

St. John Public School District

Comprehensive Literacy Plan

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2020
Edition

St. John School District Literacy Committee Members

Literacy Plan developed by:

Members come from all levels of education from early childhood to post high school education. Team members also include community, county, and state agencies who contribute and represent the interests of not only K-12 education but that of early education programs as well as the concerns of the community for college and career ready adults.

School Mission

School Mission

The mission is to prepare every student to contribute to society in a meaningful way.

School Vision

School Vision

The vision of the St. John School is Every Student Every Day.

Core Values

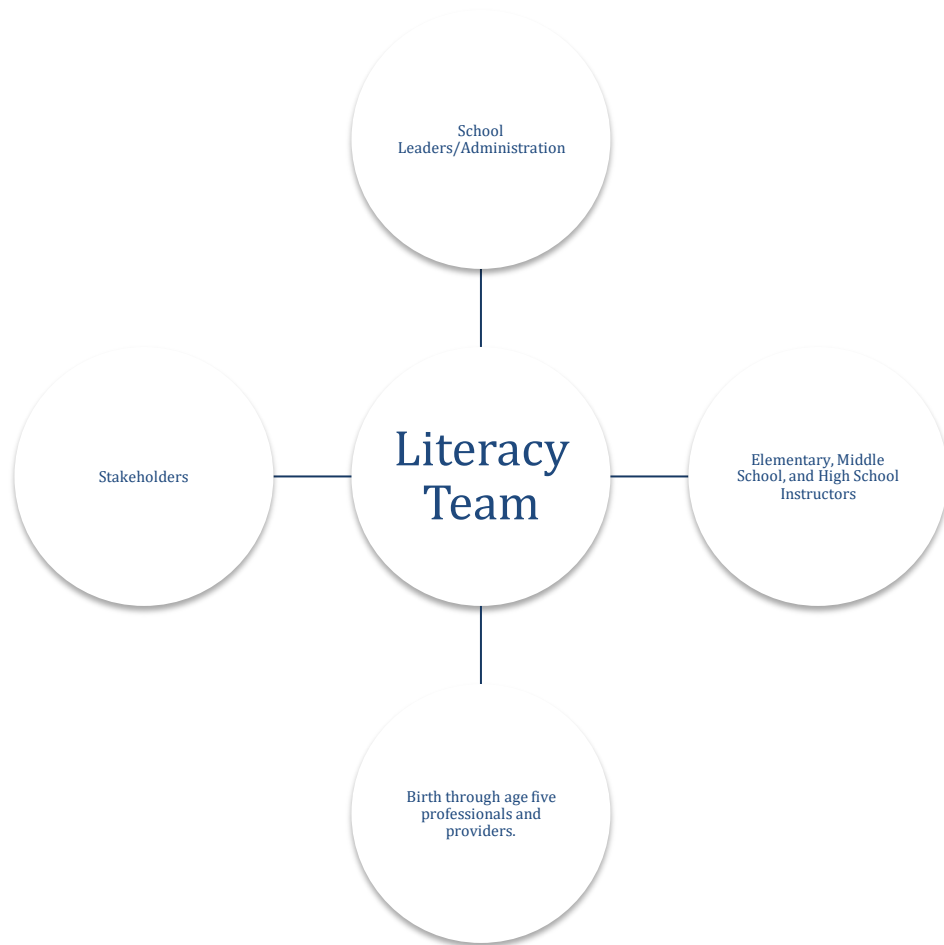
Core Values

We believe it is our duty to foster the love of learning for every child, regardless of their individual needs, so that they can create, engage, and inspire. A student's success in literacy development not only affects all subject areas but can define their self-worth and determine future success. As educators it is our duty to commit to literacy for every child.

All teachers are a major part of a vision for literacy. Therefore, all teachers need foundational knowledge about literacy. Our school will create a warm, welcome, and safe environment for every student to acknowledge ways to love learning and build a literate foundation for life.

In order to accomplish our mission and vision this Literacy Plan will address the six essential elements of the North Dakota Literacy plan. These include, leadership, instruction, intervention, standards, assessment and evaluation, professional development, and family and community engagement.

Leadership



The Saint John School Literacy Team is comprised of school leaders, administration, instructors, local birth through age five professionals and providers, as well as local agencies that are involved with children birth through 12th grade.

This team is charged with:

- Maintaining a literacy focus across content areas,
- Ensuring strategies are taught for reading complex content area text,
- Building leadership with staff from varying agencies,
- Locating and allocating resources,
- Communicating with other child centered teams, including but not limited to school entities, county affiliates and state agencies,
- Supporting ability and culture while maintaining high standards for every child,
- Embedding support for all instructors and providers with collaborative professional development,
- Selecting and prioritizing evidence-base intervention and instruction at all levels,
- Using data from assessments and feedback to drive change and monitor growth.

School leaders and literacy team members will use student performance data and additional data from assessments of school capacity, school and community expectations, and teacher practices to make programming decisions that use interventions that support student literacy and learning.

It is recognized that it is the responsibility of school leaders and this team to engage all staff to be active participants in enacting all the parts of the school's literacy action plan. Thereby insuring that professionals are invested in the evidence-based work to be done.

The Saint John Literacy Team will work actively with instructors to encourage leadership in and out of the classroom. It is expected that teachers will:

1. Attend literacy trainings
2. Positively engage and motivate students to learn
3. Improve instruction through grade level and subject PLCs, mentoring, coaching and using data to drive instruction
4. Set, monitor, and assist students in setting goals
5. Engage families and communities in educational goals of students with conferencing, phone calls, and family engagement platform.

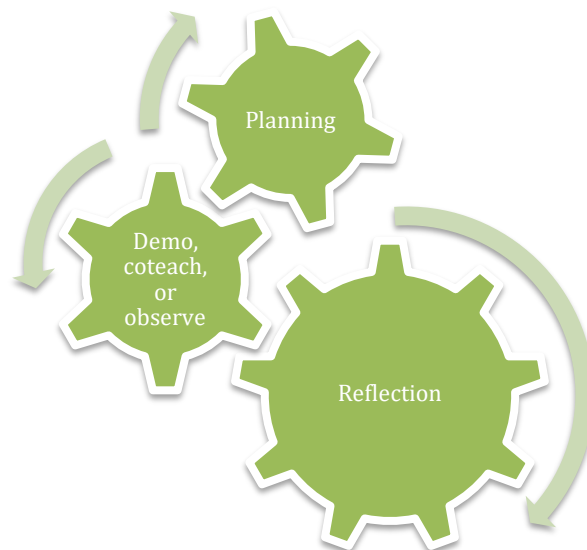
Instruction and Intervention

Instruction and Intervention

A strong, core curriculum is essential for all students. Most students benefit from direct instruction in key areas such as the alphabetic principles, phonemic awareness and decoding, vocabulary and general knowledge development, reading comprehension, word-recognition fluency, spelling, and writing. The goal of our literacy plan is to create an organization that can sustain high levels of literacy and learning for current and future students. Deciding how to use the available resources, current programs, and professional development needs.

Our core reading program is Success for All (SFA). SFA is a validated research-based program that has shown strong evidence on evidenceforssa.com. Along with a framework that has cooperative learning and best practices at its core, SFA uses coaching and professional development to maintain fidelity to the model. With the use of formal and informal assessments students in SFA are placed and instructed at a level that allows intervention and acceleration.

The St. John School utilizes a school-based coach to accelerate growth and results through a continuum of collaborating and reflection. This culture of coaching impacts the educational process as it instills trust, experimentation collaboration and a strong commitment to shared goals. A coaching cycle model is used to effectively fill the duties.



Using the MTSS framework we have developed pathways for learning that include specific interventions to be used with specific inconsistencies presented by students who, through assessment, have shown disparities in growth on STAR Assessment, DIBELS, and classroom formative assessments.

St. John K-8 Reading Placement Pathway
Screening: Star Assessment

	Intensive 0-20 Percentile	Strategic 21- 39 Percentile	Benchmark 40- 74 Percentile	Advanced 75-100 Percentile
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Focus	Comprehensive	Phonics	Fluency	Comprehension	Core Content	Enrichment
Focus Skill	Basic Reading Skills: Letter/sound correspondence, decoding, fluency, vocabulary, comprehension	Target decoding skills identified	Automatically decoding words, reading high frequency, and phrasing sentences	Below 20th percentile on Vocabulary Assessment= Focus on Language & Reasoning. Above 20th percentile on Vocabulary =Focus on Comp. Strategies	Grade Level Standards	Grade Level Strategies
Intervention	Reading Mastery System 44 SciLearn SPED	SciLearn Foundations	Reading Naturally Reading Assistant Plus	SciLearn Reading Assistant Plus		
Length of Time	90 minutes daily (core replacement) Plus 30 minutes intervention	5 days x 30 minutes In addition to Core ELA Class	5 days x 30 minutes In addition to Core ELA Class	5 days x 30 minutes In addition to Core ELA Class	90 minutes of Core ELA	90 minutes of Core ELA
Verify Progress	Star Assessment Every 10 days	Star Assessment Every 20 days	Star Assessment Every 20 days	Star Assessment Every 20 days	Star Benchmark Fall, Winter, & Spring	Star Benchmark Fall, Winter, & Spring

St. John High School Reading Placement Pathway
Screening: Star Assessment

	Intensive 0-20 Percentile	Strategic 21-40 Percentile	Benchmark 41-75 Percentile	Advanced 76-100 Percentile
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Focus	Comprehensive	Phonics	Comprehension	Core Content	Enrichments
Skill	Basic reading skills: Letter/sound correspondence, decoding, fluency, vocabulary	Advanced Phonics	Language, Vocabulary, and Comprehension	Core Content Aligned to Standards & Curriculum Maps.	Core Content Aligned to Standards & Curriculum Maps & Advanced Classes.
Intervention	Read 180	SciLearn: Reading Assistance Plus	SciLearn: Reading Assistance Plus		
Length of Time	45 Minutes Daily as a replacement to ELA class	5 days x 30 mins in addition to core ELA class	5 days x 30 mins in addition to core ELA class	ELA Class Period	ELA Class Period
Verify Progress	Star Assessment every 10 days	Star Assessment every 20 days	Star Assessment every 20 days	Star Assessment Benchmark Fall, Winter & Spring	Star Assessment Benchmark Fall, Winter & Spring

As an alternate to our core (and following our academic pathways) we have chosen SciLearn Fast Forward, Reading Assistant Plus and Reading Mastery to assist those students who are not demonstrating progress or grade level literacy skills. These two programs allow us to meet learners where they are and help them to progress to the next steps of literacy. SciLearn and Reading Assistant Plus are programs that are web based and accessible from any device, which allows parents and families to assist their child in reading and language at their instructional level.

The Saint John School provides professional development and technical support on the core curriculum as well as literacy instruction for strategic intervention instruction. The MTSS team and the Literacy Team are responsible for monitoring for effectiveness of the programs we have chosen. By following the pathways for academics, the MTSS team will ensure responsive actions to students needs in a timely manner.

Standards

Standards

Academic standards do not prescribe any particular curriculum but should be used as a guide to ensure that every student regardless of how they learn or the rate of learning may progress through school. In the past we have addressed standards use through aligning them to curriculum and choosing power standards. The St. John Elementary school has been working towards standards-based report cards in ELA. This is another step, in aligning curriculum to North Dakota content standards.

Standards based learning makes for a learning environment that provides opportunities for teachers to meet students at their current reality, as it requires the teacher to know where each student is on the learning continuum. An individual grade reflects student knowledge and allows instructors to provide feedback to student on individual skills.

By using the SFA Member Center teachers are able to plan, teach, and track standards as they work through the curriculum. Teachers are able to evaluate student progress and identify the standards that need additional focus to meet mastery for all students.

Assessment and Evaluation

Assessment and Evaluation

The goal for the assessment piece of our literacy plan is that instruction be based on the assessment of each student's literacy and that progress monitoring is used to check on student achievement in a timely fashion. The monitoring of academic achievement differs between the Tiered students. Educators need a way of collecting data on students' progress so that classroom and intervention teachers have the information to assess literacy behaviors, make sound teaching decisions, and plan for interventions for student centered learning. Assessment data is also used for schoolwide planning and collaboration.

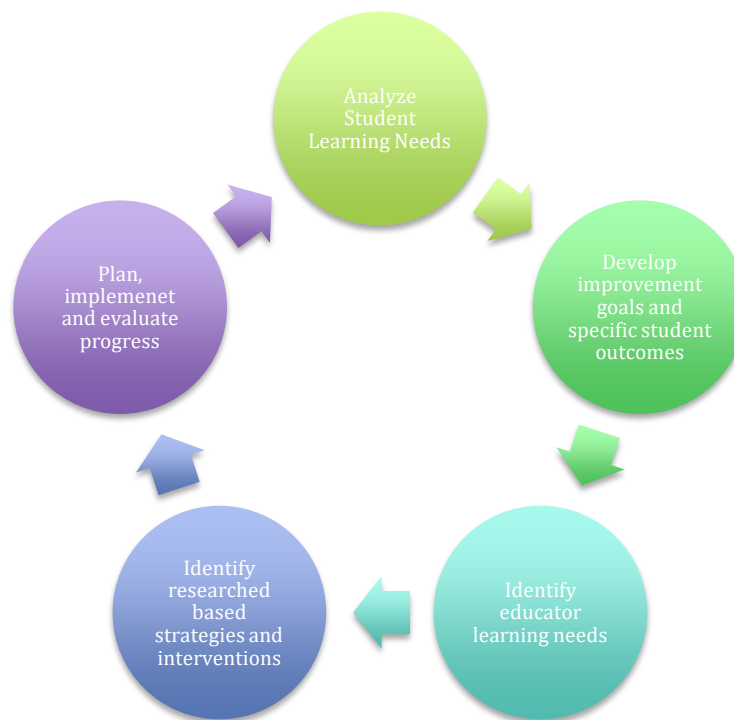
Planning for professional development opportunities is done through the Cogna team as well as the literacy team. The following practices are in place to ensure assessment and evaluation is used for every student in the most effective ways.

- Professional Development webinars on administration and interpretation of STAR Assessment
- Weekly grade level meetings to address most effective assessments, interpretation, and planning
- MTSS assists in systematic data-driven decision making of learners and systems.
- Academic Pathways monitor students in Tier 2 and 3 and identify next steps for students
- Evaluation Cycle targets students in Tier 2 and 3, Students assessed and monitored every 10 to 20 days
- Instructors use data to drive instruction, and individualize to for students' needs
- Interventionists are used to provide extra instruction for students in Tiers 2 and 3

Professional Development

Professional Development

Professional development time is provided for six hours each month. The St. John School utilizes a coach along with other professionals to sustain a Results- Based Professional Learning Model. This model is student and educator focused.



Through the Results- Based Professional Learning Model the school has been able to narrow focus on personalized learning. Staff have collaborated with local schools to unpack standards, align resources and assessment tools, identify power standards, and determine skill mastery. Support staff work with grade level teachers in identifying resources and classroom assessment tools to teach and evaluate skill mastery. Teachers (including content area teachers) gather data from observations and assessments to assess standard mastery level. Analyzing data identifies areas of concern to ensure instruction meets student skill levels. The Leadership team uses data and insight from the literacy coach to ensure professional development directs focus to teacher needs as well.

In addition professional development provided by the Regional Education Association and other state agencies such as training for instructional coaches is accessed on a regular basis. All instructors have access to resources and opportunities that continue to foster literacy. The school takes part in educational opportunities through Title II funding as well as the NCEC Hub.

Family and Community Engagement

Family and Community Engagement

Family engagement has long been seen as not only one of the most important aspects of education but also one of the most difficult. Family engagement culture is developed and sustained through a continuous process initiated and maintained by the school team and stakeholders.

The principles for Family Engagement are:

1. A school culture that engages every family
2. Communication that effectively builds relationships
3. Empowering every family in their students' needs
4. Involve families in decision making
5. Engages the greater community

The St. John school will use Cognia, PowerSchool and LivingTree to collect data and drive school improvement in the area of Family and Community Engagement. Cognia allows us to survey and assess; culture and climate, student engagement, perception surveys, and evaluation surveys. PowerSchool allows parents to see students' assignments, grades, and attendance on a daily basis. LivingTree will allow us to engage parents in a broader sense. Allowing teachers to communicate with parents on a secure platform it not only helps with communication but builds engagement in that parents are aware of what their child is studying and can converse with them about learning.

