



ISD#118 Northland Community Schools
316 Main Street East, Remer, MN 56672
www.isd118.k12.mn.us

Northland Community Schools ISD # 118 Local Literacy Plan

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. A local literacy “plan must 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, and identify and meet staff development needs. The district must post its literacy plan on the official school district Web site.”

In the continuum of legislation supporting a comprehensive birth through grade 12 literacy plans, Statute 120B.12 or Read Well by Grade 3 is indicated below.

Birth

College and Career Ready



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. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.



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Rubric for *Local Literacy Plan*

I. Statement of Goals and Objectives

Statement of Goals and Objectives

It is Northland Community School's goal to have every child in our district reading at or above grade level no later than the end of grade 3.

Northland Community School, District # 118 Believes in Success For All Students and:

- The importance of the role of parents and other concerned individuals, especially in providing children with early language and literacy experiences that foster reading development;
- The importance of early identification and intervention for all children at risk for reading failure;
- The importance of phonemic awareness, phonics, and good literature in reading instruction and the need to develop a clear understanding of how best to integrate different reading approaches to enhance the effectiveness of instruction for all students;
- The need for clear, objective, and scientifically based information on the effectiveness of different types of reading instruction and the need to have such research inform policy and practice;



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- The importance of applying the highest standards of scientific evidence to the research review process so that conclusions and determinations are based on findings obtained from experimental studies characterized by methodological rigor with demonstrated reliability, validity, replicability, and applicability;
- The importance of the role of teachers, their professional development, and their interactions and collaborations with researchers, which should be recognized and encouraged. (NRP, 2000)

Definition of Proficiency
(What it is)

We believe reading proficiency to be:

All students will have the knowledge, skills and abilities in each of the Big Five reading components:

1. Phonemic Awareness – understanding of how letters and their sounds make up speech and connect to print
2. Phonics - the ability to decode unfamiliar words
3. Fluency –

NCS # 118

Student Fluency Norms

Based on Words Correct Per Minute (Minimum)

Grade	Fall	Winter	Spring
1	-	-	60
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145



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7	147	158	167
8	156	167	171

(Rasinski, T. *The Fluent Reader*, 2003)

4. Vocabulary - sufficient background information and vocabulary to foster reading comprehension

5. Comprehension - strategies to construct meaning from print, reason, evaluate and think critically at all levels of complexity

All students will meet or exceed grade-level content standards as determined by the Reading MN Comprehensive Assessments (Grades 3-11).

All students will meet or exceed grade level content standards as determined by the following (K-3) – cut scores determined by Aimsweb, Itasca Area Schools Collaborative (IASC) and accessed by teachers through Educlimber:

Grade Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
	September 4-21, 2018	January 7 – 25, 2019	April 29 - May 17, 2019
Kindergarten	-Letter Sound Measure/ LSF (target 10) -Blending/ Segmenting Measure - Letter Naming Measure/ LNF - Decodable Word Measure /NWF	-Letter Sound Measure/ LSF (target 21) -Blending/ Segmenting Measure - Letter Naming Measure/ LNF - Decodable Word Measure /NWF	-Letter Sound Measure / LSF (target 41) -Blending/ Segmenting Measure - Letter Naming Measure/ LNF - Decodable Word Measure /NWF



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	1st Grade	-Decodable Word Measure - NWF (target 32) -Blending/ Segmenting Measure - High Frequency Word Measure	-Decodable Word Measure - NWF -Blending/ Segmenting Measure -Oral Reading Fluency (3 passages – median target 22) - High Frequency Word Measure	Decodable Word Measure – NWF -Blending/ Segmenting Measure -Oral Reading Fluency (3 passages-median target 52) - High Frequency Word Measure
	2nd Grade	-High Frequency Word Measure - Oral Reading Fluency (3 passages-median target 42)	High Frequency Word Measure - Oral Reading Fluency (3 passages-median target 73)	High Frequency Word Measure - Oral Reading Fluency (3 passages-median target 90)
	3rd Grade	- Oral Reading Fluency (3 passages-median target 70)	- Oral Reading Fluency (3 passages-median target 91)	-Oral Reading Fluency (3 passages-median target 109)
Rubric for <i>Local Literacy Plan</i>				
II. Statement of Process to Assess Students				
Statement of Process to Assess Students Level of Reading Proficiency	The process to assess students level of reading proficiency for grades K – 3 and the district can be found on the Northland Community Schools website (District # 118 Assessment Document) at : www.isd118.k12.mn.us			



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In addition, Educlimer, provides staff Pre-K through grade 12 assessment data alignment and to quickly and easily analyze assessment data to drive curriculum and instructional decision-making. The Educlimer system includes the ability to access student assessment data from multiple sources, analyze and create aggregated and disaggregated reports on student performance, and quickly identify children who are falling behind.

Four parent-teacher conferences are scheduled in next year's district calendar to follow-up on the ILP and compacts, with progress reports to inform parents of their child's progress and provide them with out of school support. Parents of students receiving services through our multi-tiered support system receive additional services and updates through each of the support system teachers/tutors, i.e. Special Education, Title I, and MN Reading Corps.

PRE – K Literacy Assessments – Administered Fall, Winter, and Spring:

Screening and diagnostic assessment tools:

1. The Individual Growth Developmental Indicator (IGDI)

The (IGDI) is a language/literacy assessment that looks at fluency in the following areas:

Picture Naming (Vocabulary)

Rhyming



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	<p>Alliteration Letter Sounds Letter Names</p> <p>2. Work Sampling System (Headstart)</p> <p>3. Literacy – ex: Retell story, rhyming example, read a story to someone or by themselves etc...</p>
<p>Benchmark Assessments Across the System</p>	<p>See Northland Community Schools, District # 118 Assessment Document at the following link: www.isd118.k12.mn.us</p>

<p>Rubric for <i>Local Literacy Plan</i></p>	
<p>III. Parent Notification and Involvement</p>	
<p>Communication Plan for Sharing Data With Parents/Families</p>	<p>Northland Community Schools recognizes the importance of the role of parents and other concerned individuals, especially in providing children with early language and literacy experiences that foster reading development.</p>



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	<p>-Our school year begins with a Pre-K through Grade 12 Back to School Literacy Open House and 7th grade orientation (an Individual Learning Plan (ILP) is developed for the first quarter) which includes dissemination of reading strategies to help support children’s literacy development at home.</p> <p>-The elementary classrooms (K-6) host a Back to School Breakfast during the first week of school. Parents attend sessions in the classrooms and an overview with the principal which cover literacy plans for the school year.</p> <p>-On the second Friday of each new school year, the elementary teachers hold Partners in Education (PIE) Conferences with each parent to develop an Individual Learning Plan (ILP) with an emphasis on literacy and creating and signing a Reading Compact for the first quarter.</p> <p>-Four parent-teacher conferences are scheduled in next year’s district calendar to follow-up on the ILP and compacts, with progress reports to inform parents of their child’s progress and provide them with out of school support. Parents of students receiving services through our multi-tiered support system receive additional services and updates through each of the support system teachers/tutors, i.e. Special Education, Title I, and MN Reading Corps.</p>
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Rubric for <i>Local Literacy Plan</i>	
IV. Intervention and Instructional Supports	
Core Instruction	Northland Community Schools believes effective programming focuses on prevention, beginning with effective pedagogy, student engagement and intensification of scientific research-based (SRB) core instruction.



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Teachers in grades K through 3 conduct a minimum of 120 minutes of daily literacy core instruction utilizing curriculum which embeds scientific research-based instruction (explicit, direct instruction in phonemic awareness, phonics, fluency, vocabulary and reading comprehension) via a balanced literacy approach.

Grades 4-6 continue with a minimum of 90 minutes of daily SRB instruction in fluency, vocabulary and reading comprehension through a balanced literacy approach including guided reading, independent reading, reading and writing workshop, Accelerated Reader- grades 2-6, 6+ Traits Writing, and Sitton Spelling.

In grades 7-12, teachers have received training in content area reading instruction – *all Language Arts, Science, Social Studies and technical subject teachers have become reading teachers and continue with SRB instruction in vocabulary and reading comprehension.*

-The Total Reading Program (K-3) employs a systematic phonemic awareness instructional approach and offers beginning reading material in decodable text, with literature-based reading comprehension in library books. This curriculum includes instruction and progress monitoring in phonemic awareness, phonics, fluency, vocabulary and comprehension. The curriculum has been aligned to the 2010 MN ELA Academic Standards for the 2012-2013 school year.

-The Making Meaning Program (K-6) is a reading comprehension curriculum that combines the latest comprehension research with support for students' social and ethical development through nonfiction and fiction read-aloud books to explicitly teach students nine different comprehension strategies. The curriculum has been aligned to the 2010 MN ELA Academic Standards.

-Being a Writer Program (K-6) develops the creativity and skills of a writer by using books for genre immersion and author studies and mini-lessons to reinforce skills. Writing instruction and guided partner work are integrated into teacher and peer conferences, classroom discussion, collaborative writing tasks, writing for real audiences and purposes, student self-assessment and models of good writing. The curriculum has been aligned to the 2010 MN ELA Academic Standards.

-Teachers have received training in the emergent pedagogy of imbedding technology (interactive whiteboards, computers, iPads and other mobile devices, mobi, instant response system, flip classroom) into core literacy instruction.



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	<p>Technology is utilized in Pre-K through grade 12 classrooms when the tool is deemed to increase student achievement (adding depth, creativity, instructional capacity, engagement, increased understanding, efficiency, etc...).</p>
<p>Intervention and Supports</p>	<p>Providing a strong core instructional program is the ultimate goal of Northland Community Schools. Unfortunately, even with a solid core program there may be students who struggle reaching proficiency. Multi-tiered levels of support are in place for every student performing below proficiency as determined by benchmarking assessments and/or teacher recommendation. The multi-tiered system we have in place provides support for students who need extra one-on-one or small group interventions in addition to the core classroom instruction. Strategic, supplemental instruction focused on skills and standards using evidence-based interventions and additional instructional time are matched to the need of the student and their appropriate level of support. These strategic interventions are designed from data-based decision making and weekly progress monitoring.</p> <p>Students are identified through screening and benchmarking assessments. NWEA tests, MCA tests, benchmarks, Oral Reading Fluency benchmarks, teacher created assessments,</p> <p>Tier 2 intervention services are typically an extra 20-30 minute daily session in letter naming, letter sounds, blending/segmenting, decoding words, repeated reading, neurological impress, duet reading, high frequency words, and reading comprehension. Support staff including the MN Reading Corps Tutor, Title I paraprofessionals (highly qualified and under the guidance of the Title I teacher) and the Title I teacher provide these intervention services.</p> <p>Tier 3 services are lengthier sessions using the above literacy interventions and more intensive programming. Reading Recovery and Early Success intervention programs are conducted by the Title I Teacher. Special Education teachers provide specific IEP driven interventions and supports (i.e. Lindamood – phoneme sequencing, LIPS – spelling and speech; Edmark Reading Program; Reading Mastery – reading comprehension; The Source – for dyslexia and dysgraphia; Wordly Wise; Words, Words, Words; Megawords – vocabulary; Explode the Code – phonics).</p>



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	<p>Tier 3: Few</p> <p>Tier 2: Some</p> <p>Tier 1: All</p> <p>Assessment</p> <p>Instruction</p> <p>Problem Solving & Organization</p>
Use of Data to Match Student Need to	Students are identified through screening, diagnostic and benchmarking assessments which match student needs to instruction (MAP, STAR, Words Their Way, Informal Reading Inventories, MCA tests, Oral Reading Fluency benchmarks, IASC Common Assessments, teacher created assessments). The TIES data system Educlimber provides



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Intervention Program	accessible one-click information for teachers and administrators. When students meet or exceed proficiency cut scores and program plans, they are exited from the intervention program.
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V. Professional Development on Scientifically-based Reading Instruction (SBRI)

Alignment and Collaboration	<p>The District’s Leadership and Implementation Team (DLIT) is comprised of the two administrators (superintendent and district principal), the curriculum/ instruction/ assessment/ Title I coordinator, general and special education teacher leaders from primary, intermediate and secondary grade levels/content areas, and counselors. Our DLIT also operates as the school leadership team to ensure efficient and effective communication, collaboration and alignment across the district. Northland Community Schools is comprised of two schools under one roof; an elementary (K-6) and a secondary (7-12). Education is provided to approximately 400 students by nearly 100 staff members. Our free and reduced population is over 70% district-wide (76% in the elementary and 78% pre-K), 32% of our students are on an IEP, and approximately a quarter of our population is American Indian. DLIT meetings occur monthly with a focus on literacy and technology integration, deployment and data analysis. The DLIT meets with all district staff monthly to disseminate information and collect feedback and determine needs. A progress report is presented to monthly open meeting school board sessions regarding curriculum, instruction, assessment, and early childhood.</p> <p>The DLIT was instrumental in securing the following job-embedded professional development/initiatives for the 2017-2018 school year: Marzano Leadership Academy including six full inservice days for all teachers, an Instructional Leadership Institute through the University of MN, Positive Behavioral Intervention and Supports (PBIS) training and implementation, a full-time MN Reading Corps Tutor, 3 Early Childhood MN Reading Corps Tutors, Ramp-Up to Readiness and the Wednesday Early Release Days (students will be released an hour early every Wednesday. Professional Learning Communities (one particular to K-3 educators) and other professional development sessions will be conducted during bi-monthly morning meetings and Wednesday Early Release Days (WERD) and will focus on literacy practices and data analysis, technology, effective instruction, student engagement and review and evaluate each of the initiatives listed above.</p>
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	<p>Due to the number of educators in our district (38 certified teaching staff), nearly all inservice workshop days, PLC's and WERD's provide opportunities for Pre-K through grade 12 educators to meet and discuss pedagogy and best practice in literacy instruction.</p>
<p>Use of Performance Data to Inform Professional Development Plan</p>	<p style="text-align: center;"><u>NCS 2018-2019 Staff Development Goals</u></p> <p>D 1. District staff will accomplish the student achievement goal above by participating in Professional learning communities and professional development activities which focus on improving core instruction, examining state assessment data, embedding technology to improve student engagement, creativity and utilizing research-based reading interventions.</p> <p>D 2. District staff will accomplish the student achievement goal above by participating in Professional learning communities and professional development activities which focus on improving core instruction, examining state assessment data, embedding technology to improve student engagement, and developing spiral review progress-monitoring probes with re-teaching interventions.</p> <p>HS 1. High school staff will accomplish the student achievement goal above by participating in Professional learning communities and professional development activities which focus on improving core instruction, examining state assessment data, and utilizing research-based reading interventions.</p> <p>HS 2. High school staff will accomplish the student achievement goal above by participating in Professional learning communities and professional development activities which focus on improving core instruction, examining state assessment data, utilizing research-based instructional strategies, and effectively meeting the needs of children with disabilities.</p>



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	<p>RE 1. Elementary staff will accomplish the student achievement goal above by participating in Professional learning communities and professional development activities which focus on improving core instruction, examining state assessment data, and utilizing research-based reading interventions.</p> <p>RE 2. Elementary staff will accomplish the student achievement goal above by participating in Professional learning communities and professional development activities which focus on improving core instruction, examining state assessment data, utilizing research-based instructional strategies, and effectively meeting the needs of diverse student populations.</p>
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Rubric for <i>Local Literacy Plan</i>	
VI. Curriculum and Instruction System	
Horizontal and Vertical Alignment	All Northland Community School's K-12 English Language Arts curriculum including social studies, science and technical subjects are aligned to the 2010 MN ELA Academic .



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Pre-K Literacy

The Northland Early Childhood Collaborative (NECC) has been created to better serve the families in our area. The NECC team consists of Cass County Health, Human, and Veteran Services, Northland Community Schools, Bi-County Community Action Programs, Inc., (Bi-CAP), Northland Area Family Service Center, and Leech Lake Early Childhood Development. This team has begun utilizing the Invest Early model of early childhood literacy, intervention, and assessment. The integration of assessment and intervention will be implemented next year complete with the curriculum SEEDS of Emergent Literacy, Creative Curriculum, coaching and integrity checks - the school's Early Childhood Program has been awarded two Professional and one Community MN Reading Corps Pre-K tutors for the 2012-13 school year. These tutors, early childhood general and special education teachers, and paraprofessionals, and are invited to attend district professional development opportunities, have attended and contributed to MN Academic Standards alignment meetings.

Pre-K Assessments:

Screening and diagnostic assessment tools:

1. The Individual Growth Developmental Indicator (IGDI)

The (IGDI) is a language/literacy assessment that looks at fluency in the following areas:

Picture Naming (Vocabulary)



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Rhyming

Alliteration

Letter Sounds

Letter Names

2. Work Sampling System (Headstart)

3. Literacy – ex: Retell story, rhyming example, read a story to someone or by themselves etc...

4. PNI- Preschool Numeracy Indicator

The PNI is a math assessment that looks at fluency in the following areas:

Oral Counting

One to One Correspondence

Number Naming

Quantity Comparison

5. CSP- Color Shape Positional Words

The CSP is an assessment created by the Invest Early/Headstart Assessment Committee. The following areas are assessed:

Colors- 11 colors

Shapes- 7 shapes

Positional Words- 12 words

*These assessments are administered 3 times per year.

6. Student's Portfolio:

Samples of the following are collected and placed in the student's portfolio at least 3 times per year.

Self Portrait

Writing sample – name

Cutting



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	<p>Math - ex: Patterns, graph, estimation jar, counted 11 bugs, etc..</p> <p>Science – ex: Prediction, growth charts, observations, experiments, etc..</p> <p>Large Motor – ex: Obstacle course, skipping, two feet jump, etc...</p> <p>Social Emotional – ex: Asked for help, played with...., asked a question in group, joined a group etc....</p> <p>Fine Motor – ex: Pencil grip, stacking small blocks, Legos, opening clothespins, forming objects out of Playdough, etc...</p> <p>**Journals are also required and are ongoing.</p>
<p>Curriculum Resources</p>	<p>The Total Reading Program (K-3) employs a systematic phonemic awareness instructional approach and offers beginning reading material in decodable text, with literature-based reading comprehension in library books. This curriculum includes instruction and progress monitoring in phonemic awareness, phonics, fluency, vocabulary and comprehension. The curriculum has been aligned to the 2010 MN ELA standards for the 2012-2013 school year.</p> <p>The Making Meaning Program (K-6) is a reading comprehension curriculum that combines the latest comprehension research with support for students’ social and ethical development through nonfiction and fiction read-aloud books to explicitly teach students nine different comprehension strategies. The curriculum has been aligned to the 2010 MN ELA standards for the 2012-2013 school year.</p> <p>Being a Writer Program (K-6) develops the creativity and skills of a writer by using books for genre immersion and author studies and mini-lessons to reinforce skills. Writing instruction and guided partner work are integrated into teacher and peer conferences, classroom discussion, collaborative writing tasks, writing for real audiences and purposes, student self-assessment and models of good writing. The curriculum has been aligned to the 2010 MN ELA standards for the 2012-2013 school year.</p> <p>Sitton Spelling – This curriculum utilizes SRBI through: Building Literacy Skills; Access prior knowledge and build on that knowledge through read-alouds, discussion, retelling, and recommended trade books, Building Word Skills; by</p>



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	<p>building phonemic awareness and phonics recognition through rhymes and activities seeded with letters, word families, and core words, Extending Vocabulary and Background Knowledge; using cross-curricular activities to help increase vocabulary and extend students' knowledge of age-appropriate topics, Children's Theater Celebration: Celebrate learning with a short theater presentation and a display of work at the end of each unit. http://educationnorthwest.org/traits</p> <p>6+ Traits Writing - The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are: Ideas, the main message; Organization, the internal structure of the piece; Voice, the personal tone and flavor of the author's message; Word Choice, the vocabulary a writer chooses to convey meaning; Sentence Fluency, the rhythm and flow of the language; Conventions, the mechanical correctness; and Presentation, how the writing actually looks on the page. (http://educationnorthwest.org/resource/503)</p>
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Rubric for <i>Local Literacy Plan</i>	
VII. Student Support System for EL Learners	
Training and Support Provided to Ensure K-3 Staff Can Meet Student's Diverse	Northland Community Schools has no EL students at this time.



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Needs in Cross-Cultural Settings	
VIII. Communication System for Annual Reporting	
Annual Reporting submitted to the Commissioner of Education	Northland Community Schools Local Literacy Plan is located on the District # 118 website and can be accessed clicking on the link below: www.isd118.k12.mn.us
Community and Stakeholder Communication and Input	<p>Northland Community Schools Local Literacy Plan and assessment data results will be placed on the district website by June 1st of each year after the approval of the district's school board.</p> <p>Ongoing information about the literacy program development and resource links for the community can be found on the district website at: www.isd118.k12.mn.us</p>
Feedback from Stakeholder Groups	<p>If you have any questions regarding Northland Community Schools' Local Literacy Plan, the assessment data, accessibility of information, usefulness of documents, support for implementing effective strategies at home or the effectiveness of support to implement the required elements of the plan, please contact Clayton Lindner, K-12 Principal at 218-566-2351 or clindner@isd118.org</p>