

	1400 Division St. South Northfield, MN 55057	MINNESOTA DISTRICT/SCHOOL LOCAL LITERACY PLAN	2012-2013
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I. General Information and Instructions:

Minnesota Local Literacy Plans are due June 1, 2012.

**DISTRICT/CHARTER and SCHOOL SITE
IDENTIFICATION INFORMATION**

District Name and Number: Northfield Public Schools 0659	Phone: 507-663-0629
Superintendent/Director: L. Chris Richardson	Fax: 507-663-0611
Site Address: 1400 Division Street South, Northfield, MN 55057	Email: Chris.Richardson@nfld.k12.mn.us
School Name and Number: Bridgewater Elementary – 107 Greenvale Park Elementary – 103 Sibley Elementary – 105	Phone: 507-664-3302 507-645-3502 507-645-3472
Principal/Director: Nancy Antoine – Bridgewater Elementary David Craft – Greenvale Park Elementary Scott Sannes – Sibley Elementary	Fax: 507-664-3308 507-645-3505 507-645-3469
Site Address: Bridgewater – 401 Jefferson Parkway, Northfield, MN 55057 Greenvale Park – 700 Lincoln Parkway, Northfield, MN 55057 Sibley – 1400 Maple Street, Northfield, MN 55057	Email: Nancy.Antoine@nfld.k12.mn.us David.Craft@nfld.k12.mn.us Scott.Sannes@nfld.k12.mn.us

Local Literacy Team Members

Local Literacy Team Roles

Chris Richardson	Superintendent
Gary Lewis	Director of Student Services
Roger Jenni	District Assessment Coordinator
Nancy Antoine	Bridgewater Elementary Principal
David Craft	Greenvale Park Elementary Principal
Scott Sannes	Sibley Elementary Principal
Connie Nelson	Bridgewater Elementary Literacy Coach
Mary McGovern	Greenvale Park Elementary Literacy Coach
Becky Gainey	Sibley Elementary Literacy Coach
Hannah Puczko	Director of Community Services
Sara Line	School Readiness Lead Teacher
Kim Scanlan	Head Start Lead Teacher

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LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of ___Northfield Public Schools_____ (*District Name*) has authorized
___Chris Richardson_____ (*Name*) at a monthly meeting on ___May 14, 2012_____ (*date*)
to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2011-12. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.

(*Signature of Superintendent/Director*) _____
(*Date*)

All Minnesota School Districts are required to develop (or revise) and implement a local literacy plan based on the five elements prescribed under MS section 120B.12:

Five requirements to be included in the local literacy plan include:

1. How you will ensure reading proficiency for all students by the end of Grade 3.
2. The process to assess students’ level of reading proficiency.
3. How you will notify and involve parents.
4. How and when you will intervene with students who are not reading at or above grade level.
5. How you will identify and meet staff development needs.

All Minnesota School Districts are required to develop (or revise) and implement this local literacy plan so that teachers provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subd. 4:

Comprehensive scientifically based reading instruction includes:

- Motivation
- Comprehension
- Vocabulary
- Fluency
- Phonics
- Phonemic Awareness

This can be accomplished as follows:

- Districts/School Sites K-3 must develop or revise a local literacy plan ~AND~
- Use the attached rubrics (appendix A) to guide your school local literacy planning

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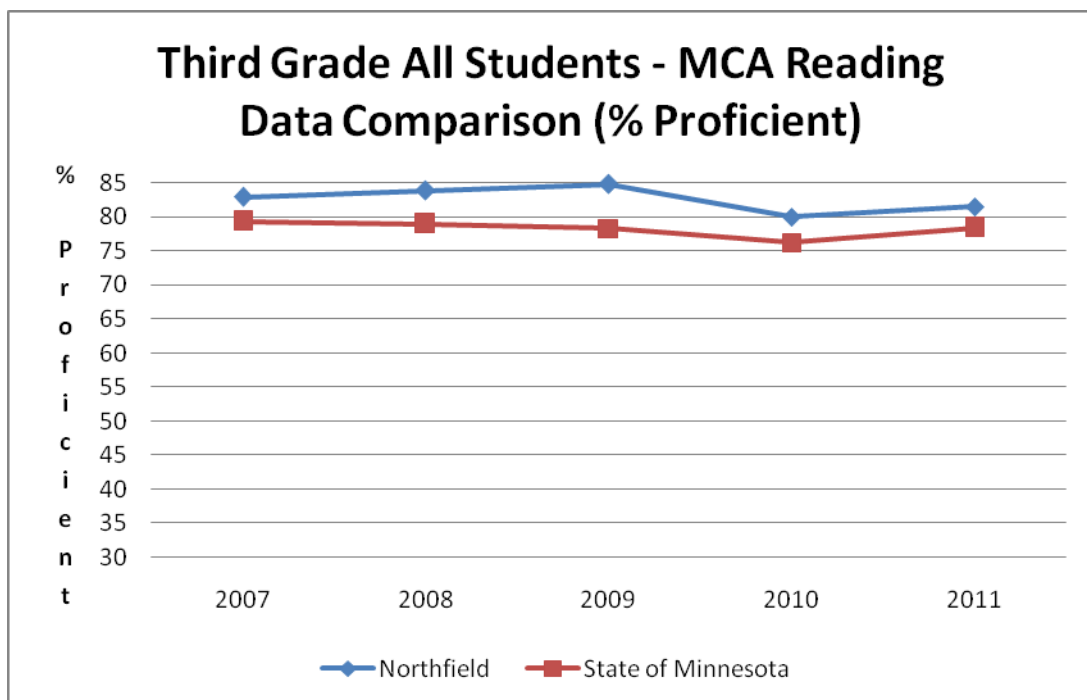
The mission of the Northfield Public Schools is to deliver educational excellence that empowers all learners to participate in our dynamic world.

- I. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.

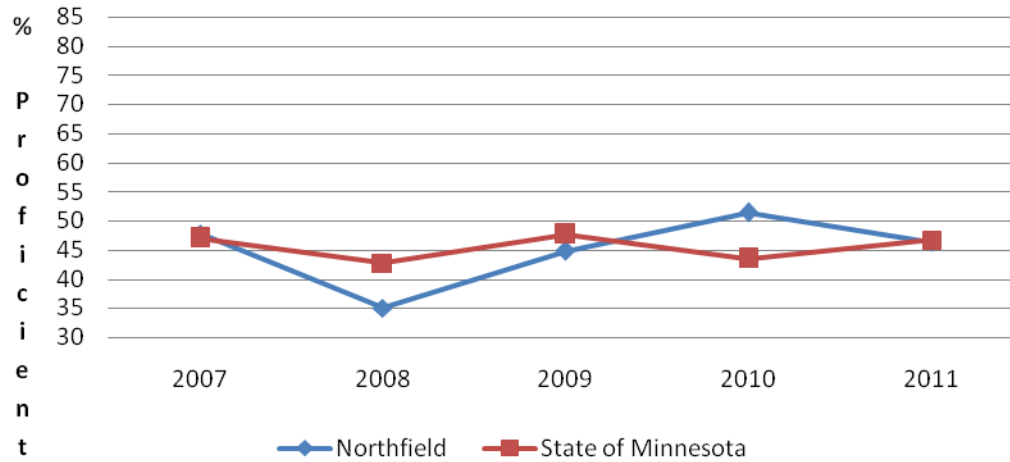
Northfield Public Schools has a strong commitment to balanced literacy instruction.

- Northfield Curriculum Frameworks align pre K – 3 with the 2012 Common Core English Language Standards. Our literacy programs strive to have all students achieving at or above grade level and participating in our dynamic world as lifelong readers. Our core curriculum is delivered in a balanced literacy format, which includes:
 - Readers & Writers Workshop.
 - High quality, research-base instruction at each child’s learning level.
 - Strong independent reading program that allows for instructional differentiation.
 - Fluency work such as readers-theater, repeated readings, reading with expression, oral reading.
 - Leveled-book collections that allow for student self-selection.
 - Optimal Learning Model that allows for gradual release of responsibility. Comprehension strategies taught through whole group mini lessons and practiced during independent reading.
 - Guided reading groups at each student’s reading level.
 - Individual student conferences targeting specific learning needs and literacy goals.
 - Read aloud and think aloud strategies.
 - Book-in-a-Bag.
 - Reading Logs.
- Northfield Public Schools believes in accelerating the performance of all students to improve literacy and ensure that all students should read at least at grade level.
 - All licensed staff members meet weekly within Professional Learning Communities (PLCs) to analyze student data, identify needs and develop strategies to-ensure all students read at grade level.
 - Northfield hires and retains high quality staff members who believe all students can learn and support them with on-going high quality professional development.
 - Northfield partners with a variety of community-based organizations, including St. Olaf and Carleton Colleges, Accelerate Northfield, AmeriCorps and others to recruit, train, place and support volunteers to work with individual students to increase student literacy.
- Northfield Public Schools engages parents.
 - We share information with parents at fall Open Houses, parent-teacher conferences, in newsletters, on building and district websites and through email.
 - We are proud of the high level of parental involvement with over 95% parent participation in open houses and conferences.
 - We share student progress data with individual parents.

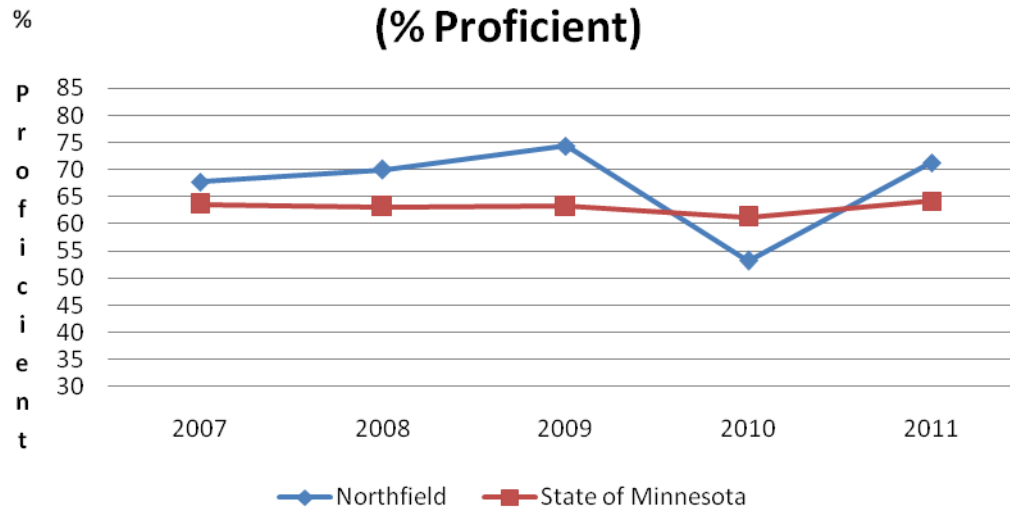
- We invite parental and community feedback through parent meetings, parent surveys about academic needs, and interactions with parents and staff concerning completion of student work and recognition of student goal achievement.
- Our literacy program strives to:
 - Empower all students to be independent and lifelong readers who enjoy reading.
 - Support independent reading.
 - Accelerate the reading proficiency of all students.
- We define literacy using the following measures:
 - In Preschool, MN Early Childhood Indicators of Progress including the ESI-R are used to identify students who are at-risk of not achieving age-level literacy benchmarks. We are working with local community providers to develop additional approaches for collecting early childhood data.
 - All students K-3 (as well as grades 4 and 5) will be screened using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) beginning fall 2012
 - Early literacy skills in Kindergarten
 - Oral reading fluency grades 1-3
 - Working toward disaggregating literacy data grades K-3
- Our Current MCA results are:

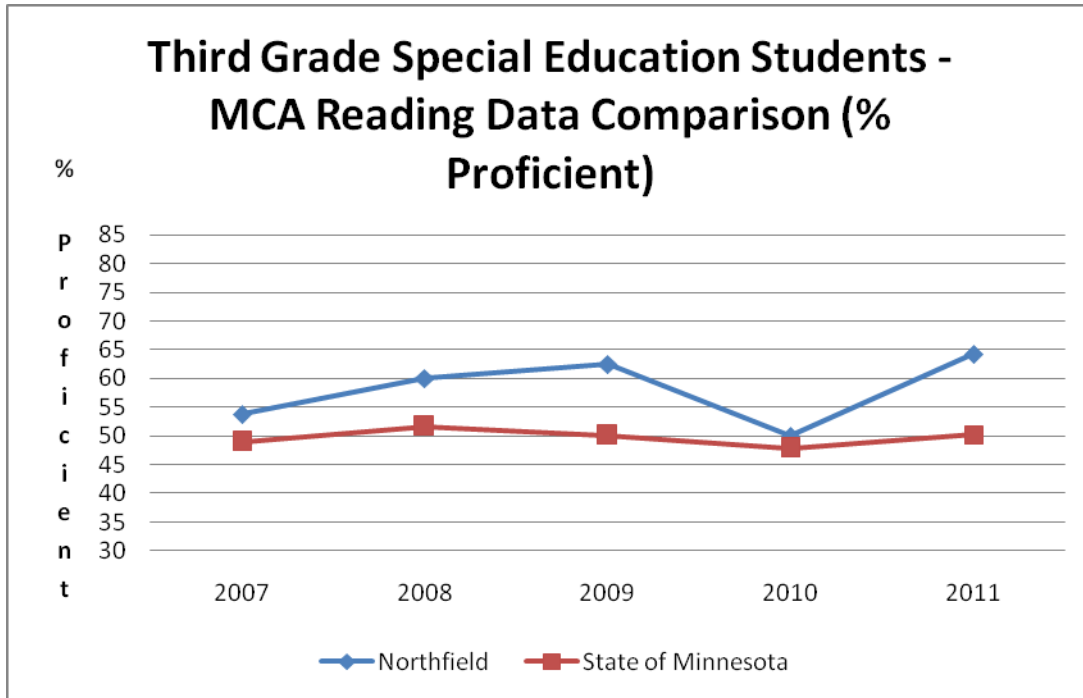


Third Grade English Language Learner Students - MCA Reading Data Comparison (% Proficient)



Third Grade Free/Reduced Price Lunch Students - MCA Reading Data Comparison (% Proficient)





As these comparison graphs demonstrate, Northfield third grade students outperform students across the State of Minnesota in the percentage of students who demonstrate proficiency in reading on the third grade MCA tests. At the same time, it is clear that the proficiency level of several subgroups of students is lower than proficiency level of Northfield third graders as a whole. Our literacy program strives to raise the overall literacy level of our kindergarten through third grade students while reducing the achievement gap for those subgroups who may need more support to be successful.

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II. Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

The Northfield Language Arts Frameworks align with MN Common Core Standards for English Language Arts. The following assessments are administered to insure students are on-track for meeting grade-level standards.

- Universal Screening will be administered by trained personnel.
 - Trained personnel will administer the Dynamic Indicators of Early Literacy (DIBELS), based on grade-level expectations, to identify students in grades K-3 (as well as grades 4 and 5) who are at-risk of not reaching grade-level benchmarks and require additional support; those who are on-track to reach reading proficiency; and those who exceed grade-level benchmarks and would benefit from enrichment activities. Acceleration of learning for all students is the ultimate goal.
 - Initial Sound Fluency, Phonemic Segmentation Fluency and Nonsense Word Fluency – Preschool – fall 1st Grade.
 - Oral Reading Fluency – mid 1st through 3rd grade.
 - Teachers will administer the screener three times each year in the fall, winter and spring.
 - Teachers will use proficiency as determined by national norms to identify students who are at-risk of not reaching grade-level standards, we are able to develop local cut-scores.
 - Teachers will share DIBELS results with parents at parent-teacher conferences and on report cards.
- Diagnostic Assessment
 - Teacher teams use the problem-solving approach, meet weekly to analyze student data and determine the next step in helping students reach their potential as a reader.
 - Diagnostic tools include, but are not limited to:
 - Teacher observations.
 - Developmental Reading Assessment (DRA).
 - Running Record.
 - (DAZE.) (early literacy assessment for grades 3-6)
 - Teacher observations.
 - Individual student conferences
 - As part of a comprehensive assessment for special education services.
 - Teachers will share results with parents at parent-teacher conferences and on report cards.
- Progress Monitoring
 - Teachers will use DIBELS to monitor progress PreK through grade 3 (as well as grades 4 and 5).
 - Teachers will use data to guide instruction, determine the effectiveness of the intervention and determine if the child is on track to reach grade-level proficiency.
 - Teachers will complete progress monitoring on a bi-weekly basis or more often based on individual student need and the type of intervention used.
 - The school notifies parents when an intervention starts and data is shared throughout the intervention process.

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III. Specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade 3.

Northfield Public Schools involves parents in accelerating their children’s literacy development. The opportunities for parents to be informed of their child’s progress and to be involved in their child’s literacy development include:

- Early Childhood Students.

Teachers frequently inform parents of their children’s progress and literacy development through: Northfield early childhood providers collaborate to communicate, promote, and support early literacy development and provide early literacy strategies for Northfield families.

- Early Childhood Family Education and Head Start believe parents are their child’s first and most important teachers of language development. Staff members use mentoring and modeling strategies to share early literacy approaches with parents.
- Numerous training opportunities are available within the community beginning at birth. Activities are advertised via mailings, brochures at community locations, and district website.
- Census information is used to identify students in the community.
- The district invites and schedules children ages 3-5 years old to participate in preschool screening. Screening results are shared with parents.
- Based on screening results, students are referred to programs based on their identified needs.
- Parents receive weekly communication regarding student progress and specific strategies to support literacy development as a learner as well as opportunities to observe and volunteer within classrooms.

- K-3 Students

Teachers frequently inform parents of student progress and literacy development through:

- School newsletter and Skylert phone and email messages.
- Nightly Book-in-a-Bag with reading log.
- PTO meetings with teachers in attendance.
- Classroom websites with resources and tips for parents.
- School-wide literacy events such as Evening of the Arts, Beyond Words, Learning Fair, Spring Break Read-a-thon, I Love to Read Month activities, Book Fairs.
- Title I Parent Night, Parent Compact and communications.
- Opportunities to observe and volunteer within their child’s classroom.

IV. Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress

Northfield’s Language Arts Frameworks align with the 2012 Common Core English Language Standards. Our core curriculum is delivered in a balanced literacy format, which includes:

- Readers & Writers Workshop.
- High quality, research-based classroom instruction that teaches a child at his/her learning level.

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- Strong independent reading program that allows for instructional differentiation.
- Fluency work such as readers’ theater, repeated readings, reading with expression, and oral reading.
- Leveled-book collections that allow for student self-selection.
- Optimal learning model that allows for gradual release of responsibility.
- Comprehension strategies taught through whole group mini lessons and practices during independent reading.
- Guided reading groups at each student’s reading level.
- Individual student conferences targeting specific learning needs and literacy goals.
- Book-in-a-Bag, Reading Logs.
- Read aloud/Think aloud strategies and practices.

Response to Intervention (RtI)

A system to provide early, systematic interventions to students with learning and behavior problems by providing:

- Early identification.
- Targeted, research-based interventions.
- Frequent progress monitoring.
- Within a multi-tiered structure of increasingly intensive services.

Tier I: Core Curriculum - The general education classroom where students are provided high quality, research-based instruction in literacy in the 2012 Common Core English Language Arts Standards that form the District’s framework.

- Serves all students including 75-85% of students achieving grade level proficiency without additional interventions.
- Teachers, within PLCs, analyze universal screening, formative assessment and summative assessment data and use data-based decision making to guide the development, implementation, and evaluation of instruction.
- Teachers use instructional differentiation, instructional strategies, access student supports, and provide accommodations.
- The problem-solving approach is used to develop and implement scientifically-based interventions for those students who are falling behind in reaching the grade-level benchmarks.
- Teachers can use numerous scientifically-based standardized interventions in the areas of:
 - Phonics Awareness.
 - Reading Fluency.
 - Reading Comprehension.

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- Additional after-school support in literacy is available for students through the PLUS program (collaboration between Targeted Services and Community Services).

Tier II: Small group, targeted instruction, supplements the core literacy instruction, for students who are at-risk of not reaching grade-level literacy standards.

- Serves 10% to 15% of student population who require more intensive scientifically-researched instruction/interventions.
 - Several Tier I interventions have failed to resolve the problem.
 - The student scores at or below the cut point on universal screenings.
- Designed to accelerate learning in order to begin closing the achievement gap.
- Targeted instruction delivered through small groups supported by flexible grouping, Title I, READ 180, After School and Summer Plus, Morning homework help.
- Teachers assess progress bi-weekly using DIBELS Word Use Frequency in grades K through mid-first grade, and Oral Reading Fluency probes from mid-first grade through third grade
- Student support teams analyze progress monitoring data to track progress and guide instruction.

Tier III: Individualized instruction for those students whose unique needs cannot be adequately addressed in Tiers I and II.

- Serves 5% – 10% of student population whose need for literacy instruction cannot be met within Tiers I and II.
 - Students who meet the eligibility requirements for specialized services (i.e., ESL, Special Education, etc.).
 - Students receive intensive interventions targeting individualized literacy goals
 - Teachers monitor progress weekly using DIBLES measures corresponding to each student’s individualized goals (e.g., phonemic awareness would be measured by Phonemic Segmentation Fluency, vocabulary development by Word Use Fluency, reading fluency by Oral Reading Fluency, etc.).
 - Individual student teams analyze progress monitoring data to track progress and guide instruction.

Supporting the implementation of RtI:

- An Intervention Coach in each elementary building with expertise in Literacy supports teachers in problem-solving and the development and implementation of interventions across all three tiers.
- All professional staff members are trained in the problem-solving approach.
- Parents receive information and updates when students require the additional support provided by Tier I, II and III interventions.

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- While it is helpful to envision RTI as a three-tier model, there are no distinct lines that separate one tier from another and it is more accurate to portray RTI as a continuum of services ranging from the general education classroom to highly intensive, individualized interventions.

V. Describe how elementary teachers will participate in, and benefit from professional development on scientifically-based reading instruction.

Professional staff development activities are built into weekly Professional Learning Communities (PLCs) for all staff serving students Birth – Grade 3.

- Professional development opportunities supporting literacy are built into weekly PLCs for all staff serving students from Birth-Grade 12.
- All PLCs meet for one hour every Wednesday morning within the teachers’ contract day.
- Staff members receive professional development training in using PLCs to improve instruction. Training is provided in data analysis, data-based decision making, the RtI process, the Problem Solving Model and Common Core Standards.
- The District provides training for staff on data analysis of MCA, MAP, formative assessments and universal screeners.
- The District provides training for staff in Response to Intervention (RtI) and the RtI Problem Solving model.
- The District provides training for staff on the implementation of Common Core Standards.
- RTI coaches provide customized training to groups of teachers in scientifically-based reading strategies within each building to meet the needs of diverse learners.
- Oral language assessments are being developed to support fluency acquisition.
- Teachers are trained in differentiation, flexible grouping and cluster strategies.
- The District is working to integrate professional development for all staff across each school and the District.
- The Director of Teaching and Learning works with Intervention Coaches, classroom teachers, ELL teachers, and speech and language teachers to address oral language assessments and how to best teach oral language skills.
- Through implementation of push-in and co-teaching, ELL instructors are increasing their knowledge of the core curriculum and classroom teachers are increasing their skills in addressing the needs of English language learners.
- English Language Learner (ELL) teachers have been trained in Sheltered Instruction Observation Protocol (SIOP) and co-teaching. These professionals collaborate with classroom teachers to address oral language instruction of ELL students using both a pull-out and a push-in teaching model.
- ELL instructors are incorporated into grade-level PLCs.

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Appendix A: Scoring Rubrics
 A Rubric for District/School Local Literacy Plans

The essential requirements in the school or district local literacy plans have been incorporated.	
<i>Completed</i>	<i>Not Completed</i>
<ul style="list-style-type: none"> <input type="checkbox"/> General and contact information is included. <input type="checkbox"/> Overview of the local literacy plan is provided. <input type="checkbox"/> Element 1: How you will ensure reading proficiency for all students is included. <input type="checkbox"/> Element 2: The process to assess students' level of reading proficiency is included. <input type="checkbox"/> Element 3: How you will notify and involve parents is included. <input type="checkbox"/> Element 4: How and when you will intervene with students who are not reading at or above grade level is included. <input type="checkbox"/> Element 5: How you will identify and meet staff development needs is included. 	<ul style="list-style-type: none"> <input type="checkbox"/> General information is incorrect or incomplete. <input type="checkbox"/> Overview of the local literacy plan is incomplete. <input type="checkbox"/> Element 1 is not provided or is incomplete. <input type="checkbox"/> Element 2 is not provided or is incomplete. <input type="checkbox"/> Element 3 is not provided or is incomplete. <input type="checkbox"/> Element 4 is not provided or is incomplete. <input type="checkbox"/> Element 5 is not provided or is incomplete.

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A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. How you will ensure reading proficiency for all students by the end of Grade 3.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Actions, including school-wide policies and practices, are evident to ensure reading proficiency.	<input type="checkbox"/> Actions are evident to ensure reading proficiency.	<input type="checkbox"/> Actions, including policies and practices, are not evident to ensure reading proficiency.

A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

2. The process to assess students' level of reading proficiency.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> A process to assess students' level of reading proficiency is identified and plans for implementation and evaluation are evident	<input type="checkbox"/> A process to assess students' level of reading proficiency is identified.	<input type="checkbox"/> A process to assess students' level of reading proficiency is not identified.

A Rubric for District/School Local Literacy Plans
(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. How you will notify and involve parents.		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy. <input type="checkbox"/> Strategies have specific activities and timelines are provided for each strategy. <input type="checkbox"/> Sources of scientifically-based research are identified.	<input type="checkbox"/> Strategies are identified for how you will notify and involve parents. <input type="checkbox"/> Strategies are aligned for students who are not reading at or above grade level. <input type="checkbox"/> Sources of scientifically-based research are identified.	<input type="checkbox"/> Strategies for how you will notify and involve parents are not identified. <input type="checkbox"/> Strategies are not aligned for students who are not reading at or above grade level. <input type="checkbox"/> Sources of research are not identified

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A Rubric for District/School Local Literacy Plans
 (DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

4. How and when you will intervene with students who are not reading at or above grade level.		
<p style="text-align: center;">Distinguished</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy. <input type="checkbox"/> Strategies are aligned and specific activities and timelines are provided for each strategy. <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to student achievement. 	<p style="text-align: center;">Proficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified for how you will intervene with students who are not reading at or above grade level. <input type="checkbox"/> Sources of scientifically-based research are identified. 	<p style="text-align: center;">Needs Revision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified. <input type="checkbox"/> Sources of research are not identified.

A Rubric for District/School Local Literacy Plans
 (DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

5. How you will identify and meet staff development needs.		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> All teachers participate in high quality professional development linked directly to student achievement. <input type="checkbox"/> High quality professional development targets the needs of instructional staff to address district/school areas of improvement. <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers participate in high quality professional development linked directly to student achievement. <input type="checkbox"/> Funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff 	<ul style="list-style-type: none"> <input type="checkbox"/> How you will identify staff development needs is incomplete. <input type="checkbox"/> Little or no evidence of staff development is provided.