Reading proficiently no later than the end of Grade 3.

District #542

Battle Lake Schools Local Literacy Plan

Updated June 2016

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 level no later than the end of grade 3. The plan must include a process to:

1) assess students' level of reading proficiency

2) notify and involve parents

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.

Battle Lake School is committed to ensuring that all children read proficiently by grade 3 and is making sure that all children reach their academic potential, therefore

At Battle Lake Elementary School, ensuring that <u>every child can read</u> 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.**

Our **"<u>Whatever it Takes</u>"** philosophy is based on this ongoing model.

<u>Reading Instruction</u>:

Every child in our district has access to **_at least_** 90 minutes of **<u>Scientifically-Based Core Reading Instruction</u>** every day. Scientifically-based reading instruction includes <u>balanced instruction</u> in the <u>"Big 5" areas</u> of reading.

<u>Balanced Instruction</u>:

High quality <u>Initial Instruction</u> and <u>Immediate Intensive Instruction</u> (intervention) is provided to students, based on needs.

Whole group instruction – Whole-class instruction is often used to introduce new materials and strategies to the entire class.   Our teachers find that working with the whole class to introduce new concepts builds common experiences and provides a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

Small group instruction – Our teachers use small, flexible groups to target specific skill needs   and provide opportunities for working with students who have common needs, for either reinforcement or enrichment. Smaller group size allows children more practice and response opportunities as well as immediate and directed feedback from the teacher.

Individualized Instruction – Based on student data, when appropriate, students are offered   one on one, individualized instruction through intervention opportunities. During these sessions, students receive explicit, direct instruction with immediate feedback by the teacher   or interventionist.   This method of instruction is used with students for whom reading growth is below target and must be accelerated.

Big 5 Areas of Reading

1) ***Phonemic Awareness*** – hearing the sounds in our language, skills such as: clapping syllables (***beats***) in words, rhyming (words that sound the same at the ***end***), alliteration (words that sound the same at the ***beginning***), and blending and segmenting words helps children to sound out words.

2) ***Phonics*** – the relationship between the ***symbols*** (our letters) and ***sounds*** those letters make. Phonics is important because our language is alphabetic, and decoding is an essential and primary means of recognizing words.

3) ***Vocabulary*** – students need to have 80,000 words in their vocabulary by the time they graduate from high school. Vocabulary is very important in reading comprehension. Readers cannot understand what they are reading unless they know what most of the words mean.

4) ***Fluency-*** Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluency can be described as "automaticity" or how quickly the brain processes information.

5) ***Comprehension-*** The purpose for reading and the act of understanding what is read. Without comprehension, reading is nothing more than tracking and sounding out symbols on a page.

High Quality Initial Instruction:

The reading curriculum for grades K-6 utilizes the 2016 McGraw Hill Wonders series and is aligned to the 2010 ELA Academic Standards; specifically addressing all benchmarks at each grade level. This series offers an inclusive program that teaches the six basics of reading instruction: print awareness, phonemic awareness, phonics, vocabulary, fluency and comprehension. As the students learn the foundational concepts of reading, they are exposed to a wide variety of genres: including numerous non-fiction pieces, award winning literature, and multi-cultural selections. This reading series provides our teachers with resources they need to help the students become successful readers and writers.

In the primary grades, an emphasis is placed on phonemic awareness and phonics instruction. Kindergarten and first grade teachers model print awareness and provide phonemic awareness lessons that provide students with an auditory learning experience. Through the use of rhymes and chants set to music, our students learn to isolate phonemes and identify and blend sounds. First grade teachers' use guided reading groups to provide practice with phonics skills using text related to the theme of study. Second grade students combine vocabulary learning with writing instruction to reinforce word meaning in context.

Students in grades 2 through 6 are provided with reading material at their reading level through the use of Accelerated Reading. Fluency is achieved when reading text that is at an appropriate level for each reader, which is especially helpful for struggling readers. As they work at their levels, the teacher is able to monitor and respond to a struggling student's progress with individualized reading conferences, 1:1 reading with an adult, and duo-log reading.

Grades 4-6 supplement the MacMillan-McGraw Hill program with the Reading Renaissance method. Reading Renaissance is taught by having the students follow along in their individual copies of the chosen class text, thus not only hearing correctly modeled fluency, but also being guided thru the comprehension skills that good

readers employ: use of background knowledge, predicting, the modeling of asking questions as they read, making connections, and inferring.

Grades 5-6 also supplement their reading curriculum with StudyIsland online to reinforce reading skills.

To insure that each student is having their learning needs met our Title I staff provide additional support for struggling students with small, flexible, work groups and individual pullout as directed by the classroom teacher.

Immediate Intensive Instruction:

For students whose data indicates that they are not making the rate of progress necessary with just the classroom instruction, additional support may be necessary. This additional support is provided **in addition to**, not **in place of** the Tier 1 Core Instruction. Students will be placed in intervention programs based on assessment data and student's response to instruction. Screening assessments will be used to determine student's need for additional support and diagnostic assessments will be used to determine which big 5 area(s) are needed to be targeted to strengthen.

K-3 Minnesota Reading Corps:

Students in **Kindergarten – 3rd grade** who are not proficient in reading skills receive one-on-one support from a trained tutor for 15-20 minutes each day. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency and comprehension. Students will receive, on average, 75 minutes/ week of additional reading support. The one on one setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

Interventions used by the K-3 Minnesota Reading Corps:

Big 5 Area	Intervention/Description
Phonics	**Letter/Sound Correspondence:** Students practice saying letter sounds when shown a letter symbol card.
Phonemic Awareness	**Word Blending:**

	Students practice blending sounds of consonant-vowel-consonant words to make words.
Phonemic Awareness	**Phoneme Blending:** When auditorily given the parts of a word the student will blend the parts to make a word. /c/ /a/ /t/ = cat
Phonemic Awareness	**Phoneme Segmenting:** When auditorily given a word, the student will provide the parts of the word cat = /c/ /a/ /t/
Phonics/Phonemic Awareness and Fluency	**Great Leaps**: A supplemental reading program that provides direct instruction of skills in the areas of phonemic awareness, phonics, high frequency words and reading fluency. The program provides support in 4 independent sections which can be used separately or together depending on the student's needs. **4 – Independent sections** Sound Awareness Letter Recognition and Phonics High Frequency Words and Phrases Stories
Phonemic Awareness	**Sound Awareness (phonemic awareness):** Students practice hearing the sounds in words. Students are asked to give information about the sounds in words (blend syllables, segment into syllables, select or produce rhyming words, select the first or last sound, alliteration)
Phonics	**Letter Recognition and Phonics (phonics)**: Students practice naming letters, saying the sounds of letters, and reading decodable words, prefixes, suffixes and letter combinations.
Fluency	**High Frequency Words and Phrases (fluency):** Students practice high frequency words found in children's text. Those words are then moved into phrases.

Fluency	**Stories:**
	Students practice reading stories. The stories increase in difficulty as the student passes from one story to the next.
Fluency	**RRCS = Repeated Reading with Comprehension Strategy:**
	Students repeatedly read aloud from a passage for one timed minute. After each timing, the student records how many words were read correctly and errors read in that minute. The student will re-read the same material again for 1 minute, and the goal is for the student to improve his/her fluency and read more words then the time before.
	Throughout the intervention, students are asked to answer the following questions:
	1) **Who is the most important who or what**? (character recall)
	2) **What is the most important thing about the who or what**? (main idea)
	3) **Predict what will happen in the rest of the story**? (Prediction)
	This strategy includes a **fluency** component (repeated readings), **comprehension** component (answering the questions) and a motivational component (graphing the number of words read correctly and errors during the repeated readings.)
Fluency	**Duet Reading:**
	A single passage will be selected for the student to read.
	1st reading: Student reads a portion of the text independently
	2nd reading: Student and interventionist take turns reading every other word (interventionist starts)
	3rd reading: Student and interventionist take turns

	reading every other word (student starts) **4th reading**: Student reads portion of the text independently
Fluency	**Stop/Go Reading:** This is for students who struggle to stop at periods and pause at punctuation during the reading. Students will read through **a portion** of the passage at a time. They will repeatedly read the same portion three times each. **1st reading**: At the end of every sentence, the teacher will say **"stop"** and wait 2-5 seconds and then say **"go."** The student will read the next sentence in the same fashion. **2nd reading**: Student will read the same portion of the passage and this time, at the end of every sentence, the student stops at the end of each sentence and takes a deep breath. **3rd reading**: Student will read the same portion of the passage and this time, at the end of every sentence, the student reads naturally, briefly pausing at the end of each sentence. Teacher then moves to the next portion of the passage and begin the same routine again.
Fluency	**Pencil Tap:** This intervention is used for students who read so quickly that they insert many errors and inaccuracies. The student repeatedly reads each portion of the passage **3 times**. Each time the student misreads a word; the teacher will tap the pencil. The student is expected to stop, fix the error, and go back to the beginning of the sentence and reread the sentence. The student rereads each portion three times with the goal to have fewer and fewer errors each time the passage portion is read.
Fluency	**Newscaster:** This intervention is used for students who do not apply expression to their reading. This routine allows the

	student an opportunity to hear a fluent reader read a portion of the passage. **1st reading**: The student reads a portion of a passage alone **2nd, 3rd and 4th readings**: The interventionist reads aloud the same portion of the passage **3 times** while the student tracks with his/her finger. **4th, 5th and 6th readings**: The interventionist and student read the same passage at the same time **3 times**, while the student matches the interventionist's speed and expression. **7th reading**: Student reads the portion of the passage alone.

Title 1

Title 1 is a federally funded program that ensures all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.   Battle Lake School offers Title 1 support to students in grades K-6 who fall below target on reading screening assessments (NWEA, AIMSweb) and through teacher recommendation.   Specific intervention strategies are used to target the specific area(s) of the Big 5 to be strengthened. Students in Title 1 receive reading support in a one-on-one setting daily for 15-20 minute sessions. Students will receive, on average, 75 minutes/week of additional reading support. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy. **Title 1 and MN Reading Corps currently serve approximately 20% of our K - 6 population.**

Title 1 Interventionists have been trained on and have access to the same interventions used by the Minnesota Reading Corps Member and have further access to the following interventions:

Big 5 Area	Intervention/Description
Phonics / Phonemic Awareness / Fluency	**Essential Skills:**

	Super Phonics and Super Phonics: level 2
	Complete interactive reading skills program that provides systematic and explicit phonics instruction to students at a K-3 grade level. Students progress from learning the alphabet to reading complete sentences.
Phonics / Phonemic Awareness	**Earobics:** Instructs in the foundational phonological awareness and auditory processing skills such as auditory processing and memory, phoneme identification, sound blending, segmenting, rhyming, and sound discrimination. [For Pre-K, K, and 1st grade students]
Phonemic Awareness and Letter Sounds	**Road to the Code:** Road to the Code is a program that teaches phonemic awareness and letter sound correspondence to students having difficulty with their early literacy skills. Each 15-20 minute lesson features three activities: Say-It-and Move-It, Letter Name and Sound Instruction: and Phonological Awareness practice.
Phonics/ Word Fluency	**Road to Reading** The objective of this program is to help develop accurate and fluent word identification. There are six levels – each one increases in difficulty and builds on the previous level. The daily plans include 5 steps; reviewing sound-symbol correspondence; teaching or reviewing and new decoding skill, reviewing phonetically regular words and high frequency words; reading orally in context; and dictation.
Letter Sounds/Blending Words/ Sight Words	**PALS (Peer Assisted Learning Strategies)** Students work on letter sounds, blending words, sight words, and very short reading passages each day.

SPECIAL EDUCATION

Specific, individualized special education services are provided for students who meet eligibility criteria. A special education evaluation may be conducted if a team determines that appropriate research based interventions have been attempted and classroom accommodations have been made and data

continues to indicate that progress is not being made. Instruction for individuals who have met Special Education eligibility criteria is highly individualized and targeted based on student needs.

The Special Education Department currently serves approximately 10% of the K-6 student population with either alternative reading instruction or reading support.

Special Education teachers have been trained on and have access to the same interventions used by the Minnesota Reading Corps Member and Title 1 interventionists and have further access to the following interventions:

Big 5 Area	Intervention/Description
Phonemic awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	**SRA Reading Mastery:** *Reading Mastery* is a direct instruction program designed to provide explicit, systematic instruction in English language reading. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are designed to be fast-paced and interactive.
Phonemic Awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	**Reading Milestones:** Vocabulary, language structures, and comprehension skills are introduced in small and constantly reinforced increments. The vocabulary was drawn from several high frequency word lists (including the Dolch Basic Sight Word List). All the essential comprehension skills-literal, inferential, evaluative, and critical reading skills-are introduced and practiced. Chunking (the separation of phrases by several spaces) is specifically used in the first three levels to aid in processing units larger than single words. Reading Milestones begins at the most basic language level. The program introduces vocabulary, syntax, and idiomatic language in very small steps and reinforces this learning before introducing new materials. The following levels are available for specific placement: • Level 1 is at preprimer - 1.0 grade level • Level 2 is at 1.0 - 1.5 grade level • Level 3 is at 1.5 - 2.0 grade level • Level 4 is at 2.0 - 2.5 grade level

	• Level 5 is at 3.0 - 3.5 grade level • Level 6 is at 4.0 - 5.0 grade level
Phonemic Awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	**SRA Horizons:** **Learning to Read / Fast Track A-B, C-D** **Reading to Learn / Fast Track A-B, C-D** This is an Accelerated Reader program. Each level provides four years of reading instruction in a two year time span. The first level teaches children to read well and the second level teaches children to read with the purpose of gaining information.

Assessment

The Local Literacy Plan must include a process to: **assess** students' level of reading proficiency

Assessment of student progress and skill is a critical piece in determining reading proficiency. The following assessments are conducted and individual student scores are compared to baseline targets.

Battle Lake Elementary School utilizes three forms of assessment practices to make educational programming decisions for their students.

☑ **Screening/Benchmarking assessments**

☑ **Diagnostic Assessments**

☑ **Progress Monitoring Assessments**

Screening/Benchmarking assessments:

Benchmarks data will be collected in the fall/winter/spring for **all** students using grade level assessment materials. Results from the assessment will be used by teachers to identify students at-risk, help individualize instruction, evaluate student progress, and serve as an accountability and communication tool for system improvement.

Benchmark Screening Assessments used to help determine and ensure reading proficiency:

Screener Tool	Description
AIMS – Achievement Improvement Monitoring System: **(K – 6th) – done in the fall, winter and spring**	The AIMS measures a child's fluency (how quickly a skill is processed) in necessary reading skills. Fluency is very important as it informs the teacher about how quickly a child can go to his/her brain and retrieve the information necessary to complete the skill.
NWEA – NorthWest Evaluation Association **(2 – 6th grade)** **Grade 2 in the fall and spring** **Grades 3-6 in the spring**	The NWEA tests are MAP tests or *Measures of Academic Progress.* They are computerized adaptive tests. The difficulty of each question is based on how well the student answers all the previous questions. If answered correctly the test items become more difficult, if answered incorrectly, the questions become less difficult or adapt to the level of the student. The assessments are untimed. The results provide teachers, students and parents with a measure of student growth in achievement, and allow for more focused teaching and learning.

Benchmark Screenings for Kindergarten

Target Scores to indicate proficiency in the skill:

Big 5 Area	Measure	Screener	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Phoneme Segmentation Fluency	AIMSweb		24	44
Phonics	Letter Name	AIMSweb	14	38	47
	Letter Sound	AIMSweb	10	21	41
	Nonsense Word Fluency	AIMSweb		19	32

Benchmark Screenings for 1st Grade

Target Scores to indicate proficiency in the skill:

Big 5 Area	Measure	Screener	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Phoneme Segmentation	AIMSweb	36	48	53
Phonics	Letter Name	AIMSweb	42		
	Letter Sound	AIMSweb	28		
	Nonsense Word	AIMSweb	32	52	62
Fluency	Oral Reading	AIMSweb		22	52

Benchmark Screenings for grades 2-6

NWEA target scores based on 2011 norms / AIMSweb targets based on 2011 SCRED norms

Grade	Screener	Measurement	Fall Target	Winter Target	Spring Target
2	NWEA	Reading	175.9	183.6	189.6
	AIMSweb	Fluency	42	73	90
3	NWEA	Reading	189.9	194.6	199.2
	AIMSweb	Fluency	70	91	109
4	NWEA	Reading	199.8	203.2	206.7
	AIMSweb	Fluency	95	114	127
5	NWEA	Reading	207.1	209.8	212.3
	AIMSweb	Fluency	113	128	141
6	NWEA	Reading	212.3	214.3	216.4
	AIMSweb	Fluency	135	152	166

Diagnostic Assessments:

When screening assessments indicate below target results, further assessments will be used to diagnose the challenging area of reading. **Available Diagnostic tools include**:

- √   Phonological Awareness Continuum of Complexity

- √   Phonological Awareness Skills Inventory

- √   Visual Discrimination Continuum of Complexity

- √   Phonics Survey

- √   NWEA sub strand scores

  - ✓   Grades 2-6:   Comprehension/Informational, Comprehension/Narrative, Literature, Word Recognition/Vocabulary

Progress Monitoring: The process in determining and ensuring that what we are doing is working.

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring is implemented with all students who are receiving any Tier II or Tier III support in the area of reading. The tools used to monitor a student's progress are designed to show growth over a short amount of time, therefore, students' growth can be monitored on a weekly/biweekly/monthly basis. Data is analyzed and educational decisions are made based on the data.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Instructional Planning

When data indicates that a student is not meeting target or gaining skills needed to be a proficient reader, planning is done and a targeted intervention is prescribed.

RTI - Problem Solving Team

Battle Lake has a functioning problem solving team which consists of teachers from multiple grade levels, a special education teacher, interventionists, MRC internal coach, testing coordinator, a school psychologist, and the principal. This team meets frequently to discuss appropriate programming for children who are falling behind academically or struggling with behavioral issues.

After Fall Benchmarking, the team uses data to place students in interventions. By synthesizing AIMSweb, NWEA and MCA information together, the team makes a Tier 2 intervention placement for all students who are determined below target. Students then begin working in Tier 2 and Tier 1 interventions with an interventionist using a scientifically based reading intervention.

Response to Intervention / Frequently Asked Questions

A. What does RtI stand for?

Response to Intervention

B. What is the purpose of RtI?

In simplest form, RtI is one of the tools the school uses to help all children be successful. RtI assists Battle Lake Staff:

- *make a focused effort to identify the needs of a child*
- *provide a targeted intervention to support the child*
- *check the child's progress on a regular basis to determine if the intervention is successful*

C. What does a typical intervention look like?

Students receiving interventions meet one-on-one with a Title One instructor or MRC tutor for 15-20 minutes each day. An effort is made to select a time where the child will not miss any teacher led instruction in the core subject areas. The intervention a child

receives will be targeted to their needs, and involves intense practice of pre-reading or reading based skills.

D. How many students are currently (or are scheduled) to be served?

Roughly 20% of Battle Lake students (K-6) are currently receiving interventions under this program.

E. How do you select students?

All students in grades K-6 are screened three times each year using a program called AIMSweb. The screening tool is a simple reading passage – given at grade level – which students must read aloud to the adult tester. Students read the passage three times and the middle result is used as the student's score. This score is compared to a target score. Research has shown that over 80% of children who reach this AIMSweb target score will also be successful on the MCA's. The Minnesota Comprehensive Assessments (MCA's) are measurements the state uses to determine school and student progress and passage is required for graduation. We will also use NWEA scores, teacher observations, MCA's, and various screening tools in the selection process.

F. How do you know if the intervention is benefiting the child?

Students are given a short test (progress monitoring) once weekly. A team of educators will examine this data on a regular basis and make decisions accordingly.

G. Can I look at or be involved in my child's program?

Absolutely! Start by contacting the school principal. You can ask to see the progress monitoring data or ask about the current intervention your child is receiving. The principal may refer you to the classroom teacher or interventionist.

<u>Data meetings</u>

The RTI team is made up of our school psychologist, testing coordinator, Reading Corp Internal Coach, Title 1 representatives, the elementary Special Ed teacher, and several elementary teachers. These meetings are held monthly and Progress monitoring data is available and is reviewed. Suggestions may be made to the RtI team regarding the students' responses to the current intervention in place.

For students to come to the team outside of the benchmark window period, the classroom teacher presents (through data and classroom observations, parent concerns, contact, etc) the child to the RTI team. The team provides Tier 1 support ideas or will make an intervention placement recommendation.

The ongoing process continues. **Instruction** is followed by **assessment.** The data from the assessment is analyzed and **instruction** is **planned** and then put into place.

Parental Involvement:

All parents will be provided a copy of their child's fall screening scores (AIMS, NWEA) at the fall conferences. If, prior to that conference, a child has been placed into an intervention based on data, the parent will receive a personal contact from the **child's teacher**, describing the data that indicates the need for that intervention and the programming that will take place. Once the initial contact has been made and the parent has acknowledged services, the interventionist will proceed.

Parents may receive a copy of their child's progress monitoring data at any time from the classroom teacher.

At Battle Lake, an educational team consists of parents/guardians, the child, and the teacher. Each member of the team has specific responsibilities and expectations:

The Parent(s)/Guardian(s) is/are expected to:

1. Make sure that their child attends school regularly, is on time, and is prepared to learn.

2. Ask what skills their child is learning in classes each.

3. Engage in activities with their son/daughter that continues his/her classroom learning at home.

4. Check that written and study homework is completed each day.

5. Attend school activities and programs that are displays and/or applications of what their child is learning in school

6. Communicate frequently with their child's teacher, through notes, conferences, telephone conversation or email about how well their child is doing.

The Student is expected to:

1. Come to school on time and be ready to learn.

2. Pay attention to his/her teachers and family when they are helping with school work.

3. Write down homework assignments and make sure to bring home the books and materials needed to do them.

4. Complete homework and remember to bring it to class.

5. Ask for help from teachers and family members when it is needed.

6. Show parents work and tests, returning them with their signatures, if their teachers request it.

The <u>Teacher</u> is expected to:

1. Provide quality teaching and model behaviors for students and their families.

2. Communicate frequently with families about their students' progress.

3. Recognize that all students learn differently and employ varied instruction strategies.

4. Use technology as an assessment and teaching tool.

5. Provide frequent feedback to students about their academic progress and participation

6. Participate in meaningful professional development to enhance instruction skill

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 Needs:

In late August or early September, the staff and administration will conduct the annual data retreat to analyze the testing information from the previous spring to address weaknesses and needs.

The staff development team will plan and organize trainings in individualized instruction, teaching reading strategies, methods for meeting student needs, and train staff how to effectively recognize students' diverse needs in cross-cultural settings.

Public Input:

The public is invited to provide comments and input regarding this plan and literacy development in general at any time. We welcome your feedback! Please note the contact information located on the district web page.