

School Logo	710 4 th Avenue NE Grand Meadow, MN 55936	MINNESOTA DISTRICT/SCHOOL LOCAL LITERACY PLAN	2014-2015
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I. General Information and Instructions:

Minnesota Local Literacy Plans are due June 1, 2012.

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

District Name and Number: Grand Meadow Public School #495	Phone: 507-754-5318
Superintendent/Director: Jerry Reshetar	Fax: 507-754-5608
Site Address: 710 4 th Avenue NE	Email: jreshetar@gm.k12.mn.us
School Name and Number: Grand Meadow Public School #495	Phone: 507-754-5318
Principal/Director: Paul Besel	Fax: 507-754-5608
Site Address: 710 4 th Avenue NE	Email: pbesel@gm.k12.mn.us
<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>
Jerry Reshetar	Superintendent
Paul Besel	Principal
Diana Weiss	Kindergarten
Brooke Sloan	First Grade
Connie Goergon	Second Grade
Lori Arndorfer	Third Grade
Danielle Hall	Special Education
Lori Petzel	Title I

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Grand Meadow Public Schools (*District Name*) has authorized Paul W. Besel (*Name*) at a monthly meeting on January 14th, 2014 (*date*) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2014-2015. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.

Jerry Reshetar
(Signature of Superintendent/Director)

January 14th, 2014
(Date)

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

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

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

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

Comprehensive scientifically based reading instruction includes:

- Comprehension
- Vocabulary
- Fluency
- Phonics
- Phonemic Awareness

This can be accomplished as follows:

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

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- I. Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3.
- Ensure all students be proficient in reading by grade 3.
 - Establish annual measurable objectives for continuous and substantial progress through k-3 to achieve proficiency.
 - Ensure the professional development needs of instructional styles are met by providing opportunities to participate in high quality professional development.

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

- Teachers will administer a **fluency** test of a minimum of once per quarter.
- Teachers will administer a **DIBELS** test of a minimum of once per quarter.
- Students will take the **NWEA** tests once in the spring to measure growth.
 - Students will be given the NWEA test more frequently based on score and/or need
- Students will be given the **MCA II** reading test once in the spring.
- Teachers will use the **SRA** program as a supplemental program along with the general education reading curriculum. (Special Education/Title I)
- Teachers will use Great Leaps as an intervention
- We will be implemented the Fontas and Pinell intervention for the 2012-2013 school year for grades K-2

Teachers will communicate with parents twice a quarter in written format letting the parents know of their child's reading proficiency level. (mid-quarter/end of quarter)

Teachers will communicate with the parents in a conference setting one time a year in order to discuss their child's progress and/or proficiency.

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

- Back to School Conferences prior to the school year starting to discuss Reading strategies and interventions planned for the upcoming school year
- Parent-Teacher conferences (fall) – Teachers will go through test data with the parents and discuss strategies and techniques being used to meet the needs of their child(ren).
- The parent group is organizing technology and literacy training sessions to be presented throughout the year to help parents understand techniques to help their child(ren) with reading strategies.
- Parent-Teacher conferences – Teachers will meet with parents and go through test data and discuss possible strategies.

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

- Title I services will be offered to students based on test scores and teacher recommendations. Services will be based on site based assessments. Specific interventions will include, but not limited to; Fontas Pinell, Great Leaps, I-Pad apps, and teacher created interventions based on best practice
- Grand Meadow Elementary will be having a part – time Minnesota Reading Corps person on staff this year who will be employing strategies to students who meet the criteria outlined by the MN Reading Corp
- After School Targeted Services will be offered to students who meet the expected criteria.

Parents will be notified of progress at conferences or their daily binders based on the intervention checkpoints

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

- Differentiated Instruction – There are two scheduled Staff Development days in October and January with a focus on Differentiation with an emphasis on technology integration as an instructional tool
 - We have a site based Trained Trainer, who meets with the three Q-Comp teams once a month to overview best practices in the 5 areas of Differentiated Instruction
 - Elementary teachers meet with five other school districts twice a year to network about best practices and curriculum based instruction strategies
 - All faculty members meet on a weekly basis to discuss technology integration and differentiation practices to meet the needs of all students in grades E-12
 - Scheduled early release dates for data analysis during the school year
- August 2012 – training for all paraprofessionals and teachers on the new Fontas and Pinell intervention program which was purchased in the spring of 2012
- Dibels – Teachers and paraprofessionals will continue to be trained in administering the DIBELS test by the Title One lead teacher
- SRA – Special Education and General Education teachers will continue training in SRA strategies
- How to read NWEA/MCA II data – The teachers will meet with the data coordinator to review/read student test scores and learn how to interpret them.

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

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

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

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

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

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

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

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

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

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

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