FARIBAULT PUBLIC SCHOOLS
LOCAL LITERACY PLAN
Grades 6-12

Faribault Public School District #656 is developing this local literacy plan to ensure compliance with Minnesota Statue 120B.12. Teachers in District #656 will provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subdivision 4.

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I. Faribault Public Schools Vision and Philosophy Purpose Statement

Vision: The process of learning to read and write should be motivating, captivating, enjoyable, and rewarding so that all students in the Faribault Public School System will read and write with passion and purpose to ensure achievement of academic skills in a culturally responsive school environment.

Philosophy: The beliefs and practices underlying the teaching of reading and writing in the Faribault Public Schools are guided by the accumulated findings of educational research. Reading and writing are receptive and expressive cognitive processes of making meaning. The goal of reading and writing is to comprehend and apply what is read to real-world experiences. The acquisition of reading and writing skills and strategies are developmental; influenced by an individual student's experiences and knowledge of phonemic awareness, phonics, fluency, vocabulary, comprehension and oralcy. Reading and writing instruction is multi-dimensional. It provides the foundation skills and strategies necessary to attain reading and writing competence. It also extends student learning in order to meet the MN Common Core State Standards while ensuring that students develop an appreciation and enjoyment of reading and writing that will last throughout their lives. This is best achieved through a comprehensive literacy program that combines reading, writing, speaking, listening, and oral language.

Guidelines: As part of our philosophy based on current scientifically based research and best practices in literacy education, the Faribault Public Schools have identified the following guidelines that will assist in increasing student achievement:

- 6th-12th Classrooms are organized around a minimum of 240 minutes of weekly literacy instruction
- The District supports a Comprehensive Literacy Framework comprised of balanced literacy curriculum determined as part of the 7-year cycle considering standards and graduation requirements
- Instruction will provide explicit teaching, guided and independent practice, sharing, and teacher reflection
- Instructional decisions will be determined through ongoing assessment, both formative and summative
- Targeted instruction based on assessment will be provided in flexible groups
- Instructional strategies that address diverse learning will include clearly stated learning targets, building background, vocabulary development, and active learning strategies

II. Use of Data-Literacy Assessments and Benchmarks

Assessment: The Faribault Public Schools use both formative and summative assessments to determine each student's instructional level of literacy proficiency. The following chart shows which assessments are used and when they are administered. Results are communicated to parents through electronic and/or postal mailings, phone calls, and parent-teacher conferences.

FARIBAULT PUBLIC SCHOOLS SECONDARY LITERACY ASSESSMENTS							
Month	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Sept	DIBELS Writing Sample NWEA Common Assessments	Writing Sample NWEA Common Assessments	Writing Sample NWEA Common Assessments	Writing Sample NWEA Common Assessments	Writing Sample NWEA Common Assessments	Writing Sample NWEA Common Assessments	Writing Sample Common Assessments
Jan	NWEA Common Assessments	NWEA Common Assessments	NWEA Common Assessments	NWEA Common Assessments Semester Finals	Common Assessments Semester Finals	Common Assessments Semester Finals	Common Assessments Semester Finals
April-May	NWEA Common Assessments MCA	NWEA Common Assessments MCA	NWEA Common Assessments MCA	NWEA Common Assessments MCA Semester Finals	NWEA Common Assessments MCA Semester Finals	NWEA Common Assessments ACT MCA AP Exams Semester Finals	Common Assessments ACT AP Exams Semester Finals

Faribault Public Schools Proficiency Benchmarks-NWEA Measures of Academic Progress: Reading RIT Scores

Grade	Level	Fall	Winter	Spring
6	Exceeds Target	226+	228+	230+
	Meets Target	218-225	221-227	223-229
	Below Target	209-217	213-220	216-222
	Well Below Target	Below 209	Below 213	Below 216
7	Exceeds Target	229+	231+	232+
	Meets Target	224-228	226-230	228-231
	Below Target	216-223	218-225	220-227
	Well Below Target	Below 216	Below 218	Below 220
8	Exceeds Target	232+	234+	235+
	Meets Target	229-231	230-233	231-234
	Below Target	220-228	222-229	224-230
	Well Below Target	Below 220	Below 222	Below 224
9	Exceeds Target	234+	236+	237+
	Meets Target	228-233	230-235	232-236
	Below Target	214-227	216-229	218-231
	Well Below Target	Below 214	Below 216	Below 218
10	Exceeds Target	237+	238+	239+
	Meets Target	232-236	233-237	234-238
	Below Target	220-231	221-232	222-233
	Well Below Target	Below 220	Below 221	Below 222

III. Assessment Plan

Scientifically Research-Based Interventions are provided for students not reading at grade level within core content instruction. Readers identified as at-risk, as measured by progress indicators, will receive individualized small group instruction. Interventions will include targeted strategies during class and after school. The Pyramid of Intervention (POI) process is in place at the high school, intervention support is provided by the all Language Arts Teachers before school. Interventions are incorporated within Academic Seminar at the middle school.

<u>Procedures:</u>

1. Faribault Secondary teachers along with the teaching and learning department will analyze spring summative data of incoming students in August to identify students at risk. Summative data analyzed includes Northwest Educational Assessment Measure of Academic Progress (NWEA MAP) and Minnesota Comprehensive Assessments (MCA) in reading.

2. Upon initial identification of at-risk status, the grade level team will determine and select appropriate research based literacy interventions as found in the Intervention Table following.

3. A timeline for monitoring the academic progress for each individual student will be created and analyzed every six weeks. Teams will meet to discuss and determine further instructional decisions if necessary.

4. Tier 3 interventions will be identified for students not making progress in consultation with the intervention team and special education staff.

IV. Action Planning for Continuous Improvement

As part of our data days in the fall, each school developed a Continuous Improvement Plan as part of our World's Best Workforce Plan. We have also been notified by MDE that our secondary schools will be Focus Schools next year. We will wait for support from our Centers of Excellence for leadership with adding to our Continuous Improvement Plan.

V. Evidence-based Interventions

Grade Level	Fluency Interventions	Comprehension Interventions	Vocabulary Interventions	Read Naturally Intervention	H A P P	Peer Tutoring	Homework Help	AVID Tutorial	Other Interventions Core Curriculum Interventions for Struggling Readers
6	✓	✓	✓	✓			✓	✓	
7	✓	✓	✓	✓			✓	✓	
8	✓	✓	✓	✓	✓		✓	✓	
9	✓	✓	✓		✓	✓	✓	✓	✓
10	✓	✓	✓		✓	✓	✓	✓	✓
11	✓	✓	✓		✓	✓	✓	✓	
12	✓	✓	✓		✓	✓	✓	✓	

VI. Faribault Public Schools-Family Literacy Partnerships and Communication
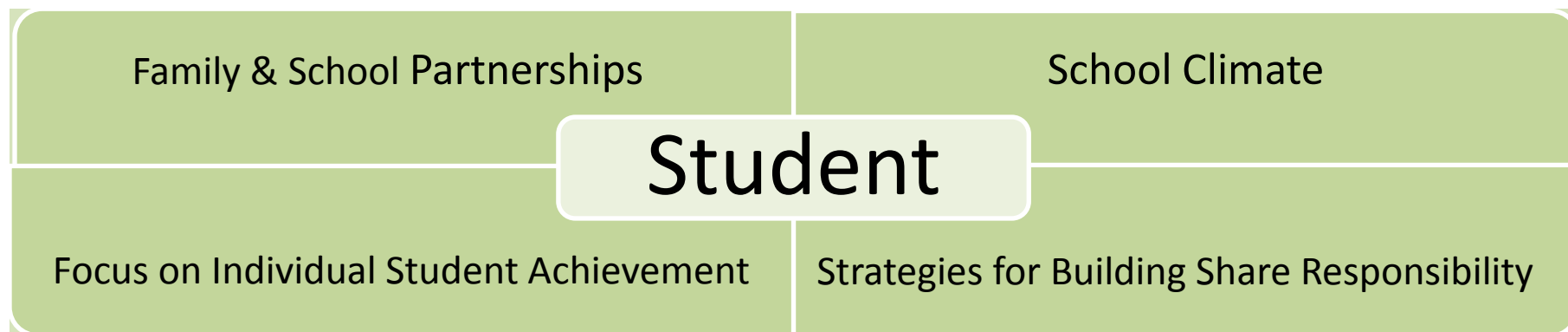
Background factors most closely related to reading instruction and reading performance on the National Assessment of Educational Progress (NAEP) were examined to determine variables that influence literacy acceleration (Foertsch, 1992). Other impacting factors were included such as instructional approaches, reading experiences, home influences, and demographic characteristics.

Two major findings were:

1) The volume of reading that students do in and out of school was positively related to their reading achievement
2) Students who reported home environments that fostered reading activity were positively related to reading achievement

Based on the findings recommended through research, Faribault Public Schools promotes a view of education as a partnership between the home and the school. This collaboration is a shared process that guides the development of our goals and plans for each individual student in our school district. This collaboration will be characterized by open communication where our teachers and our families can discuss expectations for student achievement in literacy and our respective roles to insure each student meets high expectations for excellence.

The process requires ongoing planning, development, and evaluation in order for each student to achieve his or her academic goals. Key components for developing home and school collaboration are demonstrated in the figure below:

Family & School Partnerships	School Climate
Student	
Focus on Individual Student Achievement	Strategies for Building Share Responsibility

In order to foster home and school partnerships that value the literacy acceleration for each individual student in our school district, the following list of activities have been or will be incorporated into our literacy initiative:

- Research ways to implement at-home reading programs on student iPads so that every child in the FPS has the opportunity to have multiple reading experiences
- Communicate through electronic or postal newsletters (Schoology, Parent Portal, etc.)
- Schedule and conduct Parent Advisory meetings for Title I, Special Education and Curriculum
- Translate documents for families upon request
- Employ cultural liaisons at each building to assist families, interpret at meetings and conferences, and translate written documents as needed
- Communicate results of diagnostic assessments to families as progress monitoring occurs
- Facilitate Family-School meetings to discuss student progress
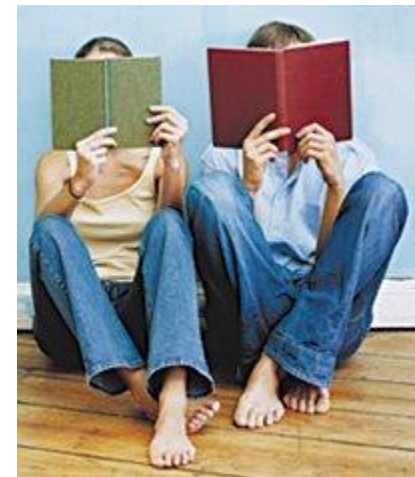
VII. Professional Development Action Plan

In the course of the district's Staff Development planning, teachers have and will continue to receive professional development in scientifically based research in literacy. Professional development includes curriculum mapping of standards, assessments and delivery, collaboration of classroom teachers and support teachers (EL, Interventionists, Special Education), sheltered instruction strategies, conferring, learning targets, data analysis, grading practices/standard based grading and student engagement.

The District Assessment Coordinator along with the Department of Teaching and Learning also provides professional development in analyzing both formative and summative assessments to identify individual student strengths and weaknesses.

Time is provided for Professional Learning Communities (PLCs) to collaborate in order to create a sustainable system of continuous improvement with the goal that results in more intentional teaching toward clearer and more rigorous expectations aligned with the Minnesota Common Core State Standards in English Language Arts. Teachers will work together within and between grade levels and departments to ensure our students make observable and measureable progress along a trajectory of skill development. During designated PLC time, each grade level at each building meets to analyze assessment scores and review intervention practices for students below grade level. Teachers will use this information to inform their instructional practices. A focus on data analysis will help to ensure student achievement in Faribault Public Schools.

In the fall of 2012-2013, the Faribault Public School District implemented the Minnesota Common Core State Standards (CCSS) in English Language Arts. The entire design of the CCSS is based on the argument that the purpose of K-12 education is to prepare our students for college and/or career readiness. Professional Development will include informing and training our teachers on the instructional significance of the common core standards.

The following chart is the Faribault Public School District's professional development plan of action for Literacy Grades 6-12 from 2018-2020:

FARIBAULT PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PLAN

2018-2020

GOAL	ACTIONS	RESPONSIBLE PEOPLE	TIMELINE	EVALUATION
Develop and imbed Learning Targets in each lesson that are shared and measured by students.	~Create and write Learning targets as part of lesson planning and preparation ~Update Curriculum Maps ~Professional Development on Learning Targets during Early Dismissals-6 times throughout the year	Classroom Teachers and Principals	2018-2020	Walk-throughs, Early Dismissal Agendas
Study and initiate more evidence-based literacy strategies within content areas	Employ SRCL literacy coaches to work with grade level and department teams	Principals, Teachers and Department of Teaching and Learning	2018-2020	Observations, coaches logs, lesson plans
Advancement Via Individual Determination (AVID) Strategies	Began Professional Development on AVID: understanding, college presence, Writing, Inquiry, Collaboration, Organization, Reading (WICOR) strategies	Teachers, Integration/AVID Coordinator	2018-2020	Workshops, PD agendas, Integration Grant, Walk-throughs

			2018-2020	
Technology Integration-enhancement of learning with technology tools	1:1 iPads Literacy Apps Professional development on SAMR model	Technology Department District Technology Committee Department of Teaching and Learning Staff Development Committee	2018-2020	Minutes from Committee meetings Observations and Walk-throughs Schoology and Portal use analysis
Expand Tier 2 and 3 Interventions	Discussion and development of process HAPP after school programing	Director of Special Education Director of Teaching and Learning Principals Teachers	2018-2020	Minutes from meetings
Comprehensive Needs Assessment and Analysis of student achievement and progress as measured by NWEA, MCA, and common assessments and coursework	Data Dig using Collaborative Inquiry Process	Director and Department of Teaching and Learning Principals and teachers	2018-2020	Participation in professional development provided by district Discussion during PLC's
Study and develop uniform grading practices based on standards	Standard Based Reporting discussions by departments Grades 6-12	Director and Department of Teaching and Learning Principals and teachers	2018-2020	Participation in professional development provided by district Discussion during PLC's

VIII. Support System for Working with Diverse Populations

Research: Research findings from the National Literacy Panel on Language-Minority Children and Youth established the following recommendations for English language learners in the United States (August & Shanahan, 2006). English learners (ELs) benefit from instruction in the key components of reading as defined by the National Reading Panel (2000) as phonemic awareness, phonics, fluency, comprehension, vocabulary, and oralcy. Instruction in the five key components is crucial, but not sufficient to teach ELs to read and write proficiently in English. Extensive English oral language development must be incorporated into literacy instruction in order for ELs to be successful and better prepared to decrease the academic achievement gap.

Oral proficiency in English is associated with English reading comprehension and writing skills for English learners. Specifically, instructional emphasis should also include development of vocabulary knowledge, listening comprehension, syntactic skills and the meta-linguistic aspects of language (August & Shanahan, 2006).

Action responding to research implications

- Provide peer interaction opportunities daily during instruction
- Teach comprehension strategies
- Learning Targets are embedded in the curriculum
- Word walls created and implemented
- Sheltered Instruction (SI) training has been a part of Professional Development sessions

Components that staff have been trained in and will be include:

Lesson Preparation: Learning targets, supplementary materials, content adaptation, authentic activities, and content concepts that are age appropriate.

Building Background: Link to students' background knowledge, link past learning and new concepts, and key vocabulary is developed and emphasized.

Comprehensible Input: Appropriate teacher speech, clear explanation of academic tasks, and the use of a variety of techniques.

Interaction: Frequent interaction strategies and techniques to increase opportunities for discussion and peer interaction, grouping configurations to support interaction, sufficient wait time, and clarification when possible in the student's first language (Somali liaison & Spanish speaking paraprofessional).

Review & Assessment: review of key vocabulary, review of key concepts, feedback, and formative assessment of student comprehension and learning through conferring, anecdotal records, peer interaction, and teacher observations.

Technology: use of IPads and apps to instruct, practice, assess and group students

Co-Teaching: It is our mission in The Faribault Public School District to seek educational solutions to increase the literacy performance of our disadvantaged students. English language learners are included in this demographic. In the fall of 2015, schools in our district continued in a co-teaching model of instruction in EL and SPED during core instruction depending on the needs of students in each class. This movement allowed our English language and SPED learners to remain in the mainstream classroom with their age level peers rather than the more segregated model of pull-out.

This model offers a more collaborative approach in contrast to pull-out. Co-teaching also enables a more inclusive environment where the English Language teacher (EL) or SPED teacher focuses on scaffolding language and vocabulary instruction to increase all learners' access to the content curriculum and support emerging literacy and/or bilingualism. In addition, the EL and/or SPED teacher brings knowledge of students' home languages and culture to the table. The mainstream teacher brings knowledge of grade level content standards as well as classroom management techniques. Co-teaching is aimed at intermediate and advanced level ELs. Newcomers participate in a newcomer classroom in order to better meet the more critical needs of our newest to country students.

A. ***Multicultural literature:***

Faribault Public Schools believe the protagonists in the books used for mentor texts and/or read-alouds should reflect the diverse cultures in our classrooms and of other cultures from around the world. Through reading multicultural literature, students can learn to understand that beneath the surface differences of color, culture, or ethnicity, all people share common experiences and universal feelings of justice, bravery, sadness, loss, kindness and heroism (Dowd, 1992).

Multicultural literature is also an important tool in helping all students in FPS develop a healthy self-concept that is based on a sense of pride in family background and heritage. It is critical that our students see themselves in the world in which they live reflected in the books around them. If the titles reflect the diversity of people around them, children can learn to respect not only their own cultural groups, but also the cultural groups of others. Literature serves as both a mirror to children and as a window looking out at the world around them, solving problems together and overcoming obstacles.

In 2006, the Minnesota Humanities Center in collaboration with the Minnesota Somali community launched the Somali Bilingual Book Project. Each media center in all three elementary buildings has copies of the books that were purchased from the Center. Our libraries also include a rich selection of bilingual books. It is our goal to equip our students with the knowledge, respect, and appreciation of all people and to prevent negative stereo-typing of individuals from other cultures.

Additionally: **Faribault Public Schools proudly recognizes students' diverse needs in cross-cultural settings and seeks ways to provide training and support for our staff and students in order to better meet the needs of all students in FPS**

Faribault Public Schools is seeking scientifically research based training opportunities in cultural relevance and culturally responsive teaching practices. We currently are in contact with professionals from the University of Minnesota and the Minnesota State University, Mankato. FPS currently is a partner school district with MSU-Mankato in a Professional Development School (PDS) model. The Center for School-University Partnerships (CSUP), housed in the College of Education at Minnesota State University, Mankato, was established in 1988. It acts as a liaison between P-12 institutions and post-secondary programs involved in educator preparation, and focuses on developing and supporting partnerships between the College and schools/communities. A featured program that this partnership offers FPS is the professional development and facilitation services in partnership with College of Education Departments.

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