

New York Mills ISD #553

Local Literacy Plan 2018-2019

2011 Minnesota Statute: 120B.12

Reading Proficiency no later than the end of Grade 3

Minnesota State Literacy Goal:

The state of Minnesota legislature seeks to have every child reading at or above grade level no later than the end of grade 3 and that teachers provide comprehensive, scientifically based reading instruction.

Local Literacy Plan:

A school district must adopt a local literacy plan to have every child reading at or above grade no later than the end of grade 3. The plan must include a process to:

1. Assess all students level of reading proficiency K-6 – including a summary of the District’s efforts to screen and identify students with dyslexia and convergence insufficiency disorder
2. Notify and involve parents and provide strategies that parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language
3. Intervene with students who are not reading at or above grade level
4. Identify and meet staff development needs

Reading Proficiently by 3rd grade:

The state mandate requires school districts to design their programming to make sure that students are reading proficiently by the end of grade 3. A review of conducted research consistently reveals a very strong correlation between children’s reading proficiency at grade 3 and rate of high school graduation. Students who are reading at grade level by the end of grade 3 consistently perform better in school for the years to come as compared to those students who are not reading proficiently at the end of grade 3. It is our responsibility to ensure that our students are college or career ready when they leave our educational system.

Commitment to Sound Literacy Instruction:

New York Mills Elementary is committed to ensuring that all children read proficiently by grade 3 and are making sure that all children reach their academic potential. At New York Mills Elementary ensuring that every child can read is our #1 priority.

We recognize that we are living in the information age. Without the ability to read and understand what is being read, a person will have difficulty functioning and succeeding in our society. Over the past decade alone, the amount of information requiring more advanced levels of comprehension, writing skills, problem solving abilities and critical thinking has grown tremendously. As a result, adults with limited reading skills will have fewer opportunities for success in society. Therefore, it has never been more important to us that every child learns to read and we are committed to do whatever it takes to ensure every child in our district becomes a functional reader.

Written below are the details to the plan that New York Mills Elementary is prepared to follow to ensure that the necessary components are in place so that all children will be reading well by the end of 3rd grade.

Sound Literacy Instruction:

During the past 6 school years, the teachers at New York Mills Elementary conducted an extensive study of the Minnesota State Standards for English Language Arts. Using a process titled “The 6As Process for Aligning your Curriculum to the State Standards” teachers identified which standards were priority standards for their grade level and then re-wrote those standards in parent and student friendly language or “I Can Statements.” During the 2015-16 and 2016-17 school years, our teachers committed to joining a Literacy Action Network to intensely study best practices in the area of elementary reading instruction. Though this is an on-going process, from this research, New York Mills Elementary has created a draft Universal Expectations Guide to guide literacy instruction for grades Pre-K-6 and plans to continue to modify this guide as we continue to research and attend best practice trainings. We have also committed to training all teachers in Grades K-6 with the Daily 5/CAFÉ framework and strategies for literacy instruction in addition to the purchase of and commitment to implement The American Reading Company program.

We are very excited to continue to implement the American Reading Company program. This framework for teaching reading is built around the Common Core State Standards and will provide our teachers with the on-going training and tools needed to ensure, through classroom instruction and through individual conferences, that students not only learn to read more difficult books, but also learn to think about and critically analyze the information they read. Along with our new Reading Program, we are also very excited to have hired a part-time Literacy Coach Assistant and are continuing with a Literacy Coach for the 2018-19 school year! Our new Reading Program incorporates the following:

1	2	3	4	5	6
Smart School Systems	Educator Efficacy	Baseline Reading Levels	Schoolwide Reading Culture	Academically Successful Home Routines	Rigorous Standards-Based Instruction at Grade Level
<p>5 Touchstones for Excellence and Equity</p> <ol style="list-style-type: none"> 1. Examine the unconscious biases, fears, and assumptions that may constrain students' chances to be college and career ready. 2. Change entrenched institutional practices, including curriculum and instruction, that work against closing achievement gaps. 3. Create a healthy learning environment for students of all races and ethnicities, particularly students of color who have historically been excluded or underserved. 4. Create a hospitable learning environment for students of all genders, including both male and female students as well as students with nonconforming gender presentations. 5. Meet the additional challenges that multigenerational, hypersegregated poverty brings for many students. 	<p>Goal</p> <p>Adults open their minds and hearts to the possibility (and likelihood) that they are, unintentionally, reinforcing entrenched inequalities. Educators commit to examining and improving their own practice using shared, validated student growth data.</p> 	<p>Goal</p> <p>Students determine their own reading levels and commit to closing the gap between where they are and where they should be. Teachers treat every student as college-bound.</p> 	<p>Goal</p> <p>Entire school community understands the Reading+Access+Power+Freedom equation and organizes to ensure every student becomes an avid reader documenting at least one hour a day of adult-supervised reading practice.</p> 	<p>Goal</p> <p>Schools take responsibility for teaching college-bound home habits to all families. These habits are made explicit and are required of all students.</p> 	<p>Goal</p> <p>Classroom teachers provide every student, regardless of background or current achievement level, with daily exemplary models of reading, writing, and thinking at grade level.</p> 
7	8	9	10	11	12
Data Dashboards Track Student Growth	Differentiated Support for Individual Students	Strategic Interventions	Instructional Design Built on the 3 Shifts of Common Core State Standards	Effective Professional Learning Communities	Operating System Alignment
<p>Goal</p> <p>Educators use data to confront unconscious assumptions about their own effectiveness and biases around who can and can't learn and how quickly.</p> 	<p>Goal</p> <p>Every student has a personal learning plan. Plans include both social and academic supports as necessary.</p> 	<p>Goal</p> <p>Educators use real-time student achievement data to determine which current instructional practices to keep, alter, or abandon, maintaining only those practices that demonstrate a direct effect on accelerated student growth.</p> 	<p>Goal</p> <p>Curriculum is multicultural, multisoource, and multiperspective, integrating the history of underrepresented groups into all units. Instructional practices build student agency and college-ready literacy skills.</p> 	<p>Goal</p> <p>PLCs hold all members accountable for the success of all students, regardless of classroom assignment.</p> 	<p>Goal</p> <p>All district systems are integrated and aligned to reward only the student, teacher, and leader behaviors that matter most for students' long-term success.</p> <p>100% of students are on track for college and career readiness.</p> 

Pre-K students must be immersed in books and learning how books work if they are going to be on-level when they start Kindergarten. We are excited to say that we have implemented this Reading Program in Pre-K. This program will ensure that every little one has had at least 1,000 books read to them during this crucial stage of learning so we are very excited about that!

The following is our Universal Expectations Guide for all literacy instruction Pre-K-6 at New York Mills Elementary:

New York Mills List of Universal Expectations for the 2018-2019 School Year

Yes	No
<ul style="list-style-type: none"> -Organized classroom -Engagement -Group reading -Teacher greeting and build positive relationships -Colorful -Lots of books – efficient classroom library -Inviting learning environment -Interactive/collaborative -Take a break and MOVE! -Incorporate reading and math skills in PE -Create spaces to help readers flourish -Provide CHOICE -Purposeful inferring of text as a whole group -Making connections -Guided reading – flexible groups -Teacher keeping running records -Staff development -Daily read aloud -Confer with students during independent reading time -Discuss, share and reflect good literature with teachers and students -Daily assessment rubrics provides purposeful teaching 	<ul style="list-style-type: none"> -Boredom -Large classes -Unorganized -Shaming -Sitting all day -Worksheets -Dis-engaged -Overwhelmed -Isolated child -Follow through not done; “choppy” “scattered” ideas taught too fast -Rigid AR levels/choices -Pulling kids out of read-aloud -Pulling small groups during independent reading

- New York Mills Elementary expects that all children will be taught at their own instructional level. Differentiation is the key to student growth. (Fountas and Pinnell, 2009).
- New York Mills Elementary will use a balanced literacy approach to teach the 2010 Minnesota English Language Arts Standards with the Common Core standards embedded. (Fountas and Pinnell, 1996).
- New York Mills Elementary will provide all students with the opportunity to read texts at their independent level and of their own choice every day. (Allington, 2012).

- New York Mills Elementary expects reading instruction to include the essential pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. (National Reading Panel, 2000).
- New York Mills Elementary expects reading instruction to span up to 90 minutes daily and contain a balance of large group, small group and individualized reading instruction. (Allington 2002). Core whole group instruction should span 20-30 minutes daily. Small group 1:1 instruction and independent reading will be approximately 60 minutes daily.
- New York Mills Elementary expects children to have writing instruction and writing practice every day for a minimum of 30 minutes. (Research on Writing 2012). In addition, all students will write to persuade, explain and convey experiences as outlined by the 2010 Minnesota English Language Arts Standards.
- New York Mills Elementary expects all students to read a variety of texts both fiction and non-fiction. (MN ELA Standards, 2010).
- Scientific, research-based literacy interventions for selected students will be provided in addition to core literacy instruction and will directly target student needs. (Buffum, Mattos & Weber, 2010).

In addition, our elementary has a Leveled Library in which numerous books are classified according to students' individual reading levels. Each classroom has their own reading center where students can enjoy books and other resources selected by their classroom teacher. On a daily basis, our teachers use relevant technology to engage our students in meaningful literacy activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners.

In addition, we have committed to the following "must-haves" for our reading program:

MUST HAVES for American Reading Company

- Integrated Literacy daily non-negotiables in every classroom including:
 - Learning Target (I Can) Posted
 - Interactive Modelling/Mini Lesson (set the focus for the lesson) using any text that relates to Learning Target – teacher uses key questions and rubric – 20-30 minute
 - Guided Practice (Small Group) (Daily 5) – student applies Learning Target to Independent Reading – 30 minutes - teacher works with small groups
 - Independent Reading – teacher conferring – Student working on Power Goal - 30 minutes
 - Accountable Talk – 5-10 minutes
 - Read Aloud Pre-K-6 daily – at least 15 minutes (one step)
 - 30 Minutes of Reading at Home with follow-up by Literacy Coach Assistant or RTI paraprofessionals to get them caught up at school if "at home" doesn't work
 - Handwriting without Tears – grades Pre-2 – Cursive – 3rd – 6th Grade – 15 minutes daily
- Daily 5 – do all three every day:
 - Read to Self – working on Learning Target (I Can) of the day and Power Goal
 - Listen to Reading
 - Word Work – spelling (Everyday Spelling for grades 2-6), skill card work from their color level, phonics, sight words, vocabulary
 - Writing

- Partner Reading
- Entering data every day into E-IRLA (*note: we are working on find ways to make this requirement more efficient as we are finding that not every teacher is finding the time to get this done – there is a plan for staff development in this regard to be provided for all teachers in August of 2018*)
- Student reading logsheets every day
- 100% - all students on track for steps (each step = 15 minutes of reading – we will commit to 1 hour of independent reading per day – ½ hour at least at school and ½ hour at least at home with parents signing on as partners = 4 steps per day or more)
- Ensure students progression and celebrate success
- Encourage open doors, teacher modelling and peer review
- Daily 5/CAFÉ menu on board
- I CANS posted
- Be using formative assessments to gauge student learning – thumbs up/down, learning mountain, scale of 1 to 5, red/green cards
- AIMSweb Benchmark for Reading – Grades K-6
- Effective PLCs – Pre-K, K and 1, 2 and 3, and grades 4, 5 and 6 together
 - Form for Norms
 - Structure for each time: 1 hour Step 11 Checklist
 - All PLCs meet in library including SPED, Jeff R. (who rotates between PLCs) Principal, Literacy Coach
 - 1 PLC brings the treats – rotate monthly
 - Bin exchange for books so choice available

Response to Intervention:

At New York Mills Elementary we are committed to implementing a multi-tiered system of support for our students as follows:

The first level of support occurs in the classroom with 90 minutes of core instruction delivered by the classroom teacher using the district’s reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are then provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by the classroom teachers on a daily basis and supplemental RTI trained paraprofessionals during a scheduled RTI time.

Students not responding well to the interventions provided at the second level receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education’s report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems

of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

Assessment and Intervention:

At New York Mills Elementary, we are committed to ensuring assessments administered assist us in providing instructional changes to best meet student needs.

All students have been administered the AIMSweb screening/benchmarking assessment three times throughout the course of the year in fall, winter, and spring. Using this data, struggling and at-risk students have been identified and referred for interventions. Specific interventions are based on these assessments and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists who meet weekly in grade level data team meetings. Each student's progress is monitored regularly and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred to the Student Assistance Team to determine further intervention or needs for special education services. Parents are kept informed of their child's progress at every step of the process. Parent/Teacher conferences are also held twice per year where teachers can update the parents during a face-to-face meeting.

During the 2018-19 school year, we are planning to begin using the NWEA or MAP Assessments and to have 100% of teachers up to date in entering data into the E-IRLA assessment that accompanies our American Reading Program (as stated previously we are providing staff development in August of 2018 to help accomplish this goal).

A combination of screening and progress data after a period of evidence based instruction provides the greatest predictive accuracy for supporting students who are likely to have dyslexia. In an effort to screen and identify students with dyslexia we will amend our data interpretation and documentation procedures to include NWEA (MAP) and E-IRLA Assessments so that we can find students and match their needs with more intensive evidence-based practices so students can make progress in meeting proficiency expectations.

We have discovered that EnVision Eye Care in Fergus Falls, MN will do convergence training but parents are required to take their children there as they do not make private visits to local and area schools.

We feel strongly that by using NWEA/MAP and E-IRLA we will ensure that all educators will use documented student progress to measure their success in real time. The following is some information on the E-IRLA:



10 Claims Proven by 2014 Measurement Incorporated Study of the IRLA®

All of these things make it very easy to know exactly what skill level a student is, what they are working on, where the holes are in their learning and what the next steps are for that student. I have NEVER known my kids like I do now, and I have never been able to meet the individual needs of students like I am now able to do. I have found that their color levels coordinate exactly to assessments like the NWEA and the MCA results. Nothing has ever had this big of an impact on my reading instruction.

-Survey respondent

1 The IRLA can be used to find a valid and reliable baseline (independent) reading level, PreK-12.

All MI reviewers agreed that the IRLA content was grade-level appropriate and that it posed no content or bias issues that would affect its validity as an assessment of student reading ability. An expert review by Dr. Kristin Conradi of North Carolina State University found that the IRLA could be used to find a valid and reliable baseline reading level.

2 The IRLA provides diagnostic information on each student that is useful to students, parents, teachers and administrators.

97% of respondents agreed or strongly agreed that using the IRLA helps students know how well they are doing in mastering reading skills; 97% that using the IRLA helps teachers communicate with parents about how well their students are doing; 94% that it helps identify students who need additional help in reading; 94% that it helps them communicate with other teachers about student progress. From Dr. Conradi, NCSU: "The intuitiveness and transparency of IRLA is probably the most beneficial aspect of the framework and will serve parents, teachers, and administrators well. Because both foundational levels and comprehension standards are unpacked in the assessments, teachers can immediately use information to then inform instruction and help their students make progress."

3 The IRLA helps teachers track student progress in real time.

100% of users agreed or strongly agreed that using the IRLA helped them track student progress; 100% of administrator respondents strongly agreed that the IRLA helped track student progress school-wide.

4 The IRLA is built on the Common Core Standards for Reading.

All MI content specialists who reviewed the IRLA agreed that the IRLA was well aligned to the Common Core State Standards for Reading at each grade level. From Dr. Conradi, NCSU: "The IRLA is clearly grounded in the Common Core State Standards, with explicit connections made to specific standards throughout. This is a decided strength of the framework: teachers and school leaders will no doubt appreciate the explicitness of the connections. The use of informational texts for some of the cold reads further underscores the central importance the Common Core places on moving beyond narrative literature only."

5 The IRLA helps teachers learn to teach reading.

100% of respondents agreed or strongly agreed that using the IRLA had helped them learn to teach reading; 97% that it had improved their teaching of reading.

6 The IRLA helps teachers get to know their students.

Over 90% of respondents to the IRLA User Survey reported that the IRLA made it easier for teachers to conduct student reading conferences with students. 94% agreed or strongly agreed that using the IRLA had increased the time they spent in individual conferences with students, and 90% that using the IRLA had increased the time they spent working with students on their individual reading goals.

7 The IRLA helps teachers get to know the Common Core.

92% of respondents to the User Experience survey noted that using the IRLA had helped them get to know the Common Core. One teacher commented: "With the IRLA showing the scaffolding on the Common Core Standards it also drives my whole group teaching."

8 The IRLA helps teachers improve their instruction by moving them to the 3 shifts in the Common Core.

Alignment survey respondents overwhelmingly rated the IRLA highly in Key Shifts in the CCSS—how well the IRLA supports teachers in making the instructional shifts required in moving from earlier standards to the CCSS—and Instructional Supports, how well the IRLA helps teachers respond to varied learning needs. The percentage of respondents rating the IRLA as "very well" or "well" aligned was 92% for Key Shifts in the CCSS and 93% for Instructional Supports.

9 The IRLA provides a low-stakes accountability system for schools and districts.

Administrators who responded to the User Experience survey identified the IRLA as useful in assessing teaching as well as student progress: 93% of administrators surveyed said using the IRLA had improved how effectively teachers were teaching reading in their schools.

10 The IRLA helps organize written materials, ensuring all students (at every reading level) have enough things they can read and understand on their own and therefore enough opportunity for sufficient independent reading practice.

90% of respondents to the User Experience Survey agreed or strongly agreed that using the IRLA helped students select books for independent reading. Respondents commented that the IRLA allows students to select appropriate individual reading material. From Dr. Conradi, NCSU: "The IRLA provides a system that should certainly ensure that all students have enough materials they can read on their own."

Formative Assessment Framework for Teaching and Learning PreK–12

The Independent Reading Level Assessment (IRLA) is a unified, standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core State Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades PreK through 12.

Establish Baseline Reading Level for Every Student

The IRLA will help you establish a baseline proficiency level for each of your students. The baseline level is the highest level at which a student can demonstrate proficiency without teacher help. This is the level at which you can expect the student to perform at proficiency on high-stakes testing.

Develop an Action Plan to Ensure Reading Proficiency for Every Student

The IRLA will help you show students where they are, where they should be, and what skills and behaviors lie in between. Through regular conferences, you will be able to outline and track a course of correction, acceleration, or maintenance, for each student and his or her family.

Monitor Progress Towards Goal

The IRLA allows you to track progress in real-time. Each standard has been assigned a points value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student.

Spanish

The Evaluación del nivel independiente de lectura (ENIL) parallels the IRLA while reflecting the different developmental stages of learning to read in Spanish.

Built on Common Core State Standards for Reading

Comprehension: Literature and Informational Text

- Active Reading Strategies
- Key Ideas and Details: Using Text Evidence to Support Conclusions
- Craft and Structure: Analyzing the Effects of Authors' Choices
- Integration of Knowledge and Ideas: Comparing Different Presentations

Range of Reading and Level of Text Complexity

- Engagement and Independence
- Home Reading Routines
- Reading Across Genres

Foundational Skills: Reading Standards K-5

- Print Concepts
- Sequential Phonics/Decoding Skills
- Word Recognition (Power Words and Tricky Words)
- Fluency and Self-Monitoring

Vocabulary: Language Standards 2-12

- Word Recognition
- Academic and Technical Vocabulary
- Word Structures and Etymology
- Figurative Language
- Domain-Specific Information

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AIMSweb has been used as our screening/benchmark assessment for the 2017-18 school year. The target scores for each grade level are listed in the following charts:

Kindergarten/First Grade AIMSweb Assessment Tests of Early Literacy:

Fall	Winter	Spring
Assessment Name	Assessment Name	Assessment Name
K - Letter Sound Fluency (9)	K - Letter Sound Fluency (26)	K - Letter Sound Fluency (36)
1 –Reading Fluency (13)	1 –Reading Fluency(36)	1 –Reading Fluency(67)
2 – Reading Fluency (53)	2 – Reading Fluency (100)	2 – Reading Fluency (111)
3 – Reading Fluency (74)	3 – Reading Fluency (113)	3 – Reading Fluency (136)

AIMSweb® Growth Table
 Freashwater Education District - New York Mills PS
 Letter Sound Fluency
 2017-2018 School Year

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	LSC	Num	LSC	Num	LSC	
K	90	63	25	63	51	63	51	0.72
	75		13		36		44	0.86
	50		9		26		36	0.75
	25		4		11		26	0.61
	10		1		6		16	0.42
	<i>Mean</i>		<i>10</i>		<i>26</i>		<i>35</i>	<i>0.69</i>
	<i>StdDev</i>		<i>10</i>		<i>17</i>		<i>13</i>	<i>0.08</i>

AIMSweb® Growth Table
 Freashwater Education District - New York Mills PS
 Nonsense Word Fluency
 2017-2018 School Year

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	SC	Num	SC	Num	SC	
1	90	14	50	0	-	0	-	-
	75		44		-		-	
	50		29		-		-	
	25		21		-		-	
	10		15		-		-	
	<i>Mean</i>		<i>33</i>		<i>-</i>		<i>-</i>	
	<i>StdDev</i>		<i>16</i>		<i>-</i>		<i>-</i>	

AIMSweb® National Norms Table
Reading - Curriculum Based Measurement

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	WRC	Num	WRC	Num	WRC	
1	90	491845	67	55158	100	55158	128	1.69
	75		31		68		97	1.83
	50		13		36		67	1.50
	25		6		19		40	0.94
	10		2		11		22	0.56
	<i>Mean</i>		24		47		71	1.31
	<i>StdDev</i>		29		36		40	0.31

Num = Number of Students **WRC** = Words Read Correct **ROI** = Rate Of Improvement
 ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks).

User norms will be used when national norms are unavailable.

Grades 2-3 AIMSweb Assessment Oral Reading Fluency

AIMSweb® Growth Table
Freshwater Education District - New York Mills PS
Reading - Curriculum Based Measurement
2017-2018 School Year

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	WRC	Num	WRC	Num	WRC	
2	90	68	122	62	153	67	156	0.94
	75		87		128		146	1.64
	50		53		100		111	1.61
	25		26		70		81	1.53
	10		9		40		53	1.22
	<i>Mean</i>		60		96		109	1.36
	<i>StdDev</i>		41		43		42	0.03
3	90	61	146	61	181	61	192	1.28
	75		106		147		157	1.42
	50		74		113		136	1.72
	25		54		88		105	1.42
	10		36		56		84	1.33
	<i>Mean</i>		82		116		136	1.50
	<i>StdDev</i>		40		41		38	-0.06

Based on these diagnostic assessments, instruction and interventions will be matched to the students' needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Parent Involvement:

Following the assessment, parents will be informed of the results, supports, interventions and further diagnostic assessments during conferences. The results will be used to help their child meet the reading goals for their grade level. Parents will be invited to visit about their child's educational needs and ask any questions they may have. A list of potential supports (websites) that the parent can access to assist the child in achieving grade-level proficiency will be provided.

Teachers make contact with the parents as needed throughout the year. Contact is made through phone calls, emails, and Report Cards, which are sent out 3 times per year. Conferences are held twice per year to engage with parents in a face-to-face meeting.

Parent Communication plan:

1. Assessment results will be provided to parents following AIMS-web assessments.
2. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and invited in for a conference with the student's teacher.
3. Additional explanation of the literacy program and supports, if needed, will occur in October during fall parent/teacher conferences.
4. Parents of students receiving interventions will receive progress reports every 9 weeks.
5. All parents will receive a parent letter at least three times a year with suggestions on how to help strengthen their child's literacy skills.

Also, again this year during Open House we will be offering a time for parents to come to the Auditorium and learn all about our Reading Program, the American Reading Company and how they will play a critical role as their child's "Home Coach." Their children will arrive home every afternoon with 1-3 or more books that are a mix of classics and new titles hot off the press, which are part of a system designed for their achievement. Daily practice at home will help parents engage in their child's learning and ensures that every student adopts the independent reading routines of academically successful learners! Parents continued active participation in their student's education is the singular most critical factor in her/his achievement.

Professional Development:

Quality teachers are the single greatest determinant of student achievement. In order to remain informed and up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources, providing opportunities for teachers to learn is essential. Professional Development opportunities in reading are provided to meet universal expectations identified earlier in the Local Literacy Plan. A variety of Professional Development experiences are provided through the school year with a hybrid of traditional PD days and after school hours. In addition, professional development opportunities are part of staff meetings and Professional Learning Communities. Staff members also participate in summer learning opportunities and conferences as mentioned above and others.

Curriculum and Instruction

In the past years, New York Mills Elementary has identified the need for a balanced literacy approach to teaching reading in the elementary. This work is reflected in the New York Mills Elementary literacy expectations stated above. Through the implementation of the Literacy Expectations, New York Mills Elementary staff will be trained on and will be implementing the Daily 5 literacy framework as well as The American Reading Company program and small group reading instruction. Our preschool teachers have worked with their current Indicators of Progress and have participated in Professional Learning Communities to explore and discuss Kindergarten Standards. Based on this work as well as others, the preschool staff has identified kindergarten ready expectations for those who will be beginning kindergarten.

English Learners

At New York Mills Elementary we are in the process of understanding current EL learning trends and continuously identifying ways to meet the needs of these learners. An English Learner instructor will work to build opportunities for vocabulary acquisition, building of oral language and opportunities for students to be successful with reading and writing both inside and out of the traditional classroom setting. We have hired an EL instructor who works with all students identified as an English Learner although our EL population has dwindled as of late.

Communication for Annual Reporting

New York Mills Elementary shares annual reports in a variety of ways with stakeholders. The New York Mills Local Literacy Plan is posted on the New York Mills website. In addition, progress with literacy is reported in the World's Best Workforce plan also found on the New York Mills website.

Questions/Concerns About Local Literacy Report:

If you have any further questions or concerns, please feel free to contact Superintendent Blaine Novak at bnovak@nymills.k12.mn.us or call the district office at 218-385-4201.