#4029, St. Paul City School Local Literacy Plan

Updated 6/16/16

The mission of St. Paul City School is to ensure a challenging education to our students. This also applies to the literacy needs of our students where our goal is to have all students reach proficiency. In kindergarten, the goals is for students to become proficient in learning their sounds, blending sounds to make words, understanding concepts of print and learning high frequency words to begin reading. In first grade, the intention is for students to become readers. At this age, students learn how to put sounds together to make words and read the words. In second grade, the goal is for students to read longer passages at a time and to read longer words so they can read beginning chapter books. In third grade, the objective moves into focusing less on the phonics skills and focusing more on comprehending what students read and expanding their literary vocabulary.

Curriculum and Instruction

In 2013 SPCS introduced the Action 100 Reading program. The foundation of the program is based on reading books at each child's level, frequent assessment based on standards, and 30 minutes of reading at home and school. During the next three years, teachers received frequent professional development on reading best practices. Teachers learned how to identify the different stages of reading and what skills are to be taught at each level. Additionally, students were engaged in reading books at the own level and took those books home each night, so they developed a routine of reading 60 minutes a day. Another major component of the program is celebrating student success. As students complete every 100 hours of reading, they were awarded a gold medal to signify their accomplishment and continue their zeal for reading.

Furthermore, SPCS utilizes best practices identified in Core Knowledge Language and Literacy (CKLL), The Write Tools writing curriculum and sheltered English instruction as the core pieces of its reading curriculum. In 2014, SPCS adopted the Core Knowledge Language and Learning curriculum which consists of two components: Skills and Domain. The Skills strand focuses on phonics, phonemic awareness, spelling, parts of speech and the writing process. Each day, Skills lessons begin with practicing an individual skill, and then applying it to reading of stories. In comparison, the Domain strand focuses on vocabulary, building background knowledge and comprehension. These lessons use social studies topics, as well as traditional tales as the basis of the learning content.

Writing is also an essential element of literacy. Not only does writing further a student's language skills, but it also develops their reading ability. It is an essential component of a successful literacy program. As a Turnaround School, SPCS has reviewed research on the type of instructional activities help students make the largest gains in their learning. The Center for Performance Assessment found that highest-achieving schools had an emphasis on non-fiction writing. As we continue to build more time into the scheduled devoted to writing, this has become an integral component of our literacy plans.

In order for students to write in all subject areas, a two-day training was provided to all staff on The Write Tools with a three-day follow-up training the next year. The Write Tools is a framework for teaching writing instruction. It provides graphic organizers, common language and suggested activities to develop writing skills. Now teachers and students have a similar understanding of writing expectations and the vocabulary used. In addition, teachers have found ways to move beyond just teaching writing during literacy instruction. Rather, teachers also infuse it in throughout other subjects during the day. We want all of our students to be successful writers.

With a student population of nearly seventy percent LEP, SPCS has adopted and implemented Sheltered Instruction Observation Protocol (SIOP) strategies to address the instructional needs of our large LEP student population. The works of Echevarria et. al and Genesee et. al provide specific evidence and sheltered instruction strategies that help teachers recognize the needs of LEP populations and modify instruction and activities so they can become successful. SIOP is not only reserved for the literacy classroom, rather it can be applied to any content area subject. Again, this is another example of where literacy and language skills are integrated throughout the entire school day. As teachers specifically address the student's' needs student achievement will increase.

In addition to the above mentioned programs, the Minnesota Language Arts standards are the cornerstone of what is taught at SPCS. With the adoption of CKLL, a more in-depth review and alignment of our program is needed.

Action Taken

- Reading Intervention materials provided to teachers
- SIOP Coach regularly provides support to teachers in implementing SIOP
- Implementation of Action 100 reading program
- Implementation of CKLL (K-2) and Engage New York (3rd-8th)
- Completion of Writing Instructional Framework

Continued Action Steps

- Update Curriculum Alignment Templates and Quarter Plans with literacy standards in all grades during Summer of 2016
- Integrate reading and writing into the content areas and find additional resources to support it

Assessments

All students at SPCS are assessed in reading multiple times a year to measure their performance. All students are leveled in September. These results are reviewed in grade level teams and teachers compare student results with benchmark goals to determine if students are at grade level in reading. The comprehensive measure that is used is the Independent Reading Level Assessment (IRLA). This measures concepts of print, letter names and sounds, sight words, application of decoding patterns, oral reading comprehension and literary vocabulary. Depending on the age of the students, there are different expectations for the grade. The table below shows what each assessment measures and the goal based on the American Reading Company's researched goals.

Year-End Reading Assessments and Goals

Grade	Test	Goal	What it measures
PreK	IGDI Picture Naming Fluency	26	The number of items on picture cards a child identify in 1 minute
	IGDI Rhyming	12	The number of rhyming pairs a child can identify in 2 minutes
	IGDI Alliteration	8	The number of word pairs that start with the same beginning sound a child can identify in 2 minutes
	Letter Naming Fluency	14	The number of letters (upper case and lower case mixed) a child can identify in one minute
	Letter Sound Fluency	10	The number of letters (upper case and lower case mixed) a child can identify in one minute
K	American Reading Company IRLA (Independent Reading Level Assessment) - Letter Sounds - Sight Words - Letter Identification - Comprehension	Meet 2G Entry Requirements 33 sounds 85 words 54 letters 2 questions	This measures concepts of print, letter and sound recognition, and sight words.
1st	American Reading Company IRLA - Letter Sounds - Sight Words - Decoded Words - Comprehension	Meet 1R Entry Requirements 26 sounds/blends 225 words 129 6	This measures sight words, application of phonics skills, and oral reading comprehension.
2nd	American Reading Company IRLA - Sight Words - Decoded Words - Comprehension - Vocabulary	Meet White Entry Requirements 135 words 160 words 9 questions 4 words defined	This measures sight words, application of phonics skills, literary vocabulary, and oral reading comprehension.
3rd	American Reading Company IRLA - Decoded Words - Comprehension - Vocabulary	Meet Black Entry Requirements 70 words 9 questions 5 words defined	This measures sight words, application of phonics skills, literary vocabulary, and oral reading comprehension.

All students not at grade level, have their Action 100 level checked in the IRLA monthly. For some students who are behind grade level, they may be referred to the Student Intervention Team or to a Minnesota Reading Corps (MRC) program. In those instances, additional weekly progress monitoring maybe used based on their area of need to see if the interventions are working which are explained in the table below. For all students who are not at grade level, have their progress watched more carefully because we want to accelerate their growth. We urgently review their data with grade level teams to see if their skills are increasing or if changes need to be made to their instruction or interventions.

Additional Progress Monitoring Measures

Grade	Test	Begin Date	What it measures
PreK	One of the benchmark assessments that is at the students' area of need. (The order to be mastered are: Picture Naming, Letter Naming, Sound Naming, Rhyming and Alliteration)	November	See above
K	DIBELS Phonemic Segmentation Fluency	January	The number of individual sounds a child can hear in a word
	FAST Test of Letter Sounds (MRC only)	October	The number of sounds a student can recognize in one minute
	SPCS Letter Name & Sound Assessment	November	The number of sounds (upper case and lower case mixed) a child can identify in one minute
1st	DIBELS Oral Reading Fluency	Winter	The number of words in grade level passage a child can correctly read in one minute
	FAST Test of Nonsense Words (MRC only)	October – March	The number of sounds a student can recognize in one minute
	FAST CBM - Reading (MRC only)	January	The number of words in grade level passage a child can correctly read in one minute
2nd	DIBELS Oral Reading Fluency	All year	The number of words in grade level passage a child can correctly read in one minute
	FAST CBM - Reading (MRC only)	All year	The number of words in grade level passage a child can correctly read in one minute
3rd	DIBELS Oral Reading Fluency	All year	The number of words in grade level passage a child can correctly read in one minute
	FAST CBM - Reading (MRC only)	All year	The number of words in grade

			level passage a child can correctly read in one minute

Another way students are progress monitored is within the CKLL curriculum assessments. Students are assessed bi-weekly by the teacher to see if they are mastering their phonics skills, story vocabulary and spelling words. This is a piece of valuable information that the teacher uses to decide on how to proceed with instruction and determine if the student needs reteaching. In addition, students meet individually with the teacher for a coaching conference every two weeks. During these meetings, teachers set short term goals for the student to work on so they can advance to the next level.

At SPCS, a large number of our students are English-language learners, so we need to make sure we are meeting their language needs too. The EL department collects data for their students and it is important that all teachers are aware of the students' performance level. We use of language proficiency levels to match student needs with core and intervention supports. In order for all staff to be informed about the students' language needs, we have integrated it in a systematic way to our data conversations. The plan includes:

1. Share WIDA ACCESS for ELLs data during fall training with classroom teachers

2. Use ACCESS for ELLs data to create oral language intervention groups

3. Use ACCESS for ELLs data during PLCs to guide core instruction and assessment using WIDA standards and rubrics

4. Share oral language intervention group benchmark data (WIDA MODEL) during winter data review to regroup/exit students from intervention

5. Share oral language intervention group benchmark data (create using WIDA standards and rubrics) during spring data review to regroup/exit students from intervention

For students who are not making progress towards their reading goals, additional assessments can be given to narrow in on the area of their reading difficulty. Possible assessments that may be used depending on the age and skill level of the student are: Qualitative Reading Inventory, Ekwall Shanker Reading Inventory, and Gates MacGinitie Reading Test. At SPCS, we use data regularly to ensure we are meeting each child's needs.

Action Taken

- K-8 Data Wall was implemented and regularly reviewed to create intervention plans.
- Template was created for disaggregating data on K-2 reading assessments.
- Intervention Team should recommend diagnostic assessments regularly to be administered for students who are not responding to interventions

- Reviewed Benchmark Assessment and Progress Monitoring Plan to include IRLA

Action Steps

- Begin disaggregating K-2 reading data in Fall 2016
- Explore language assessments

Interventions and Additional Support

Even though we strive for students to perform at grade level at the beginning of each year, some students are not at their grade level benchmarks. They need additional support or intervention. Benchmark data and IRLA results are used to place students in an intervention program. The goal of intervention is to accelerate the child's skills as quickly as possible. During intervention, instruction is focused on a specific area of reading or English language that the student needs assistance. Equally important is that activities are presented in a different way than the regular instruction they received.

At SPCS, intervention time is built into the daily schedule. This is an additional time where students receive instruction that begins at their level and pushes them beyond it as rapidly as possible. If students are behind grade level, they need to make more than one year of growth to catch up. This is why intervention time is focused and taught with a sense of urgency. For students who are learning English, this is a time they receive intense pull-out language instruction.

At SPCS we use a variety of materials during intervention time. The table below lists some of the materials or interventions that may be used in addition to specific activities created by teachers or activities from the Florida Center for Reading Research.

Areas of Reading	Possible Materials Used to Teach that Skill
Phonemic Awareness	Early Intervention in Reading, Phonological Awareness in Young Children
Phonics	Making Words, Word Blending, Sound Boxes, Letter-Sound Games, Word Blending Intervention, Words Their Way, IRLA Resource Center
Fluency	Six Minute Solution, Repeated Reading Intervention, Three by Thirty
Comprehension	Early Success, Soar to Success, Repeated Reading with Comprehension Intervention
Vocabulary	WIDA ELD standards Content Topic Words, Text Talk, IRLA Resource Center

In determining the intervention used, a team of teachers meet to decide which would be the best intervention for the student. Teachers make their decisions based on the reading assessment data that has been collected as well as the English Language Learner's assessment data too. Generally, students move through the progression of reading skills in this order:

1. English Language
2. Phonemic Awareness & Phonics
3. Fluency
4. Comprehension

This allows the intervention to be focused on the area of need. Additionally, students can move out of or change an interventions based on the progress they are making. The criterion for exiting an intervention is based on the progress monitoring data. By keeping careful track of

how students are performing, allows SPCS to ensure that all students receive the additional support or enrichment that is right for each student.

To inform families of their child's progress, they will receive an explanation of the reading goals for the student at fall conferences in October. For students who are in an intervention program and need progress monitoring, a letter will be sent home to each family to make sure they are aware of the student's current level and suggestions on how they can provide additional help for their child. After that, parents will receive a monthly update in a graph form showing the student's progress toward their goal as well interventions the students are receiving.

Action Taken

- Teachers regularly planned interventions based on the Data Wall.
- Student referral to Intervention Team if limited progress is made
- Text Talk vocabulary intervention program was added for some students.
- Began using Schoolpace in 2013 to record student steps and color levels for Action 100, so graph can easily be shared monthly with parents.

Action Steps

- Explore enrichment programs

Family and Community Partnerships

Families are a key component contributing to student success. SPCS wants parents to be advocates for their children and support them outside of school to make gains in their academic achievement. In order to help parents learn about reading strategies to use with their children, SPCS hosts Family Book Nights. These evenings have reading related activities that families can do together based around reading and books. In addition, there will be a parent education component which was not a regular part in the past events. Another program that gets books into students' homes is Action 100. Like the school library, this is another way to encourage reading once children leave for the day. Students are allowed to take out high quality books from their classroom to read in the evening and when they return it, they get another one. Both of these programs promote reading in the home and developing a deeper understanding for parents.

To inform families of their child's reading progress, we will begin a universal plan to explain a student's reading data at conferences. SPCS has over 95% participation at conferences, which provides an ideal occasion to reach the majority of our families with the greatest impact. This one-on-one conversation allows teachers to share the student's performance and notify them of any interventions a child is receiving. Additionally, it allows families to ask questions and get clarifications early in the school-year. In order to keep parents informed of their child's progress consistently through the year, monthly graphs will be sent home with children's progress monitoring scores and the year-end goal. Parents will have current information on their child's progress. By having teachers first explain the monthly graphs at conferences, parents will know what to expect when they receive it each month. In addition, every night students are sent home with an activity to practice their individual student goal. These can be on skill cards that have sight words, phonics patterns or questions to ask while reading. This allows the families to know what specific skill a child needs to work on each day.

There are a number of community partnerships that support SPCS in reading. First is Minnesota Reading Corps. This organization provides members who are trained in reading interventions. Students who participate have made significant gains from the program. Another partner is the America Reads at the University of Minnesota. In the America Reads program, college students help children at school in reading. Sometimes they provide individual interventions, other times they read and talk about books and other times they play reading games to develop specific reading skills. In partnership with St. Paul Public Schools, Parent Academies are another way caregivers are empowered to advocate for their children. These six-week sessions train parents on data, test scores and other ways to be active in their children's education. At SPCS, we are fortunate to collaborate with these organizations that allow students to receive more individualized support on their specific reading needs.

Action Taken

- Established nightly reading program with Action 100 and students recorded steps.
- Began SPCS Reading Days to celebrate reading throughout the day.
- Made connections with SPPL

Professional Development

SPCS has a long history of job-embedded professional development. Teachers meet weekly to learn new strategies, review data and modify instruction so it meets student needs. All teachers are part of Professional Learning Communities (PLCs). In their analysis of successful data teams and PLCs, the work of DuFour and Eaker argue for scheduling that allows teacher that teach common grades or subjects with common planning In time to review their practices and evidence of learning as well as to collaborate with Special Education and/or English Language Learner support staff. We have implemented this process and are monitoring its impact on teachers' ability to respond to learning data, reflect upon their practices, and plan learning activities that will produce measurable results. Our teachers will examine and respond to formative data independently, in their PLCs, and as part of the school-wide data analysis process. Staff will continue to use the training in analyzing test data so all students can be identified and individualized instruction can be offered. Data-driven decisions will continue to be made for school improvement. Achievement will be monitored based on individual progress. During weekly PLCs, teachers have an opportunity to bring in student work, benchmark assessment results, weekly checkouts that accompany the curriculum and progress monitoring results.

Beginning in 2012, SPCS focused our professional development days on writing instruction. All staff was trained in The Write Tools. The program provides a framework for teaching writing, as well as providing visual support for students to learn writing. With the 2010 Language Arts standards, students are expected to write in all content areas. By training all teachers in the program, it allows consistency in language and understanding across the grades and content areas.

In addition, new staff receives training the essential curricular needs of our program: Direct Instruction, SIOP and literacy interventions. Additionally, new teachers also receive training on administering benchmark and progress monitoring assessments as well as how

to interpret those results. Understanding assessments and the curricular programs are integral to a teacher's daily work, so it is important that staff is provided with appropriate professional development in those areas.

Action Taken

- Designated monthly PLC meetings to review reading data in 2012-13
- Teachers received ongoing training by Action 100 expert Literacy Coach

Action Steps

- Continue Action 100 expert literacy coach with K-2 staff

Instructional Leadership

In order for the literacy to remain a focus at SPCS, a Literacy Leadership Team (LLT) will be formed. The LLT will be part of the current Curriculum Committee. The committee meets monthly, but every other month it will devote its meeting to focusing specifically on its literacy needs. The committee will review this plan and address the action steps to address.

The Literacy Leadership Team will consist of representatives from each PLC team, as well as EL and Sp ed departments, intervention teacher, Curriculum Coordinator and Principal. Having members from a cross-section of all of our student groups, allows the committee to make sure that all plans are aligned. All members will give input and offer suggestions to the LLT. Teachers who serve on the LLT will also get input from their teams and communicate results with their teams. The Curriculum Coordinator will convene the meetings and provide the data needed. The Principal's role is to oversee the direction of the committee and make sure the tasks are completed in a timely manner. We want our students to be successful in college and their careers. This begins by making literacy a priority. Following the steps we have outlined here, we will accomplish those goals.