

NORTHFIELD PUBLIC SCHOOLS

LITERACY PLAN



“We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.”

Northfield Public Schools Literacy Plan

Based on information and requirements from the Minnesota Department of Education (MDE), “districts are required to develop a local literacy plan to ensure that all students are reading well by no later than the end of third grade.” The plan must include four specific areas: identification and reporting, parent notification and engagement, intervention, and staff development.

The Northfield Public Schools Literacy Plan was developed in 2011, updated periodically, and a complete update in the spring of 2018. Many professionals provided information and guidance for the update, including the Director of Teaching and Learning, the Director of Student Services, the Director of Technology, the Director of Assessment and Data, elementary principals and literacy coaches, Title 1, ADSIS, and reading support teachers, special education psychologists and teachers, elementary teachers, school board, and community members. Everyone who participated deserves thanks for their help and dedication in educating the students of Northfield.

The **Northfield Public Schools Literacy Plan** is aligned with the **Northfield Public School Strategic Plan** (adopted Fall, 2016):

Our Vision: We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

Our Mission: We deliver educational excellence that empowers all learners to engage in our dynamic world.

Ongoing Priority: Robust core instruction

Near-Term Priority: Equitable opportunities and support for all career and college paths

Belief Statements developed by the District Elementary Literacy Team (Spring 2017):

1. We believe our most valuable resource is our highly trained teachers who are provided ongoing professional development in order to implement current research based practices.
2. We believe our students deserve a curriculum that is aligned horizontally and vertically with a rigorous spiraling scope and sequence.
3. We believe readers workshop is the framework that supports best practices. This model includes mini-lessons, reading time (supported independent reading, guided reading, literature circles, individual conferences) and sharing time.

Alignment with World's Best Workforce

The World's Best Workforce has five required (by MDE) goals for each school district. The Northfield Literacy plan intersects with three of these goals: All students ready for kindergarten, all students reading at grade level by the end of third grade, and closing the achievement gaps among all student groups.

District Core Curriculum for Reading/Language Arts

The district is adopting Collaborative Classroom from Developmental Studies Center in the Fall of 2018. Collaborative Classroom was chosen in June, 2017, by a team of elementary teachers. The teachers examined three literacy curricula, had presentations from the three publishing companies, and rated the three curricula using consistent rubrics and criteria. Collaborative Classroom rose to the top in all the rubric areas: building knowledge, foundational skills, high quality text, and evidence based discussion and writing.

Northfield Public Elementary Schools will adopt all the components of Collaborative Classroom. In grades kindergarten through grade 2, this includes Being a Reader, Making Meaning, and Being a Writer. In grades 3 through 5, this includes Making Meaning and Being a Writer.

Part 1: Identification and Reporting

Standardized assessments used to determine progress and grade level attainment:

Assessment	Grade	2017-18	2018-19	2019-20
MAP	Kindergarten	no (FAST)	yes	yes
MAP	1-3	yes	yes	yes
DIBELS	1-3	yes	no	no
BAS	K-3	yes	No-will be used in Tiers 2 and 3 only	No-will be used in Tiers 2 and 3 only
MCA	3-8; 10	yes	yes	yes
ACCESS	K-12 EL Students	yes	yes	yes
ACT	11	yes	yes	yes

The results of these assessments are reported to MDE by July 1 of every year in the Read Well by Third Grade Report and are part of the World's Best Workforce report to the community in the fall of each year.

With the adoption of Collaborative Classroom as the literacy core curriculum, the assessments in Collaborative Classroom will be used to determine grade level proficiency. MAP, MCAs, and ACCESS will continue to be administered in the appropriate grade levels.

Dyslexia and Convergence Insufficiency Disorder: All students take the above assessments. To screen for dyslexia and convergence insufficiency disorder, the results from the above assessments are reviewed and analyzed. Students who are not reading at grade level may be referred for special education assessment if that is appropriate. Upon enrollment, parents will complete a five question survey to help determine risk for dyslexia. This information is shared with parents through written reports and at conference times.

Interventions and alternative instruction are provided through classroom interventions, Title 1, ADSIS, reading support, and online literacy curricula.

The Center for Collaborative Classroom has developed resources to help students who are struggling. The program is called SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words. The added material developed specifically for students who may be at risk for dyslexia includes multisensory instruction. From the website of Collaborative Classroom: "Students identified with dyslexia or other learning challenges benefit from simultaneous activation of learning modalities that include physical movement and tactile sensations. For these students, *Intensive Multisensory Instruction for SIPPS®* provides variations that can be readily added to the original SIPPS routines. These increased options allow teachers to adapt instruction to the needs of students." Both SIPPS and the Intensive Multisensory materials have been purchased for all three elementary schools.

Gifted and Talented: Students who are reading above grade level (gifted and talented) are identified through the same assessments. The online reading curricula provide reading materials and lessons at the appropriate level. Guided reading books are provided at the appropriate reading level so students are challenged and have the opportunity to grow.

EL Program: English Learner services are available in grades kindergarten through 12. Qualification for services begins with the Home Language Questionnaire. Exit criteria are adopted and followed from the Minnesota Department of Education. State assessment requirements, including the ACCESS test, are followed. See the English Learner and District Assessment pages for more information. These pages are available on the Northfield Public Schools website.

Title 1 Program: Title 1 programs are available in two elementary schools, Bridgewater and Greenvale Park. Title services are concentrated, but not limited to, the primary grades. Certified teachers deliver supplemental and alternative curricula. Math supports and interventions are offered through a trained educational assistant under the supervision of a certified teacher.

ADSIS Program: Alternative Delivery of Specialized Instructional Services (ADSIS) is available in the three elementary schools with a certified elementary teacher. To qualify for services, students must be in the lowest percentile on reading assessments and not receiving special education. Progress monitoring occurs on a regular schedule. The criteria for exiting services are detailed in the ADSIS application and reviewed every two years.

After School and Summer School Programs: There are many after school programs and activities available through Targeted Services and Community Education programs.

Online Reading Curricula: 2017-18

Program	Grade Level 2017-18	Grade Level 2018-19	Grade Level 2019-20
Imagine Learning	1-2	Not used	Not used
Lexia Core5	3-4	K-2:optional 3-4	K-2: Optional 3-4
Reading Plus	5-7	5-7	5-7

The online literacy programs allow students to engage with literacy standards and activities at their instructional level. The programs identify gaps in students' learning and provide lessons designed to fill those gaps.

Part 2: Parent Notification and Engagement

["Parents" includes guardians and families; the word "parents" is used for readability.]

Parents are integral component of a student's education. Northfield School Board Policy 612 outlines the expectations for schools receiving Title 1 funds. The Northfield Public Schools Strategic Plan states under Strategies: "We will build and strengthen bridges of open communication that engage staff, students, families, and communities as effective partners in education."

Conferences and Report Cards: Parents are invited for individual conferences with classroom teachers each year before school begins (Ready, Set, Go! Day), fall conferences (October/November), and spring conferences (March). Written report cards are issued at the end of each semester (January and June). Additional conferences can be arranged at the request of the parents or the teacher.

Assessment Results: Assessment results from Minnesota Comprehensive Assessments (MCAs) are sent to parents. Parents of English Learner students receive the results from the ACCESS test. All results are sent as soon as they are available and become public information. MAP and DIBELS results are available at fall and spring conferences with parents.

Compañeros/Dual Language Immersion Parent Program: In 2017-19, there will be a series of four parent meetings covering the following topics for parents of students in grades 1-5 in the Compañeros Program:

1. Dual Language and Immersion Education Basics
2. Bilingualism and Biliteracy
3. Language and Learner Differences
4. College and Career Readiness

These meetings are held at Greenvale Elementary School. A light supper will be served before the meetings begin. Childcare and student activities are available while the parents are in the meetings. This has been possible through grant funding from the University of Minnesota.

Parent/Teacher Organizations (PTO): Each elementary school has a parent/teacher organization.

Bridgewater Elementary: The Bridgewater Booster Club (BBC) is Bridgewater Elementary's version of a PTO (parent-teacher organization). We're a non-profit volunteer group that raises money to support Bridgewater events and programs as well as help to coordinate volunteers and organize activities. Our goal is to enhance our children's education as much as possible. BBC sponsored events and programs include Boosterthon—our annual fundraiser, Classroom Dollars, Family Movie Night, Kindness Assemblies, Scholarships for Field Trips, Scholastic Book Fairs, and so much more! All Bridgewater parents and guardians are welcome at our meetings—it's a great way to meet other families and learn more about the school. The BBC meets from 6:30-7:30 p.m. in the library at Bridgewater Elementary. Please check the school's website for dates.

Greenvale Park Elementary: Parents are welcome and encouraged to attend the PTO monthly meetings and to become involved in the life of the school. Your help and cooperation create a partnership that enhances a strong educational program. Parents are invited to join any of the committees, volunteer in the classrooms or help with special events. Any amount of time you volunteer is greatly appreciated and makes a difference. The Greenvale Park PTO is a registered 501c3 organization. Meetings are held at 6:00 p.m. Childcare is available through Community School. Please check the school's website for dates.

Sibley: The Sibley Parent Teacher Organization (PTO) prides itself on its involvement in a number of areas. From organizing activities, to coordinating volunteers, to raising much-needed funds; we are a vital and integral part of the school. We welcome all parents to join the PTO. We think you will find it not only fun, but also a great way to meet other parents. Please check the school's website for dates.

Community School at Greenvale Park Elementary: The Greenvale Park Community School provides free, out-of-school time programming for students and families. Breakfast Buddies eat breakfast with Greenvale Park students once a week, talking with them about their upcoming day, playing games or helping with homework. The Greenvale Park PLUS program and other clubs are hosted after school for students, and on Tuesday and Thursday nights we host activities for the whole family. Refer to individual school calendars for other specific and special scheduled events.

Part 3: Intervention

Core instruction in literacy is provided through the district-wide adoption of Collaborative Classroom resources: Being a Reader (Grades K-2); Making Meaning (Grades K-5); and Being a Writer (Grades K-5). If students are not meeting grade level expectations on assessments, interventions are warranted. Interventions are research based and monitored for progress.

Intervention	Delivered by	Parent Notification
PRESS Classroom interventions	Classroom teachers	Part of regular classroom
Response to Intervention	Classroom teachers; Reading support teachers; volunteers	Parent notification
ADSIS (Alternative Delivery of Specialized Instructional Services)	Certified teacher	Parent permission required
Title 1	Certified teachers	Parent permission required
Online Literacy Curricula	Web Based Programs	Part of regular classroom
Special Education	Certified special education teachers	Parent permission required; IEP in place

Part 4: Staff Development

The staff development needs are determined by site councils at each building, school and district literacy teams, and administration. Teachers comprise the majority membership of site councils and literacy teams.

The District Literacy Team meets four times during the year. For 2017-18, the book Best Practices in Literacy Instruction, edited by Linda B. Gambrell and Lesley Morrow, will provide the focus at the beginning of each meeting. Teachers have been assigned various chapters and will present the material to the entire team.

With the adoption of the Collaborative Classroom curriculum in the fall of 2018, a big portion of staff development from 2017-19 will be provided by the publishing company. Two of the basic components of Collaborative Classroom are embedded professional learning and building local capacity for the sustainability of professional learning.

From the Collaborative Classroom website: "In order to provide a sustainable, scalable, and affordable way for schools and districts to grow research-supported teaching practices, we offer educative curricula along with **powerful professional learning plans that support teachers** [bold has been added for emphasis] to help students grow as readers, writers, and thinkers as they develop the social and emotional skills necessary to thrive."

Professional Learning/Staff Development 2017-2019 in literacy:

Date	Activity	Teachers Involved
Nov. 22, 2017	PRESS Classroom Intervention Workshop; University of Minnesota	BW and GVP elementary teachers
Nov. 22, 2017	Guided Reading Workshop	SB elementary teachers
Jan. 10, 2018	Collaborative Classroom: Learning Hub Webinar	BW, GVP, SB elementary teachers
January, 2018	Collaborative Classroom: online learning course: Making Meaning	BW, GVP, SB elementary teachers
February 19, 2018	Collaborative Classroom Professional Learning: Onsites training	BW, GVP, SB elementary teachers
March, 2018	Collaborative Classroom: online learning course: Being a Writer	BW, GVP, SB elementary teachers
June 11 and 12, 2018	Professional Learning with Collaborative Classroom trainers	BW, GVP, SB elementary teachers
August 20-21, 2018	Professional Learning with Collaborative Classroom trainers	New teachers to the district
August 27-31, 2018	Updates for Collaborative Classroom	BW, GVP, SB elementary teachers
October-November, 2018	Professional Training onsite with Collaborative Classroom	BW, GVP, SB elementary teachers
Sept. 20, 2018 Dec. 6, 2018 Feb. 21, 2019 Apr. 18, 2019	District Literacy Committee Meetings	Elementary District Literacy Team
October, 2018 January, 2019 April/May, 2019	Common/joint PLCs	BW, GVP, SB elementary teachers
June 10, 2019 June 11-13, 2019 August 20, 2019 August 21-22, 2019 August 26-30, 2019 September 26, 2019 October, 2019 January 16, 2020 April 16, 2020	Word Work CCC Institute CCC Professional Learning New Teacher Workshop Fall Workshop w/time for Literacy Updates District Literacy Meeting Lesson Training with CCC District Literacy Meeting District Literacy Meeting	K-2 Teachers Classroom Teachers/Admin. New/Returning Teachers New Teachers All Teachers School Literacy Teams BW/GVP/SB Classroom Teachers School Literacy Teams School Literacy Teams

Northfield Promise: (Information taken from Northfield Promise website)

Northfield Promise is a community movement to enable all Northfield area children to thrive, from cradle to career. This work is accomplished by connecting and aligning resources, programs and community members to collaborate toward measurable results on 10 benchmarks throughout every child's life. By aligning all major community institutions around this shared set of measurable benchmarks, we will achieve community-level change for children and youth growing up in Northfield, Minnesota.

Northfield Promise has academic and non-academic benchmarks: be ready for kindergarten; be at grade level in reading and math by the end of third grade; be at grade level in reading and math by the end of sixth grade; have interests, goals and a vision for the future by the end of eighth grade; graduate from high school with a plan to reach his/her full potential; and be connected to the community during the early childhood years; exhibit physical, social and emotional well-being in elementary school; have a connection with a caring adult beyond his/her parents as he/she transitions to middle school; exhibit physical, social and emotional well-being in high school; and report feeling connected and engaged in his/her high school and community.