considered meeting grade level expectations when they score a 750 or above

Eighth Grade:

- 1. Measure of Academic Progress (MAP)** administered fall, winter, spring
Fall: 224 Winter: 226 Spring: 227

- 2. Minnesota Comprehensive Assessment (MCA)-**
 - Taken in the Spring and students are considered meeting grade level expectations when they score a 850 or above

Use of a Multi-Tiered System of Support that Differentiates and Accelerates the Learning of All Students

All Learners can experience academic growth when supported by scientifically and evidenced-based literacy practices shown to impact student achievement.

- The multi-tiered (MTSS) instruction plan is based on a data-driven decision making model.
- The intervention plan emphasizes differentiation in core instruction and includes extended time for literacy instruction (in addition to core instruction).
- The intervention plan uses screening, diagnosis, and ongoing progress monitoring to inform the instructional content, activity, delivery, or supplemental materials or assistive technology needed to meet children's instructional needs.
- The intervention plan teaches, reinforces, and supports intensive and supplemental intervention strategies in core instruction, including individual and small group instruction based on needs.
- Intervention will accelerate and support student literacy. Focus will be on:
 1. Research-based intervention practices that are developmentally appropriate.
 2. The assumption that all struggling readers can succeed if they receive supplemental Instruction to accelerate their learning.
 3. Providing additional instruction in skill development.
 4. Attention paid to higher-level talk and text, including comprehension
 5. Interventions provided by well-trained teachers as defined in Rule 8710.3000 and 8710.3200. Interventions will be evidence-based practices designed to meet the needs of students and have demonstrated reliability to accelerate student achievement.
 6. Placement in intervention determined by examination of multiple data points (including entrance and exit criteria).
 7. Emphasis on useful feedback on student performance that is embedded into everyday learning.

Schoolwide Interventions

Intervention	Purpose	Grades	Tier	Schools
Leveled Literacy Intervention (LLI)	Accelerate learning in the areas of phonemic awareness, phonics, vocabulary, fluency comprehension	K-5	Tier 2	Raleigh/North Star
First 4,000 words	Increase sight word and academic vocabulary	1st-4th; some sped 5th	Tier 2	Raleigh/North Star
95% group/Susan L. Hall EdD	Phonological awareness specifically for students who have not attained sufficient level of phonological awareness through everyday exposure to language and previous instruction.	Kindergarten	Tier 2/3	Raleigh
Journeys Intervention (write-in readers, Intervention Tool Kits and lessons)	To be used in addition to the core instruction (small group or individually)	K-5th	Tier 2	Raleigh/North Star
Reading Corps	Assist pre-k-3rd students to reach proficiency in reading with 1-1 instruction in phonemic awareness, phonics and fluency.	K-3rd	Tier 2	North Star
Journeys-Curious with	Extends oral language	K-2	Tier 1-2	North Star/Raleigh

Words	instruction and development			
Linda Mood-Bell Seeing Stars	Encoding and decoding program designed to help students use imagery to identify letters, sounds and syllables as well as reading fluency.	K-8	Tier 2 or 3 depending on need	North Star/Raleigh sped
Linda Mood-Bell Visualizing and Verbalizing	Comprehension program designed to help students use imagery to picture parts of a story, vocab, story elements, and higher order thinking questions.	K-8	Tier 2 or 3 depending on need	North Star/Raleigh sped
Linda Mood Bell LiPs	Phoneme sequencing program designed to help students use imagery to produce the correct sounds in a word and identify the correct order of the sounds.	K-8	Tier 2 or 3 depending on need	North Star/Raleigh sped
Wilson Reading System	Multisensory program using visual, auditory, kinesthetic and tactile senses to help make connections between sounds/words.	2nd-8th	Tier 2 or 3 depending on need	North Star sped
TruNorth	Assist 4th-5th Grade students to reach proficiency with reading fluency.	4th-5th	Tier 2	Raleigh
6-8 program: Small group differentiated instruction in Word Study, Fluency/Prosody, Vocabulary	Accelerate learning in the areas of word study, fluency/prosody, vocabulary and comprehension through intensive word study, collaborative strategic reading, think-alouds,	6th-8th	Tier 2	North Star

Acquisition, and Comprehension.	reciprocal teaching, and repeated reading.			
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Communication Plan for Sharing Data with Families

If students have been identified as at risk or in need of an intervention other than what occurs within the core instruction:

1. Interventionist makes a phone call to parent/guardian indicating that the child is eligible to receive extra support in reading.
2. Letters are sent home explaining what specific intervention will be used, the frequency of the intervention and when they will receive it during the school day.
3. Quarterly progress is shared with families during Student Learning Conferences (SLC's) to celebrate progress, share strategies and support the home/school connection within the given intervention.
4. Provide opportunities for families to learn more about our intervention programs through various family nights such as: LLI/Title I family night and Math "Knight" to celebrate pi day
5. Interventionists also make phone calls, send emails or meet with families in person whenever the need arises.
6. When exit criteria is met, the lead interventionist informs the MTSS team and cross checks data, then classroom teacher and families are inform

Job-Embedded Professional Development

High-quality job-embedded professional learning that is relevant, research-based and results-driven, enables all educators to provide the evidence-based instruction and assessments students need to be successful 21st century learners.

Professional development is data driven, ongoing, and is inclusive of all educators within our school community. Learning teams use a team oriented approach to improve the instruction to promote better literacy instruction, including grade level teams as well as cross grade and interdisciplinary groups, and meet at least bi-monthly to reflect on student progress, review data, review student work and align instruction to academic standards and desired student outcomes. Analyzing student work/performance in meeting learning goals as a key facet of professional learning.

Effective professional development will model the idea that improving student proficiency, using and collecting data, and building home/school community connections is consistent with expectations of current teacher licensure standards for reading (elementary) and in all content areas (K-8). Professional development is designed to align with school-wide literacy goals and delivered in a variety of formats to best meet the needs of adult learners. DECS also provides mentors for new teachers to our district and individual coaching in the areas of math and reading for those teachers who are in the beginning or developing stages of instruction.

Review of professional learning opportunities and recommended improvements to the All School Leadership Team and Site Leadership Teams will be conducted annually to examine systemic problems and develop comprehensive solutions. Professional development focuses on research-based core literacy instruction with a special focus on meeting the needs of underserved students. Each teacher meets monthly with their assigned Academy Director to review and triangulate reading and math data of all students. Teachers and Academy Directors also look at all subgroups and work together to identify next steps for students or refer them to the MTSS team for further review or suggestions.

2016-17 Highlights of Professional Development -

****We will continue our ongoing effort of increasing teacher proficiency with guided reading instruction for K-5 and close reading instruction with 6th-8th.***

This past year K-5 teachers were involved in differentiated professional development depending on need, but with a specific focus of the research based strategy of guided reading.

Our newest teachers focused on the following:

- specific classroom management strategies that enhance student engagement within a balanced literacy curriculum
- basic guided reading procedures
- using effective coaching language within guided reading
- anecdotal note taking
- differentiated lesson planning
- assessments
- Implementing guided, interactive and independent writing into guided reading lessons
- Utilizing specific strategies to promote strong retelling skills such as STP (Stop-Think-Paraphrase), 5 finger retell, who-what, keywords with paraphrase

K-2 teachers focused on the following:

- Review how to conduct a running record with fidelity.
- Utilizing running records to assess student progress, to note reading behaviors and to inform their small group instruction/lessons
- Analyzing running records by looking at student errors/self-corrections to identify trends/patterns and design specific action plans for students to increase teaching for, prompting, and reinforcing of effective actions during the guided reading lesson.

3rd-5th grade teachers focused on the following:

- Utilizing the Jan Richardson “Comprehension Interview” to provide a deeper analysis of which students have internalized/not internalized the comprehension strategies of retelling, visualizing, predicting, connecting, questioning, determining importance, summarizing, inferring and evaluating and use this information to determine guided reading skill groups, create teaching focus for guided reading and opportunities for students to practice.
- Learning and applying 1 determining importance strategy- VIP (Very Important Part) Who/What, or Be the Illustrator.
- Learning and applying the summarizing strategies SWBST (Somebody-Wanted-But-So-Then) text frames and key word summarizing strategies.

6th-8th grade teachers focused on the following:

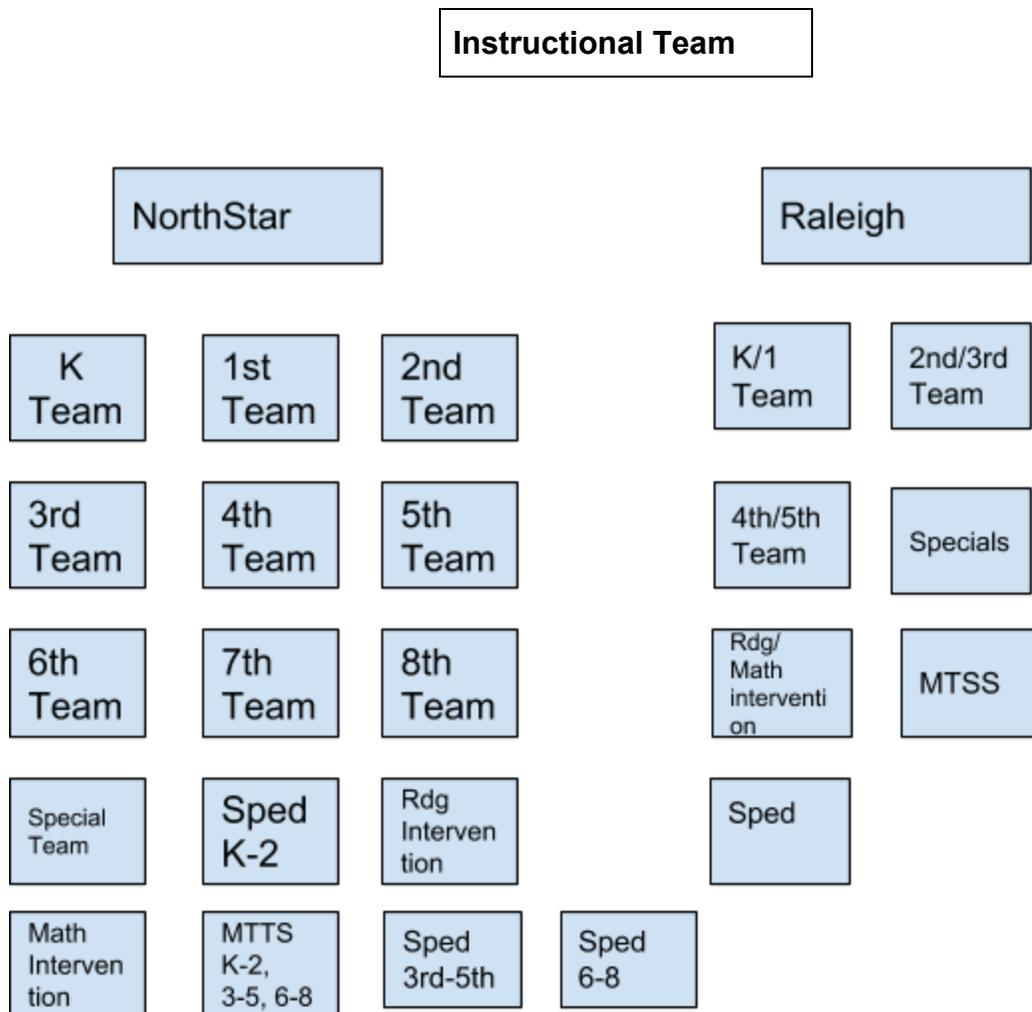
- Close reading strategies with a PLC book study of *Notice and Note*, by Kyleene Beers and Robert Probst
- Aligning lessons to MN ELA Standards and following a cycle of formative assessments, goal-setting, and instruction.

Instructional Leadership

Collective leadership significantly increases the likelihood of improved literacy outcomes.

- Leadership teams provide ongoing support and monitoring of implementation of the Literacy Plan.
- Create a data driven professional learning plan to provide research and evidence-based developmentally appropriate literacy instruction and activities.
- Conduct ongoing analysis that identify the key ingredients in the service provided that are connectors to positive outcomes.
- Balance resources so that preventative services/supports/interventions are available for children and/or families who demonstrate risk.
- Continuously refine services through evaluation of services and impact.
- Provide equitable access to quality learning tools, technologies and resources.
- Monitor and measure fidelity of curriculum implementation.

DECS Instructional Leadership Framework



All teams are involved in Professional Development with specific goals identified in individual Professional Growth Plans. Growth Plans are reviewed multiple times a year with reflections and provided to Academy Directors with a year end reflection targeting evidence and growth.

Instructional Lead team meets twice a month:

- Plan, implement and review school goals and school improvement plan
- Discuss and implement ideas for building and district level professional development.
- Review and regularly discuss implementation of plan and use data to enhance, refine and reflect on practices.
- Review data/information as it pertains to help improve academic and social aspect for our students.
- Review data on learners, instruction, and school climate to plan for whole-group staff meetings.
- Promotes family-school community partnerships
- Create and maintains environments that support powerful learning and high expectations for all learners and ensures alignment of all professional development activities.

Raleigh/Northstar Lead Teams meet weekly:

- Make decisions regarding procedures/protocols specific to each academy
- Discuss areas of concern and problem solve
- Research best practices
- Set goals for the school
- Make recommendations regarding efficiency/effective instructional practice

House Teams meet several times a week:

- shared planning time
- review/analyze student work and share/discuss strategies or next steps
- analyzing data to inform instruction and plan differentiated lessons/station work

MTSS (Multi-Tiered System of Support) Teams meet weekly:

- Each academy team considers the needs of the whole child as they make decisions to help ensure a student's success in reading, math and behavior by analyzing/triangulating data consistently.

Family-Community Partnerships

DECS engages with families and communities to remove barriers to learning and encourage achievement of literacy goals while meeting the intellectual, social, career and developmental need of all children.

1. Create and maintains a plan for improving family and community engagement by clearly defining communication feedback loops, avenues for parents and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development.

- Parent Advisory Council (PAC), AIPAC (American Indian Parent Advisory Council) American Indian and African American Liaisons
- Title I Nights
- Curriculum Nights
- Kindergarten BBQ, Round-up, Kindergarten in-take conferences
- Student Learning Conferences (SLC's)
- DECS website
- DECS facebook pages for district and academies
- Parent literacy tip provided for K-2 families weekly
- Weekly newsletters from teachers and Head of School

2. Provide opportunities for adults to read and write with learners.

- Guest Readers
- College Student Teachers, volunteers
- Americorps and Reading Corps members to support students with literacy and strengthen volunteer involvement through community outreach.

3. Work to strengthen coordination among public schools, public libraries, After school, and community-based organizations that support literacy.

- Reading Corps Members
- Work with School Librarian to provide a summer reading program or incentive for students
- 21st Century Learning Grant- Eagles Nest YMCA afterschool program
- Arrowhead Reading Council program - Young Author's Contest

4. Continue to promote parent-friendly resources to families to encourage family encouragement/support of their children's literacy development.

- K-2 Literacy Tips shared via electronic newsletter and primary facebook page
- Literacy focused parent workshops
- Summer book lists provided to families with specific suggestions for each child's guided reading level or lexile.

