LOCAL LITERACY PLAN

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. From cradle to career, a sustained effort to create quality literacy environments in all our schools and programs from birth through grade 12 promotes academic success. MN Statute 120B.12 states a school district must adopt a local literacy plan.

The plan must:
> Have every child reading at or above grade level no later than the end of grade 3.
> Include a process to assess students' level of reading proficiency.
> Notify and involve parents.
> Intervene with students who are not reading at or above grade level.
> Identify and meet staff development need.

ISD 728 MISSION & CORE VALUES

ONE MISSION

Our mission is to educate, inspire & empower our diverse learners, to shape their futures, to accomplish their dreams and to contribute positively to our local and global communities.

7 CORE VALUES

1. ALL people have value.
2. Valuing & respecting differences strengthens the individual & the community.
3. People thrive when they feel connected, supported & affirmed.
4. Everyone can learn.
5. Hope inspires and empowers.
6. Lifelong learning is essential for personal growth.
7. Change is an opportunity for growth.
ISD 728 is dedicated to the success of all of our students. The Read Well by Third Grade Literacy Plan describes the current goals, practices, and supports for students in grades E-3 so that all students are reading at or above grade level no later than the end of grade 3. District and Building teams met regularly to promote and ensure implementation of the ISD 728 Literacy Plan, serve as communication conduits between buildings and the District Leadership Team, and promote family-school-community partnerships.

This plan addresses District and Building Leadership Teams, Interventions, Assessments, Parent Notification and Involvement, Curriculum and Instruction and Professional Development. It can be viewed online at www.isd728.org/LiteracyPlan.

**TABLE OF CONTENTS**

Statement of Goals & Objectives .................................................................04  
Reading Proficiency ..................................................................................05  
Curriculum & Instruction ..........................................................................06  
Assessment Process ..................................................................................08  
Professional Development .........................................................................09  
Communication .........................................................................................11  
Appendix of Terms ....................................................................................13  
Parent Resources .......................................................................................16
ISD 728 is dedicated to the success of all of our students. This Literacy Plan describes the current goals, practices, and supports for students in E-3 so that all students are reading at, or above, grade level no later than the end of grade 3. This Literacy Plan meets the requirements of MN Statute 120B.12, also referred to as “Reading Well by Third Grade.”

The mission of Language Arts in ISD 728 is to, “provide instruction that develops 21st century literacy skills to empower each student to become a lifelong learner and a meaningful contributor to our global community.”

**We believe that lifelong learners will:**

» Demonstrate proficiency in literacy skills through a variety of assessments.

» Communicate effectively through speaking and writing while considering and honoring various perspectives.

» Read and respond to a variety of literary genres and multiple perspectives.

» Expand their vocabulary and knowledge base through independent reading.

» Access, evaluate and accurately use media and technology.

» Develop and use creativity and critical thinking skills.

» Connect and contribute skills from the classroom to the global community.

» Monitor progress and adjust learning to reach goals.

**To ensure attainment of our goals, the ISD 728 Read Well by Third Grade Plan will:**

» Align with the Strategic Plan, Mission, and Core Values of ISD 728.

» Coordinate efforts with the District’s Comprehensive Early Education Strategic Result.

» Include strategies to support and expand quality pre-K learning throughout the district.

» Target at-risk early learners to close achievement gaps prior to Kindergarten entrance.

» Support staff in professional development to increase capacity in reading instruction.

» Analyze data to determine progress of E-12 students.

» Align with the mission and beliefs statements developed by the Language Arts Curriculum Review Committee.

» The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers use comprehensive, scientifically-based reading instruction.

» Include all requirements as stipulated in MN Statute 120B.12.

» Evaluate ISD 728 progress on the core components for local literacy plans as recommended by the Minnesota Department of Education.

To ensure commitment, ISD 728 has many leaders invested in the success of our students. Meetings are scheduled regularly with the purpose of promoting and ensuring the implementation of the Read Well by Third Grade Plan, to serve as communication conduits between buildings and leadership teams, and to promote family-school-community partnerships.
In ISD 728, we believe that literacy is the fundamental academic asset to enable our students to learn. The ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society has a direct bearing on the quality of our students’ lives. In ISD 728, we are committed to ensuring that all students are proficient in reading, and we believe that the core curriculum and interventions we have in place are the best way for us to achieve that goal.

Reading Proficiency is the level which students are able to successfully understand and make meaning of text, based on reading level achievement scores on the Minnesota Comprehensive Assessment.

**Exceeds** {Advanced Reading Proficiency}
Students at the advanced level generalize about ideas and information in the text that they read and evaluate the texts critically.

**Meet** {At Reading Proficiency}
Students at the proficient level identify ideas and information suggested by, but not specifically stated in, the text that they read.

**Partially Meets** {Basic Reading Proficiency}
Students at the basic level understand the overall literal meaning of the text that they read.

**Does Not Meet** {Below Basic Reading Proficiency}
Students at the below basic-level do not meet the reading level standard for basic achievement.
ISD 728 is a results-based educational system that models continuous improvement. The basis for our assessment of improvement is student achievement. Student assessments are designed from a comprehensive curriculum of state, national, and local standards, delivered by a professional and highly qualified staff using instructional techniques defined by best practice and research-proven strategies.

Creative Curriculum has been adopted by all Early Childhood Special Education (ECSE), School Readiness (SR), Early Childhood Family Education (ECFE), and Discovery Learning Preschool programs since the fall of 2006. In the fall of 2015, our programs purchased The Creative Curriculum for Preschool (first edition), which offers a more complete curriculum that includes Teaching Guides, Investigations, Intentional Teaching Cards, Mighty Minutes, and a children’s book collection.

From the guidance set out in our curriculum maps, ISD 728 teachers utilize various curriculum resources that are aligned with Minnesota State Academic Standards. Currently, our K-3 primary resource is the McGraw Hill’s Treasures series. The Educational Services Department work to ensure that curriculum maps clearly identify possible resources within Treasures for each of the curricular requirements. Media specialists and reading instructors purchase high-interest, ability-appropriate books for classroom independent reading libraries, meeting the needs of all ISD 728 learners. Classroom teachers regularly differentiate instruction based on individual student needs.

The ISD 728 framework for literacy development is steeped in a Multi-Tiered Systems of Support (MTSS) philosophy, and provides for a tiered model of instruction and support for all students. MTSS is a multilevel framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. Core elements of MTSS include: clearly identifying students’ needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students that are underachieving, and changing interventions when students are not progressing to their expected level. Interventions and instructional supports are available to students who are not reading at or above level in Early Childhood through High School. We believe with strategic instruction and intervention strategies, all students can achieve success.

E-3 CORE INSTRUCTION: TIER ONE

The first tier of instruction is the core instructional program for all students. All classroom staff are expected to utilize best-practices, instructional methodology, and the adopted literacy framework materials with fidelity. All students interact with developmentally-appropriate text to build a foundation of strong reading skills, deep comprehension strategies and critical thinking about text.

To ensure reading proficiency, students will be exposed to reading material that is aligned to:

» Current academic standards.
» Addresses benchmarks at each level.
» Builds foundations of background knowledge.

While participating in reading experiences and instructions, students will:

» Experience a variety of writing, text genres, and language models.
» Engage in discussions to build oral language and vocabulary.
» Engage with informational text.
» Participate in critical thinking with teachers and peers.

Our teachers motivate and engage students in the reading process through fluency grouping and with leveled text to allow students to practice reading skills and strategies. Teachers create fluency groupings using assessment data to ensure that each student is progressing forward and making adequate growth.
E-3 INSTRUCTION: TIER TWO

The second tier of instruction includes targeted interventions for students who are not making sufficient growth in reading proficiency. These researched-based interventions include the areas of oral language, alphabet knowledge, print awareness, phonemic awareness, phonics/word study, vocabulary, fluency, and/or comprehension. While benefiting from whole class and flexible grouping instruction, students in Tier Two may receive additional time, differentiated materials, and/or instruction to accelerate their growth to reach benchmarks. To gauge the effectiveness of specific interventions and to measure student growth, staff will progress monitor using Teaching Strategies Gold (Early Education assessment), FASTbridge Learning — a Formative Assessment System for Teachers (FAST), or other diagnostic measures.

E-3 INSTRUCTION: TIER THREE

At the third tier of instruction, students who are not making sufficient growth with classroom and differentiated instruction receive intensive support. This tier supports students who are significantly below level and are in need of additional interventions and more specific programming. Trained staff administers instruction and interventions three to five times a week. To gauge the effectiveness of specific interventions, staff will monitor students using TS Gold, FASTbridge, or other diagnostic measures.

INTERVENTION & INSTRUCTIONAL SUPPORTS

Intervention programming in either Tier Two or Three may include any of the following services:

<table>
<thead>
<tr>
<th>Possible Intervention</th>
<th>Purpose</th>
<th>Frequency</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSIS</td>
<td>A pull-out or push-in literacy support for at-risk students that may include small group or one-on-one instruction, and/or interventions.</td>
<td>2-4 times per week</td>
<td>ADSIS teacher</td>
</tr>
<tr>
<td>Leveled Literacy Instruction (LLI)</td>
<td>A small group, supplementary literacy intervention designed for students who find reading and writing difficult.</td>
<td>2-4 times per week</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Special Education</td>
<td>Instruction and interventions targeted to students’ individual needs as indicated by an Individual Education Plan (IEP) and qualification guidelines.</td>
<td>Determined by IEP</td>
<td>SPED Teacher</td>
</tr>
<tr>
<td>Minnesota Reading Corps</td>
<td>Researched-based early-literacy effort</td>
<td>2-4 times per week</td>
<td>MRC Volunteer</td>
</tr>
<tr>
<td>Extended School Year</td>
<td>Targeted instruction after school and during the school year for at-risk students.</td>
<td>2-4 weeks</td>
<td>Licensed Teacher</td>
</tr>
<tr>
<td>Power Hour</td>
<td>Targeted instruction during the school year for at-risk students.</td>
<td>1-6 months (depending on site)</td>
<td>Licensed Teacher</td>
</tr>
<tr>
<td>WIN Time &quot;What I Need&quot;</td>
<td>Targeted instruction during the school day for at-risk students.</td>
<td>1-9 months (depending on student need)</td>
<td>Licensed Teacher</td>
</tr>
</tbody>
</table>
School Readiness preschool students are benchmarked three times per year using assessments from Teaching Strategies Gold. ECSE students are benchmarked three times per year using Teaching Strategies Gold and/or Little Treasures. Students in grades K - 5 are benchmarked three times per year (fall, winter, spring) using reading assessments from FASTBridge. The assessments are delivered by trained teachers and assistants, and data is gathered through the use of technology. Students in grades K and 1 are assessed using Early Reading, which contains a set of foundational skills for reading to ensure that building blocks are firmly established. Skills that are assessed include Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Segmenting, High Frequency Words, and Nonsense Word Fluency. Grades 2 and 3 use CBM Reading, which measures fluency and accuracy, along with aReading, which measures comprehension and vocabulary.

After each benchmarking period, student scores are analyzed to determine which students are at risk of reading failure and whether they are at High Risk or Some Risk. The cut scores for risk are identified by FASTBridge and the cut points reflect the 15th percentile for High Risk and 40th percentile for Some Risk. All students who are identified as being High Risk are provided with intensive interventions, and progress is monitored on a weekly or bi-weekly basis. Students who are identified as being Some Risk are provided with strategic interventions, and receive progress monitoring approximately once or twice each month.

Teachers who identify students as being at High Risk or Some Risk have the option of using additional assessments to identify the root cause of difficulties for individual students. These additional assessments are part of the FASTBridge system and, once again, align to essential components of reading.

Student reports are generated locally and shared with parents at the end of each grading period.

BENCHMARKS

Students in grades K-5 are benchmarked in reading three times during the year (fall, winter, spring) using the FASTBridge system. In addition, students are benchmarked on local, standards-based assessments at the end of each trimester. Some of the essential skills in FAST are also part of the trimester assessments, meaning students can be assessed up to six times per year on skills critical to becoming an effective reader.

Each year, results from the trimester assessments are evaluated to determine their effectiveness in identifying students’ academic reading results. Additionally, FASTBridge evaluates their norms on an annual basis to ensure that their recommendations accurately reflect student achievement levels.
ISD 728 teachers participate regularly in:

**Professional Development**

Professional Development at the district and building level includes scientifically-based reading instruction, with the knowledge that supporting professional skill development and understanding positively impacts student achievement. All teachers and paraprofessionals will receive job-embedded, focused professional development with feedback to develop fidelity in the delivery of scientifically-based and evidenced-based instruction. This will include, but is not limited to, administering assessments, observing students to further identify areas of need, knowledge of the three reading cueing systems and how to prompt students for optimal achievement, writing as a reading intervention, and specific instructional strategies to address deficit areas including the five areas described by the National Reading Panel.

**Curriculum Reviews**

Curriculum reviews determine what key resources and power standards are addressed in Language Arts. As core materials are adopted, staff engage in training designed to support full implementation in both large and small group settings. Follow-up support is provided by the Educational Services Department, specially trained teachers, and site personnel such as the principal and ADSIS Specialist.

**Teacher Induction Programs**

Teacher Induction Programs provide professional development for new staff. These teachers are mentored through an induction program to provide instruction on professional growth and effective teaching strategies.

**District-Wide Calendars**

District-wide calendars for elementary and secondary schools are designed to dedicate professional development time for five days of professional learning each year. In addition, each site embeds professional learning time into a combination of meeting schedules for all staff.

**Instructional Leadership / Site Teams**

Instructional leadership or Site Teams act as a resource to the administration and staff development chairs. Theses teams support literacy-focused staff learning at their site and collaborate with one another, the Educational Services Department, Minnesota Reading Corps members, and academic intervention specialists (i.e. ADSIS specialist, Title I instructors and assistants, instructional assistants and paraprofessionals).

**District Staff Development Committee**

The District Professional Development Committee provides guidance and alignment to enhance learning at each district site per state statute.

**District Educational Services Department**

The ISD 728 Educational Services Department works with administrators and the District Staff Development Advisory Committee to design and implement high quality professional development experiences. These adult learning experiences are designed following a review of student learning data, both as part of the district’s annual School Achievement Plan, which is launched with an annual retreat focused on data review, and based on regular data review by sites and teams throughout the year. The team promotes integrated best practices and professional development to foster student academic engagement, learning, success, and well-being.
Innovative Learning Opportunities
ISD 728 leverages innovative strategies to create and provide staff development opportunities. One of the cornerstones of our professional development program is our OnDemand Professional Development offerings. Our OnDemand offerings provide staff with voice, choice and flexibility in their learning pathways. Schoology, our Online Learning Management System is leveraged to organize and deliver a variety of online learning modules that allow staff to choose their own path and work at their own pace anywhere, anytime. Many of the OnDemand course offerings include the use of video tutorials, online discussions and collaborative web based resources for reflection and sharing of ideas.

PLCs and the Building Leadership Teams
PLCs and the Building Leadership Teams analyze data to inform both student learning and instructional effectiveness. Administrators will monitor instructional effectiveness. Teaching teams learn to administer and interpret assessments in a classroom-embedded professional development model. Teachers collect additional performance data from formal and informal diagnostic assessments. These assessments, in addition to the MTSS problem-solving process, assist teachers in determining an appropriate intervention plan. Teachers meet regularly to coordinate curriculum, instruction, resources, and services through Professional Learning Communities. Administration, supported by the Educational Services Department, supports the unique needs of departments.

Teacher Development and Evaluation
Teacher Development and Evaluation requirements assist in the learning goals for students based on the needs of students. Feedback from colleagues as a part of peer review and PLC conversations will inform instruction and student service in reading.

PROFESSIONAL DEVELOPMENT PLANNING
The Educational Services Department, district leadership and District Staff Development Advisory Committee implement and maintain standards for professional learning and use these standards to monitor, assess and evaluate professional needs.

In addition, data from PLCs, Teacher Development and Evaluation, curriculum reviews, student achievement scores and surveys enrich decisions about professional learning that leads to increased results for every student. The regular analysis and use of multiple data sources inform decisions about professional learning and student service.

HORIZONTAL & VERTICAL ALIGNMENT
Horizontal and vertical Curriculum Alignment in ISD 728 starts in our Early Childhood programs. Teachers, in collaboration with the Educational Services Department, have worked to create literacy learning goals and scales starting in Early Childhood curriculum and including each level through high school graduation.

Having clearly articulated curriculum maps in place provides equity of instruction for students across the district and allows for teachers to work collaboratively in building-level and cross-district PLCs. Through the English-Language Arts Curriculum Review, a committee of teachers worked with the Educational Services Department to help teachers understand the implementation of these curriculum maps and their importance to an effective and cohesive education system.

The curriculum maps include essential learning (“Power Standards”) and Learning Goals based on the Minnesota State Literacy Standards. The Curriculum Review Team of teachers ensured clarity for teachers, students, and parents, and worked to ensure that skills were clearly scaffolded across all levels. The Educational Services Department incorporate this information into their literacy trainings and work with teachers throughout the year.

CROSS-CULTURAL SETTINGS
All of our teachers in the district are offered training at various times throughout the year to meet the needs of diverse students and English Learners (EL) in their classroom. The training focuses on three areas: developing connections with the families of diverse learners, meeting the needs of EL students in classrooms and strategies to expand cultural understanding in teachers’ classrooms. The trainings focus on combining research on Basic Interpersonal Communication and Cognitive Academic Language Proficiency with research on reaching EL students to increase their level of achievement.
Parents of participants in Early Childhood Screening, ECFE, School Readiness and Early Childhood Special Education programs will be introduced to the significance of Reading Well by Third Grade as a benchmark for future possibilities for learners, and how they can support their child’s engagement with reading.

School Readiness teachers provide achievement data to parents of preschool participants pertaining to literacy goals and performance of each child two times per year at parent conferences. School Readiness teachers also provide parents with specific strategies that support learner’s academic and social development in and out of school at monthly family night events.

District elementary school teachers and principals will provide achievement data to parents of K-3 students pertaining to reading goals and performance of each child through:

- Report cards (Fall, Winter, Spring).
- Parent conferences (Fall, Spring).
- Progress reports.
- Specific strategies that support reading development in and out of school.
- School events promoting literacy and parent engagement.
- Technology resources at teacher, school and district sites.
- Student work samples.

**COMMUNITY & STAKEHOLDER INPUT**

In addition to the many opportunities at buildings to volunteer and participate in their child’s education, there are several district committees that collect input about educational programming in ISD 728. We value and depend on the stakeholders in the district to provide input and be informed of instructional efforts to ensure all of our students will be reading well by third grade. Reaching the goal that all students read well by third grade will require sustained engagement and commitment from a broad team of stakeholders including administration, teachers, parents and community members. The Reading Well by Grade 3 Literacy Plan will be shared with each of the following stakeholder groups and district staff, in addition to placement on school and district websites.

**American Indian Education Parent Advisory Committee**
The ISD 728 American Indian Education program provides support services to district learners with American Indian heritage to help assure they are educated, inspired and empowered. The Parent Advisory Council guides the program and is open to any parent of a district student enrolled in the program.

**ECFE Advisory Council**
Early Childhood Family Education (ECFE) is a parent education program for parents of children birth to age 5. The ECFE Advisory Council provides advice, guidance and advocacy for the program.

**Community Education Advisory Council**
ISD 728 Community Education identifies and meets educational, recreational, social, and cultural needs of residents through lifelong learning programs and services. The CE Advisory Council is a representative council comprised of district residents who guide staff, evaluate programs and services to further the development of the program.

**Special Education Advisory Council**
The SEAC represents the interests of district learners from birth to age 21 with disabilities. The council advises the Special Education department on current issues, program development and parental concerns and involvement. It serves as an advocate for high quality special education programs and promotes communication between family, school, and community.
World’s Best Workforce Committee (WBWF)
The purpose of the World’s Best Workforce Committee (WBWF) is to address continuous improvement, community involvement, and annual public reporting on curriculum, instruction and student achievement. This committee is comprised of parents from each of the district’s schools, community members, teachers, administration and district office personnel to ensure that a broad range of issues and viewpoints are examined and discussed. Committee members meet quarterly to review progress and offer suggestions for improvement to the overall system.

Title I Advisory Council
This council is comprised of representatives from each of the five Title I schools, the lead Title 1 teacher and building administrator. The council works together in the planning, operations and evaluation of Title I programming in their schools and district-wide. The Council’s goal is to establish partnerships with parents through a Parent Involvement Plan and monitoring the quality of programming in reading in district Title I schools.

We all have an important role to play in the development of strong readers. With support and dedication from our stakeholders, we believe we can best prepare each learner to achieve reading proficiency and academic success in college, career, and life.

- **ISD 728 communities** supports local bond and levy referendum, volunteers in our schools and provides needed resources and donated materials.
- **School board members** make policy decisions and provide resources and support to provide exemplary educational programs.
- **Administrators** ensure there is an aligned system in place to support student and staff achievement and growth.
- **Teachers** use research-based instructional strategies and engage in professional development on scientifically-based reading instruction using differentiation to meet student needs.
- **Parents/guardians** talk to and read with their children at home, building strong vocabularies, providing a literacy rich environment, and modeling a love of reading.
- **Students** engage in literacy play and study.

**ANNUAL REPORTING**

In 2013, State Legislature passed a bill to ensure every school district within the state is making strides to increase student performance. This bill, the World’s Best Workforce, is a strategic plan that is to be implemented in every school district that addresses the following five goals, including assuring that all students can read by grade 3:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

**The World’s Best Workforce States:**
ISD 728 is dedicated to the success of all of our students. The Read Well by Third Grade Literacy Plan describes the current goals, practices and supports for students in E-3 so that all students are reading at or above grade level no later than the end of Grade 3. District and Building teams meet regularly to promote and ensure implementation of the ISD 728 Literacy Plan, serve as communication conduits between buildings and the District Leadership Team, and promote family-school-community partnerships. This plan addresses District and Building Leadership Teams, Interventions, Assessments, Parent Notification and Involvement, Curriculum and Instruction and Professional Development.

ISD 728 ensures that a literacy plan is in place to provide a solid foundation of literacy skills to enable students to be successful. To measure third grade literacy, the district chose to use data from the grade 3 MCA. This test provides the most relevant data on a student’s ability to read and comprehend information. Because MCA tests are based on the rigorous Minnesota academic standards, achieving proficiency is not an easy task.
APPENDIX OF TERMS

All - All includes each and every eligible child from birth through grade 12 graduation that has access to and expectation of getting a free appropriate public education (FAPE).

Alternative Delivery of Specialized Instructional Services (ADSIS) - An application process for districts and charter schools to apply for state special education aid. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students. Districts are expected to align the ADSIS program within their existing continuum of supports, collect data as specified in the application, and submit evaluation information to MDE each year to determine program impact.

Annual Report – A publication following the end of the school year. This report typically contains information on student achievement and established goals set for the school year.

Benchmark – Tests to monitor the academic progress of students and determine whether they are on track to mastering the material that will be evaluated.

Comprehensive Community – A group of education stakeholders coming together to outline, guide, and support a local implementation plan that includes all components of the MN Comprehensive Birth to Grade 12 Blueprint for Literacy.

Core – Primary instruction for all students, where standard outcomes are delivered and students demonstrate understanding of a wide range of knowledge and skills necessary for literacy development.

Creative Curriculum – A comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

Culturally Responsive – A pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.

Curriculum – Instructional materials and practices used to deliver content.

Curriculum Based Measures (CBM) – Measurement that uses direct observation and recording of a student's performance to gather information for teachers to make instructional decisions.

Data – Facts and statistics collected together for reference or analysis.

Disadvantaged Learner – Children and students at risk of educational failure, such as children who are living in poverty, have limited-English proficiency, who are far below reading level or who are not on track to becoming college and career ready by graduation, who have left school before receiving a high school diploma, are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are migrant, or who have disabilities.

Differentiation – Tailoring instruction to meet individual needs.

Early Learning Provider – Anyone who engages a child ages birth to five in learning activities including; parents/guardians, family members, early childhood caregivers, preschool teachers, school readiness staff, head start teachers, early childhood interventionists, home visiting providers, mental health practitioners and any others who impact our youngest learners.

Educator - Trained or licensed professional that delivers academic instruction.

English Learners (EL) – Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.
Equitable – Diverse and flexible access for students to achieve learning targets by appropriate means and through respectful processes.

Evidence-based Practice – Evidence-Based Practice (EBP) is the use of practices, interventions and treatments that have been proven, through data-based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity.

FastBridge Learning (FAST) – A formative assessment system for teachers.

Fidelity – Fidelity of implementation is the delivery of content and instructional strategies in the way in which they were designed and intended to be delivered, accurately and consistently. Although interventions are aimed at learners, fidelity measures focus on the individuals who provide the instruction.

Formative Assessment – Is aimed at understanding and improving learning along the progression of students' studies. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the program.

Highly Qualified – The federal definition of a "Highly Qualified" teacher is one who is fully certified and/or licensed by the state; holds at least a bachelor's degree from a four year institution; and demonstrates competence in each core academic subject area in which the teacher teaches.

Horizontal Alignment - The degree to which an assessment matches the corresponding content standards for a subject area at a particular grade level.

Language Immersion – Immersion is an approach to second language instruction in which curricular activities are conducted in a second language. This means that the new language is the medium of instruction as well as the object of instruction; students acquire skills to understand and communicate as specified in the district-wide program of instruction. They follow the same curricula, and as possible, use the same materials (translated) as those used in non-immersion schools.

Leveled Literacy Intervention (LLI) – Is a short-term program designed to bring children up to reading-level performance in as little as 18–24 weeks. It is intense, focused small group instruction in reading and writing. It is a supplementary intervention program (Tier 2 or 3). It is designed for young children who struggle with reading and writing.

Individualized Education Program (IEP) – Is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.

Intervention – Academic or holistic support above and beyond core instruction.

Job-Embedded Professional Development – Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teacher content specific instructional practices with the intent of improving student learning.

Key Stakeholders – Stakeholders are persons or organizations (e.g., customers, sponsors, the performing organization, or the public), who are actively involved in the project or whose interests may be positively or negatively affected by the performance or completion of the project.

Learner – Someone who acquires new skills, knowledge, disposition or information through goal-oriented instruction.

Literacy – The ability to read, write, speak, listen, view, visually represent and think in order to communicate and contribute to society.

Literacy Plan – A guide to support schools that are creating or examining current practices to support students in becoming readers.

Minnesota Reading Corps – An initiative of ServeMinnesota, demonstrating how service and science can accelerate improvement in both students and systems. MRC tutors provide literacy interventions and data-based assessments to children from age three to grade three.
Multi-Tiered Systems of Support (MTSS) – MTSS is a multi-level framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. The foundation of MTSS includes data collection, instruction, and interventions. MTSS is about clearly identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students who are underachieving or exceeding standards, and changing interventions when students are not progressing to their expected level or exceeding expectations. With systemic intervention strategies, all students can achieve success.

Power Hour (also called Targeted Services) – Program that helps students before or after school to improve their math and reading abilities.

Professional Learning Communities (PLCs) – Common collaborative teacher teams meeting to discuss student data and progress.

Progress Report – Clearly identified information needing to be communicated and plans for how that information will be used to improve future or related learning.

Reading Proficiency – The level which students are able to successfully understand and make meaning of text, based on reading level achievement scores on the Minnesota Comprehensive Assessment.

- Exceeds (Advanced Reading Proficiency): Students at the advanced level generalize about ideas and information in the text that they read and evaluate the texts critically.
- Meet (At Reading Proficiency): Students at the proficient level identify ideas and information suggested by, but not specifically stated in, the text that they read.
- Partially Meets (Basic Reading Proficiency): Students at the basic level understand the overall literal meaning of the text that they read.
- Does Not Meet (Below Basic Reading Proficiency): Students at the below basic-level do not meet the reading level standard for basic achievement.

State standards – Guidelines for the knowledge and skills students learn in each grade.

School Readiness – A public school program available to Minnesota children, age 3 years to kindergarten, who meet certain eligibility requirements. The purpose of a School Readiness program is to prepare children to enter kindergarten.

Screening – A brief procedure designed as a first step in identifying children who may be at High Risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

Summative Assessment – Refers to the assessment of the learning and summarizes the development of learners at a particular time.

Summer School – Program that helps students to improve their math and reading abilities by offering instruction in June, July and/or August.

Targeted Services (also called Power Hour) – Program that helps students before or after school to improve their math and reading abilities.

Title I - A part of the Elementary and Secondary Education Act that provides financial assistance to schools with high numbers or high percentages of children from low-income families ensuring that all children meet challenging state academic standards.

TS Gold – A system for assessing children from birth through kindergarten. The system can be used with any developmentally appropriate early childhood curriculum.

Vertical Alignment – Alignment of curricula through an entire education system.
PARENT RESOURCES

Checklist of grades K-5 language arts skills
» www.isd728.org/K5LanguageArtSkills

Parent Support and Reading Skills Development
» Reading Tips for Birth to Age 5: www.icanteachmychild.com/10-steps-to-teaching-your-child-to-read
» Reading Tips for Parents of Kindergartners: www.readingrockets.org/article/reading-tips-parents-kindergartners
» Reading Tips for Parents of 1st Graders: www.readingrockets.org/article/reading-tips-parents-first-graders
» Reading Tips for Parents of 2nd Graders: www.readingrockets.org/article/reading-tips-parents-second-graders
» Reading Tips for Parents of 3rd Graders: www.readingrockets.org/article/reading-tips-parents-third-graders
» K-12 Reading and Language Arts: www.k12reader.com/reading-activities-for-struggling-readers

Extra Practice and Additional Resources
» Beginning Reading Skills: teachers.cr.k12.de.us/~galgano/dibel2.htm
» Reading Rockets: www.readingrockets.org
» PBS Parents: www.pbs.org/parents
» PBS Kids - Between the Lions: pbskids.org/lions
» Poetry for Kids: www.poetry4kids.com
» Book Adventure: www.bookadventure.com
» Vocabulary Games: www.vocabulary.co.il

Dyslexia
» Dyslexia Identification: www.isd728.org/Dyslexia

QUESTIONS?
Please contact the Director of Teaching and Learning for additional information or to provide feedback at 763-241-3400, x1205.