



Independent School District #593
Crookston Public Schools
www.crookston.k12.mn.us/

**Local Literacy Plan
2022-2023**



“Reading Well By Third Grade”

Table of Contents

Introduction and Purpose of Literacy Plan.....	3
Minnesota Legislation.....	3
Literacy Goals.....	6
Assessment Tools and Processes.....	7
Parent Communication and Support.....	10
Instructional and Intervention Supports.....	13
Dyslexia and Convergence Insufficiency Disorder.....	14
Multi-Tiered System of Support (MTSS).....	15
Professional Development.....	17
Technology.....	17
Data Submission.....	18
Conclusion / Literacy Plan Committee Members.....	18



Introduction and Purpose

“We believe that ‘Literacy’ is the foundation for all learning and that each child can learn how to read.” -Crookston Public Schools Literacy Plan Committee

This Literacy Plan is designed to inform the community of Crookston about our work towards ensuring all students can read at or above grade level by the end of third grade. It has been our goal to design a comprehensive literacy plan that works towards improving literacy instruction in our school district. We will review this plan each year, for continued school improvement, so that we can best meet the needs of all students. This document specifically addresses our 2022-2023 literacy recommendations for pre-kindergarten through third grade. This document includes our:



- Literacy Goals
- Assessment Tools and Processes
- Parent Communication and Support
- Instructional and Intervention Supports
- Professional Development
- Technology
- Data Submission

Minnesota Legislation

During the 2011 legislative session, Minnesota created statutes to guide literacy as a priority in each Minnesota school district. Following are the current Minnesota Statutes and Minnesota Rules required of each district:

MINNESOTA STATUTES 2011

120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE 3.

Link: <https://www.revisor.mn.gov/statutes/?id=120B.12>

Subdivision 1

Literacy goal. The 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 consistent with section 122A.06, subdivision 4.

This statute defines scientifically-based reading instruction (SBRI) as the program or collection of practices that at the very least must have balanced instruction in all five areas of reading as defined by the National Reading Panel (2000): Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It further states, “Comprehensive, scientifically-based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating student’s reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.”

Subdivision 2

Identification report. For the 2011-2012 school year and later, each school district shall identify before the end of kindergarten, grade 1, and grade 2 students who are not reading at grade level before the end of the current school year. Reading assessments must identify and evaluate students' areas of academic need related to literacy. The district must use a locally adopted assessment and annually report summary assessment results to the commissioner by July 1.

Subdivision. 2a

Parent notification and involvement. Schools, at least annually, must give the parent of each student who is not reading at or above grade level timely information about:

- (1) Student's reading proficiency as measured by a locally adopted assessment;
- (2) Reading-related services currently being provided to the student;
- (3) Strategies for parents to use in helping their student succeed in becoming grade-level proficient in reading.

Subdivision. 3

Intervention. For each student identified under subdivision 2, the district shall provide reading intervention to accelerate student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. District intervention methods shall encourage parental involvement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction.

Subdivision. 4

Staff Development. Each district shall use the data under subdivision 2 to identify the staff development needs so that:

- (1) Elementary teachers are able to implement comprehensive, scientifically based reading instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension as defined in section 122A.06, subdivision 4, until the student achieves grade-level reading proficiency;
- (2) Elementary teachers have sufficient training to provide comprehensive, scientifically based reading instruction using the intervention methods or programs selected by the district for the identified students;
- (3) Licensed teachers employed by the district have regular opportunities to improve reading instruction;
- (4) Licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are English language learners.

Subdivision. 4a

Local literacy plan. Consistent with this section, 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 assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs. The district must post its literacy plan on the official school district Web site.

Subdivision. 5

Commissioner. The commissioner shall recommend to districts multiple assessment tools to assist districts and teachers with identifying students under subdivision 2. The commissioner shall also make available examples of nationally recognized and research-based instructional methods or programs to districts to provide comprehensive, scientifically based reading instruction and intervention under this section.

Literacy Incentive Aid: MN Statute 124D.98: Beginning in fiscal year 2013, a school's proficiency allowance for the Literacy Incentive Aid is equal to the product of the school's proficiency allowance times the number of Third Grade pupils at the school on October 1 of the previous fiscal year. A school's proficiency allowance is equal to the percentage of students that meet and exceed proficiency on the Third Grade reading Minnesota Comprehensive Assessment, averaged across the previous three test administrations, times \$530. Growth aid will be calculated using only Fourth Grade pupil counts at the same rate. Link <https://www.revisor.mn.gov/statutes/?id=124D.98>

World's Best Workforce: MN Statute 120B.11 Crookston Public Schools plan for participation in the World's Best Workforce involves a multifaceted approach. Our school district is striving to meet school readiness goals, achieve third grade literacy for all students, close the achievement gap among all racial, ethnic, and economic categories of students, attain career and college readiness, and have all students graduate from high school.

MINNESOTA RULES

Minnesota Requirements for Renewal of Professional Licensure: Minnesota Rule

8710.7200: The Minnesota Professional Educator Licensing and Standards Board (PELSB) requires all teachers to include reading training in licensure renewal. It empowers local districts to study their reading needs and design appropriate long-term professional development to meet those needs.

Minnesota Requirements for teacher in-service in Scientifically-Based Reading

Instruction: Minnesota Statute 122A.06, Subd. 4: states that teachers must have in-service preparation in scientifically-based reading instruction, which the law identifies as: "instruction and practice in phonemic awareness, phonics and other word recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels. Link

<https://www.revisor.mn.gov/statutes/?id=122A.06#stat.122A.06.2>



Literacy Goals

“Crookston Public Schools is dedicated to providing the foundation needed to help our students succeed in their journey towards reading proficiency.”

-Crookston Public Schools Literacy Plan Committee

According to the Minnesota Department of Education, “Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by Grade Three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by Third Grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through Grade 12 promotes academic success.”

At Crookston Public Schools, our goal is for all students to be able to demonstrate reading proficiency by the end of third grade. To meet this goal, Washington and Highland (K-3) teachers will-

- Provide high quality core reading instruction that is research based and aligned with the Minnesota 2010 English Language Arts Standards; written in the form of “I Can Statements”. Kindergarten to third grade teachers will be working towards the implementation of the new 2020 English Language Arts Standards.
- Administer multiple measures of student achievement data. The data will be used to determine effective instruction and interventions for each individual student.
- Implement an intervention plan for students who are not making adequate progress toward grade level proficiency.
- Notify parents when students are not performing at grade level and collaboratively create a plan for improvement.
- Continually work together in Professional Learning Communities to analyze current practices and supports that have demonstrated success to improve results for students not yet proficient.

- Review the contents of our ISD #593 Local Literacy Plan annually to improve our practices and make the necessary additions and changes so we are doing everything we can to ensure all children have success in reading.

Assessment Tools and Processes

“We believe student assessment data informs our instruction and allows us to differentiate instruction and meet the needs of all students based on their individual abilities.” -Crookston Public Schools Literacy Plan Committee

A comprehensive assessment plan includes a variety of screening, diagnostic, and progress monitoring tools. We use these assessments throughout the year to:

- Identify students “at risk” for reading difficulties (screening assessments)
- Inform reading instruction to meet the needs of every student (diagnostic assessments)
- Monitor student progress in literacy development (progress monitoring assessment)

Screening Assessments: Screening tools are quick measures of ability and skill levels that can predict student performance. These assessments identify students who do not meet grade-level expectations.

Diagnostic Assessments: Once the screening tool identifies a student not meeting grade level expectations, the diagnostic assessment provides further information for planning effective instruction and intervention based on each student’s academic needs. The diagnostic assessments target the areas needing intensive instructional interventions that can accelerate reading proficiency.

Progress Monitoring: Teachers monitor the effectiveness of the intervention implemented with the progress monitoring assessment tool. It determines a student’s progress toward grade-level outcomes. If a student is not progressing, after a determined amount of time, then another intervention will be used.

In addition to the assessment tools listed on pages 8 & 9, teachers use other forms of assessments to monitor student progress. These include student work samples, teacher observation, formative assessments such as questioning techniques for feedback during a lesson, summative evaluations at the end of a lesson or unit of study, and locally developed assessments to test mastery of the grade level standards.

Administration of Assessments: The assessments used throughout the year in K-6 are administered by teachers and instructional aides.

Parent Notification: Parents are notified of these results at Parent-Teacher Conferences and throughout the year as teachers monitor progress and make changes to instruction when necessary.

Data Retreats: Data analysis is conducted multiple times a year to specifically look at student assessment data, ask questions, examine assumptions, and determine instruction and intervention practices based on student need. Each grade level team creates a “data plan” where students are placed into columns based on the study of multiple assessments administered. The columns determine if a student is “accelerated”, “making adequate progress”, at “some risk”, or is at “high risk” and in need of reading intervention. After this determination, the teachers develop Individual Learning Plans for

students in need of reading intervention. This plan will help the following teacher to review what interventions have been implemented and provide better communication between grade-level teams.

Following are the list of screening, diagnostic, and progress monitoring assessments administered in K-3 at Washington and Highland Schools during the year.

Key of terms: F & P-Fountas and Pinnell
 CBM-Curriculum Based Measurement
 (x)-indicates the # of times assessment is administered

MCA-Minnesota Comprehensive Assessment
 PRESS-Path to Reading Excellence in School Sites
 Next Step Jan Richardson

Level of Assessment	Grade K	Grade 1	Grade 2	Grade 3
Screening	Next Step JR - Reading Level (2x) FastBridge Onset (2x) FastBridge Word Blending (2x) FastBridge Sight Words (1x) FastBridge Word Segmenting (2x) FastBridge Letter Sounds (3x) PRESS-Phonemic Awareness Inventory (Title)	FastBridge aReading (3x) Next Step JR - Reading Level (3x) FastBridge Word Blending (3x) FastBridge Sight Words (3x) FastBridge Word Segmenting (3x) FastBridge Sentence Reading (1x) FastBridge CBM Reading (2x) PRESS-Phonemic Awareness & Phonics Decoding inventory	FastBridge aReading (3x) Next Step JR - Reading Level (2x) Title (3x) FastBridge CBM Reading Automaticity (1x-all) (3x-Title) PRESS-Phonemic Awareness Inventory (1x) PRESS-Phonics Decoding Inventory (1x)	FastBridge aReading (3x) Next Step JR - Reading Level (2x) Title (3x) MCA FastBridge CBM Reading Automaticity (3x)
Diagnostic	FastBridge Word Segmenting (2x) FastBridge Letter Sounds (3x)	FastBridge Word Segmenting (at risk) FastBridge Sentence Reading (1x) FastBridge CBM Reading (2x)	Next Step JR - miscues PRESS Assessment Inventories FastBridge CBM Reading	Next Step JR – miscues PRESS Assessment Inventories FastBridge CBM Reading
Progress Monitoring	FastBridge Word Segmenting (2x) (high risk weekly) FastBridge Letter Sounds (high risk weekly) Barton Reading and Spelling-Foundations and Sound & Consonants & Short Vowels	Word Study and Phonics JR – Word Recognition Read Works Read Naturally Read Theory (at risk) FastBridge Sight Words (high risk weekly) FastBridge Word Segmenting (high risk weekly) FastBridge Word Blending (high risk weekly) FastBridge	Word Study and Phonics JR – Word Recognition Read Works Read Naturally Read Theory (at risk) Next Step JR - miscues F & P – LLI Reading Level CSA – Benchmark FastBridge CBM Reading-Custom Barton Reading and Spelling-	Word Study and Phonics JR – Word Recognition Read Works Read Naturally Read Theory (at risk) F & P – LLI Reading Level CSA – Benchmark Barton Reading and Spelling-Levels 3-6



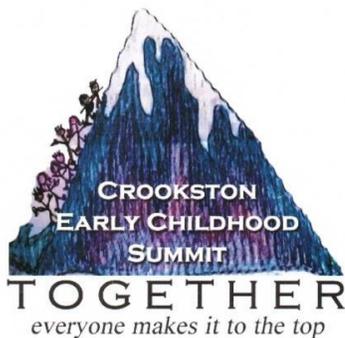
Parent Communication and Support

“We believe parents are our partners in education and that effective literacy development requires everyone working together.”

-Crookston Public Schools Literacy Plan Committee

Parents are our students’ first and most important teachers. Effective communication with parents enhances the literacy development for each child. Due to COVID-19 we were unable to schedule many of our public events. Our Local Literacy Plan Committee will continue to determine how these events will be implemented in the 2022-2023 school-year. Our intent is to involve parents in their child’s education throughout the year in the following ways:

Crookston Early Childhood Summits



Since 2012, early childhood educators, childcare center directors, home daycare providers, kindergarten teachers, community members representing children and family support systems, have participated in our annual Crookston Early Childhood Summits. The purpose of the Summits is to discuss what we are currently doing and what we can do collectively to help prepare children for kindergarten. Crookston will host an Early Childhood Summit each year to continue networking and learning ways we can ensure children are ready for kindergarten. Through grant funding, “tool kit” items will be distributed to early childhood educators, and families, which include books and activities that can be implemented to help prepare children for kindergarten.

Early Childhood Screening

Starting at age 3, children and their families are invited to attend Early Childhood Screening in March. Students are assessed on their social, emotional, academic, and physical development. From the data collected, students “at risk” are identified and intervention services are made available to families. A district staff member is assigned to each family for follow-up. “Tool Kits” including literacy

information is distributed along with suggestions for parents on how to help prepare their child so they can be successful in kindergarten.

Kindergarten Roundup

In April of each year, students going into kindergarten the following year, along with their parents, are invited to attend Kindergarten Roundup. Parents are informed about in-coming Kindergarten literacy expectations and suggestions for ways to help prepare their children for kindergarten through strong literacy experiences. Kindergarten families also receive a “Tool Kit” to help parents prepare their children for kindergarten.

Parent-Teacher-Student Interview Days

Before school starts in September, time is set aside for parents, teachers, and students to conference together before school begins. The purpose of the conference is to develop important home to school relationships and discuss important information needed to start the year. Parents discuss their child’s interests, strengths, and areas for improvement. Teachers discuss expectations for the year including literacy development and the assessment data used to inform instruction.

Parent-Teacher Conferences

Conferences are scheduled twice a year for the purpose of sharing student progress. Each classroom teacher will utilize their grade level assessment information form to share data with parents. Parents are notified if their child is performing above grade level, making adequate progress, or in need of systematic reading intervention. If interventions are required, suggestions for services will be discussed and a Literacy Instruction plan is developed with the parent collaboratively. At conferences or through phone calls, Title I teachers will inform parents of the criteria used to qualify their child for services, the intervention implemented, the instructional strategies that will be used, and what can be done at home to help improve literacy development. Parents and students were invited to an Open House to explain assessments and offer parent tips for building literacy at home.

Parents In Education-P.I.E.

During Parent-Teacher Conferences, students receiving Title I services, and their families, are invited to an Open House for questions and an opportunity to play literacy games together. These activities are scheduled at various times of the day to accommodate parent schedules. P.I.E. activities provide parents with reading resources and parent education on topics surrounding “literacy”. Parents are provided with resources to support literacy at home. Our district is working with parents as equal partners to help families understand standards, assessments, and how to improve achievement.

Title I Visitation

During the school year, parents are formally invited to attend their child’s reading intervention class with the purpose of helping them understand what literacy activities their child is engaged in when they leave the regular education room to receive Title I services. During this time parents watch for effective ways to assist their children with reading at home or homework.

Educational Support Systems

During the school day there are many support systems and programs in place to assist students in their literacy development.

- **Student Assistance Teams (SAT)**-These teams are made up of the principal, special education assessment coordinator, social worker, school-psychologist, nurse, and classroom teachers. Our SATs gather student data and important information and offer suggestions for interventions or support services that may help children and their families with social, emotional, or

academic concerns. Parents are notified by phone or through a scheduled conference to assist in the development of an Individual Learning Plan for improvement.

- Student Referral Team (SRT)-This team determines if the data and information compiled over time during the SAT meetings should lead to a special education referral and evaluation to determine if a child meets criteria to receive special education services. Parents are notified by phone to attend a meeting to plan the process for evaluation.

Educational Support Systems (continued)

- Title I-Provides identified students with supplemental support in the academic areas of reading and math through direct and indirect services.
- School Resource Officer (SRO)-Our SRO builds positive relationships with our students. The officer promotes a safe and caring environment in the schools so students can focus on learning.

Family Support Systems

- Family Service Specialist-A social worker assists families in need of support outside and during the school day. This includes making sure students have basic needs like winter clothing and school supplies. Personal visits are made to homes of “at risk” students when needed. The Family Service Specialist also plays an instrumental role in following up with families whose children have truancy concerns and connecting families with needed programs such as mental health services.
- Alluma Mental Health Services-Alluma provides mental health services to students who need emotional support and coping strategies. These services help students regulate their emotions so they can focus on learning.
- American Indian/Hispanic Liaison-Our district liaisons support the social, emotional, and academic needs of our American Indian and Hispanic students and families.
- Attendance-Principals at each site follow up with students and families and ensure they follow the Minnesota Attendance Law. Phone calls, meetings with parents, and letters are sent to notify parents of attendance concerns and its impact on the ability of students to be successful in school.
- Interpreters-Our schools provide interpreters for families needing assistance with communication. These interpreters are available at school events and upon request.
- Instant Alert System-This is an automated message system of communication for parents and community members which includes encouraging parents to read at home with their children in the summer to avoid the “summer slide”.

Before and After School Programs

Before and after school programs give students, working towards proficiency, the gift of more time to develop their reading skills. Washington and Highland Schools have a Before and After School Care

program where students can do their homework and spend more time reading. This program is designed to provide more independent reading time for students who attend.

After School Reading Programs

Our school uses multiple data retreats per year to identify “at risk” students that are behind in reading at grade level and/or not proficient on assessments and MCA tests the previous year. These students are invited to attend our after school reading programs so teachers can provide interventions based on the student’s needs. “Highly Qualified Teachers” are hired to work with students for the after school reading program. Crookston Public Schools offers free transportation for students that live in town for the After School Reading Program.

Instructional and Intervention Supports

“We believe each child learns in many different ways and we are committed to helping every child reach their potential.” -Crookston Public Schools Literacy Plan Committee

Scientifically Based Reading Instruction (SBRI)

In 2000, the National Reading Panel produced a document citing the essential components of scientifically based reading instruction. Since that time, the National Reading Panel document influences reading instruction and policy development across the United States, including Minnesota.

Link: <http://www.nickd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Currently, MN Statute 122A.06 subdivision 4 is based on that report and defines state literacy. The law directs school districts to provide scientifically based reading instruction. It states that literacy “program(s) or collection of practices must include at a minimum, effective balanced instruction in all five areas of reading. Comprehensive scientifically-based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating student’s reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.”

The National Reading Panel concluded the need for effective balanced instruction in the following 5 Elements of Reading:

1. **Phonemic Awareness**: The goal of phonemic awareness instruction is to develop awareness that words are composed of individual sounds, or phonemes, and to develop the ability to manipulate sounds in words. Teachers provide phonemic awareness instruction through whole group and small group activities.
2. **Phonics**: Phonics is the study of the relationship between letters and the sounds they represent. The goal of phonics instruction is to help children use the sound-symbol relationship to read and write words.
3. **Fluency**: The goal of fluency is to recognize words automatically. Fluency is the ability to read text quickly, accurately, and with proper expression and is the bridge between word recognition and comprehension.
4. **Vocabulary**: Vocabulary refers to the meanings and pronunciation of words necessary for communication. The goal of vocabulary instruction is to provide students with an understanding of the meaning and use of words so that they can comprehend what they are reading and communicate effectively.

5. Comprehension: Comprehension is defined as the ability to understand and get meaning from spoken and written language. The goal of comprehension is to teach children specific strategies to use for understanding text as they are reading.
6. Washington and Highland schools are dedicated to working toward an effective Multi-Tiered System of Support (MTSS) by using assessment data to ensure students are provided with reading instruction that encourages rigor and focuses on individual student needs. This support system guides us in providing high-quality assessment, instruction, and intervention. The MTSS helps us decide what we will do when students are performing at or above grade level and what interventions we will provide for those students who are not meeting grade level expectations. Assessment data will determine what level of support is needed for each student.



Dyslexia and Convergence Insufficiency Disorder

Legislation requires schools in Minnesota to identify students with Dyslexia or Convergence Insufficiency Disorders. Crookston Public Schools are working towards efforts to screen and identify these students. As part of in-service training in the fall, teachers will review the definitions of dyslexia and Convergence Insufficiency Disorder, how to identify the symptoms, and what to do if it is suspected that a student might have Dyslexia or Convergence Insufficiency Disorder.

Dyslexia-

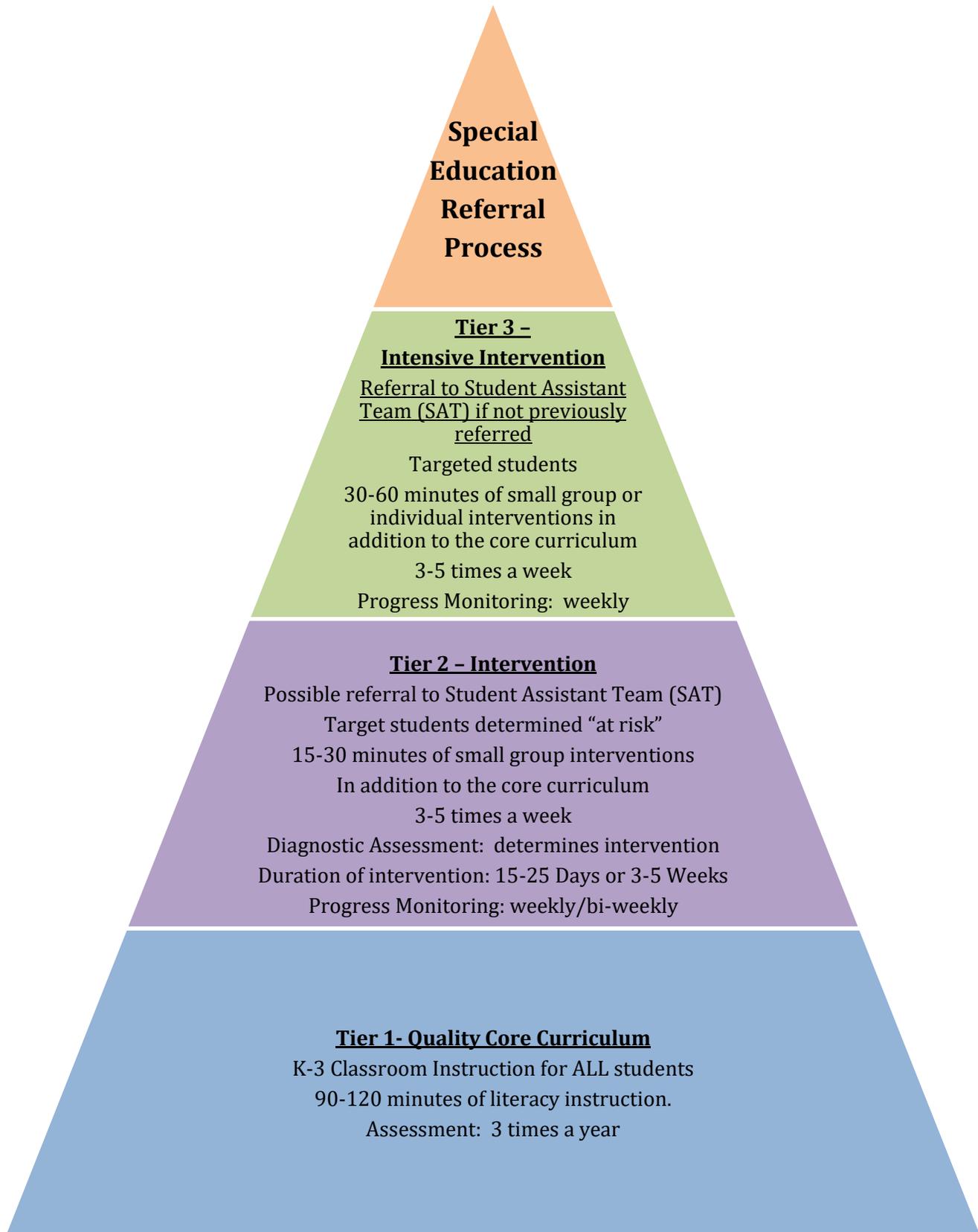
According to The International Dyslexia Association, dyslexia is defined as a “language-based learning disability”. The Minnesota Statute, section 125A.01 states dyslexia means a “specific learning disability that is neurological in origin”. Students with dyslexia usually experience difficulties with other language skills such as slow or inaccurate reading, spelling, writing, and pronouncing words. Some core difficulties experienced by students with dyslexia also include word recognition and reading fluency. The process for identifying students with dyslexia is the same as other learning disabilities. Washington and Highland teachers conduct several screening assessments throughout each school year. If it is determined a student falls under the “high risk” criteria through the screening process, the teacher will start intervention and a referral will be made to the site’s Student Assistance Team (SAT). The student’s progress will be monitored and interventions changed when necessary to follow our District’s referral and SAT process. If the student’s progress does not improve, it may be determined the student needs a more comprehensive evaluation and could eventually qualify for special education services.

Convergence Insufficiency Disorder-

Convergence Insufficiency Disorder is a vision disorder. Convergence results in the inward turning of the eyes and hinders the ability to focus during an activity such as reading. This disorder does not interfere with a student's ability to learn how to read but can affect their ability to concentrate on print for prolonged periods of time and create headaches. This disorder is not identified by a typical school vision-screening test. Students with these symptoms will be reported to the school nurse. The teacher or school nurse will report concerns to parents who may choose to take their child to the family's eye care professional for further screening.

The following chart shows our Multi-Tiered System of Support (MTSS) for Washington and Highland Schools. Our Local Literacy Plan Committee is currently reviewing and making revisions

to this model to ensure it reflects our MTSS practices in grades K-3.



Tier 1 – Quality Core Instruction

The Minnesota 2010 English Language Arts Standards is our curriculum and written in the form of “I Can Statements”. Some grade level teams have started preparing for the implementation of the new 2020 English Language Arts Standards due for full implementation by 2025-2026. Teachers will provide systematic (direct presentation of skills and concepts in a sequential order) and explicit (taught directly through teacher modeling, guided and independent practice) reading instruction through our core curriculum, Benchmark Literacy. We will provide a balanced literacy approach by giving students direct instructional support and a variety of daily reading and writing experiences. The literacy block will include whole group instruction, guided reading, word work, and phonics. Along with many opportunities to read every day in school, at each grade level PreK-6 teachers encourage “at home” reading as one more step toward reading proficiency. Differentiated instruction will be used and flexible groups will be implemented to meet the needs of students at different levels of reading competence.

The K-6 literacy block will include a minimum of 90-120 minutes of literacy instruction. 70-80% of students should respond successfully to quality literacy instruction. Other students will need additional interventions to meet their individual needs. Progress is monitored three times a year.

Tier 2 – Intervention

This is designed to provide interventions for students performing below grade level. Tier 2 interventions will be provided for 15-30 minutes in addition to the core curriculum. About 20-25% of students typically fall into the Tier 2 category. Progress is monitored weekly or bi-weekly. If a student shows little progress in 15-25 days or 3-5 weeks, a new intervention will be implemented. Tier 2 instruction is provided by the classroom teachers, Title I teachers and instructional aides. The following materials are used for intervention instruction: FCRR-Florida Center for Reading Research (K-6), Read Works, PRESS, Jan Richardson, Read Theory, CSA Benchmark and Barton Reading and Spelling System. Parents are notified at Parent-Teacher Conferences and through phone call correspondence about the need for intervention and the plan for implementation of intervention instruction. The student may be referred to the Student Assistance Team (SAT).

Tier 3 – Intensive Intervention

Students 15-20% who are not successful in Tier 2, and show little progress after trying a several interventions, are provided more individualized and intensive interventions. The student is referred to the Student Assistance Team (SAT). Depending on available funding and teacher support, our goal is to provide Tier 3 interventions daily for 30-45 minutes, in addition to the core curriculum. Progress is monitored weekly. Instruction is provided by a Title I teacher. The following materials are used for intervention instruction: FCRR-Florida Center for Reading Research (K-6), Read Works, PRESS, Jan Richardson, Read Theory, CSA Benchmark and Barton Reading and Spelling System.

After documenting several intensive interventions, if a student continues to show little or no progress, this could lead to the special education referral process where a team of school personnel including the principal, special education assessment coordinator, classroom teacher, and parent determine the plan of action for evaluation together.

Professional Development

“We believe job-embedded teacher training is essential to delivery of effective instructional practices leading to improved student performance.”

-Crookston Public Schools Literacy Plan Committee

At Washington and Highland Schools we use data to drive decision-making and determine our professional development needs for the year. We make efforts to provide opportunities for job-embedded training through Professional Learning Communities (PLCs). The purpose of our PLCs is to learn more about research proven strategies, instructional practices, curriculum and essential learning, student data, and effective interventions. PLCs are usually scheduled after school or during staff development days.

The District’s **World’s Best Work Force** (WBWF) Committee is dedicated to looking at continuous improvement in the areas of: Kindergarten Readiness, 3rd Grade Literacy, Achievement Gap Reduction, Graduation, and College and Career Readiness. Our goals for success in literacy, strategies to achieve these goals, and data on state test results in reading are included in the WBWF Report. This report is located on the school website.

Our Local Literacy Plan Committee will meet during the year to discuss and/or review all elements of our Literacy plan to ensure it reflects our current practices as a school district. Grade level teams will be working on the implementation of the 2020 English Language Arts (ELA) standards and will determine some of our professional development needs based on the new standards.

Technology

“We believe technology is a great supplemental tool that can enhance reading instruction and lead to new learning opportunities”.

-Crookston Public Schools Literacy Plan Committee

Washington and Highland Schools incorporate technology into their weekly instruction. Washington and Highland have portable I-pad labs. In addition, Highland has Chrome Books and Smart Boards. Recently, our school district added more devices per grade level, and a testing cart, to increase student access to technology. Through technology, students engage in literacy activities that enhance the skills they are learning during instructional time with the teacher. Washington and Highland teachers are also equipped with projection devices in their classrooms that are used to enhance literacy development and create an interactive and engaging environment. Some of the technology programs used include: EPIC, Read Theory, Digital and IXL Reading. Highland students also receive 60 minutes of technology instruction, per week, with a media specialist. The media specialist is responsible for assisting students in learning the media and technology standards for each grade level. Teachers will participate in professional development opportunities, through the media specialist and teacher experts, to learn more about how to incorporate specific programs, strategies, and websites into their literacy block.

Data Submission

As indicated by state statute, Crookston Public Schools will submit an annual report summary of assessment results to identify students who are not reading at grade level by the end of kindergarten to grade 2.

MN Statute 122A.06 Subdivision 2: For the 2012-2013 school year and later, each school district shall identify before the end of kindergarten, Grade 1, and Grade 2 students who are not reading at grade level before the end of the current school year. Reading assessments must identify and evaluate students' areas of academic need related to literacy. The district must use a locally adopted assessment and annually report summary assessment results to the commissioner by July 1.

Conclusion

“We are dedicated to helping every child become proficient in reading by the end of third grade.” -Crookston Public Schools Literacy Plan Committee

The Local Literacy Plan for Crookston Public Schools will always be a “work in progress” as we continually reflect on “best practices” in literacy development and find more effective ways to ensure all of our students are proficient in reading by the end of third grade. A special “Thank You” to the many dedicated teachers who volunteered their time to serve on our district Literacy Plan Committee. This committee will meet several times throughout the year to review the contents of this plan and make the necessary changes for improvement.

Literacy Plan Committee Members Include:

Monica Parenteau	Kindergarten Teacher
Megan Parenteau	First Grade Teacher
Megan Hanson	Second Grade Teacher
Andrea Ingersoll	Third Grade Teacher
Kim Davidson	Fourth Grade Teacher
Marcia Scholler	Sixth Grade Teacher
LuAnn Metzger	Special Education Teacher
Ann Brekken	Title I Teacher
Sara Geist	Title I Coordinator
Sue Tiedemann	Special Education Assessment Coordinator
Kathryn Stronstad	Special Services Director
Denice Oliver	PreK-K Principal, Community Education Director
Chris Trostad	1-6 Principal, Title I Coordinator
Jeremy Olson	Superintendent of Schools

The ISD #593 Local Literacy Plan will be posted on the Crookston Public Schools website at www.crookston.k12.mn.us/.