

## **Suggested Checklist for *Local Literacy Plan***

The local school district shall publish a local literacy plan consistent with Minnesota Statutes, section 120B.12, on the official district website.

As written in Minnesota Statutes, section 120B.12, 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 three. A local literacy “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.”

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 third grade 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.

This checklist is a tool for Minnesota school districts to use when preparing to public local literacy plans. The checklist is presented in three parts:

Page 2: Overview of minimum requirements of local literacy plan components for easy reference

Pages 3-5: Plan components specified in Minnesota Statutes, section 120B.12, with examples and references from current reading research

Pages 6-11: Information to support development of sustainable programs of literacy instruction for all learners based on information from the Minnesota Blueprint for Literacy

*For more information, or if you have questions about this requirement, contact:*

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## **OVERVIEW OF LOCAL LITERACY PLAN REQUIREMENTS:**

The public local literacy plan includes, at a minimum, the following items consistent with Minnesota Statutes, section 120B.12:

- \_\_\_\_\_ Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through grade three
  
- \_\_\_\_\_ 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 three
  
- \_\_\_\_\_ 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 three
  
- \_\_\_\_\_ Explain for a public audience what interventions will be available to students not reading at or above grade level in grades Kindergarten through grade three and how these interventions will be based on learner data, how services will be provided, and how parents will be informed of student progress
  
- \_\_\_\_\_ Describe how elementary teachers will participate in, and benefit from professional development on scientifically based reading instruction
  
- \_\_\_\_\_ Specifically describe how comprehensive scientifically based reading instruction consistent with Minnesota Statutes, section 122A.06, Subdivision 4, is consistently implemented throughout elementary grades
  
- \_\_\_\_\_ Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of English Learner students
  
- \_\_\_\_\_ Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through grade three

## **LOCAL LITERACY PLAN REQUIREMENTS SPECIFIED in Minnesota Statutes, section 120B.12:**

\_\_\_\_\_ The public report to be titled, District Number, District Name Local Literacy Plan will be prominently displayed on the district's official webpage and contain all required elements listed below consistent with Minnesota Statutes, section 120B.12 in a manner accessible and relevant to ensuring that all district students will be reading well by the end of third grade

\_\_\_\_\_ Where required, report is to be approved by the district school board prior to posting and at predetermined intervals

**The public local literacy plan includes, at a minimum, the following items consistent with Minnesota Statutes, section 120B.12: (items listed in bold are plan components specified in this statute.)**

\_\_\_\_\_ Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through grade three

*Statement may be best informed by use of the following quality practices:*

- Disaggregated student achievement results and growth data in grades K-3. (When available include pre-k data and trend data from the past two to three years)
- Analysis of current practices including effectiveness of core literacy instruction for all and specifically student groups that have not been making adequate growth to meet grade level objectives
- Analysis of current practices and supports that have demonstrated success/data leading to improved results for groups of students not yet proficient

\_\_\_\_\_ 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 three

*Statement may be best informed by use of the following quality practices:*

- Describe screening assessments, given to all students at minimum in Fall and Winter, that support all staff with identifying and supporting students who need targeted assistance to achieve grade-level proficiency
- Identify diagnostic assessment process and data that support staff in matching student needs with instructional practices that have the greatest likelihood of closing the gap
- Include progress monitoring process and data that support staff in evaluating the effectiveness of instruction and in adjusting instruction as needed to maximize growth towards proficiency

\_\_\_\_\_ Specific information on how elementary schools within the district will notify and involve parents accelerating literacy development for their children in each grade Kindergarten through grade three

*Statement may be best informed by use of the following quality practices:*

- Identify how:
  - core literacy instruction and intervention supports are aligned with grade-level content standards
  - diagnostic assessments facilitate matching of student needs to instruction
  - corresponding effectiveness in accelerating achievement of students in need of additional instruction
- Communication plan and timelines for collaborating with parents on understanding data and existing supports that includes resources and tools for parents, caregivers, and/or community members to support literacy practices at home
- Provide explanation of entrance and exit criteria for students needing instructional interventions or problem-solving practices used when indicated by diagnostic and progress monitoring data

\_\_\_\_\_ Explain what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through grade three and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress

*Statement may be best informed by use of the following quality practices:*

- Outline the continuum of core instruction and intervention practices and how they align to the grade level standards and benchmarks
- Seek feedback from stakeholder groups on accessibility of information, usefulness of documents, and support needed for strategies that are required elements in the plan

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

*Statement may be best informed by use of the following quality practices:*

- Describe how teachers and specialists collaborate across grades, subjects, disciplines, buildings and district to promote development of competent use of literacy practices and instructional strategies that are effective for the students most in need of additional supports
- Explain how staff are trained to deliver core instruction, instructional interventions, and the scientifically-based reading practices embedded within them

- Describe how training and coaching supports are used to further assist staff in implementing core instruction and interventions as intended
- Describe use of performance data to inform prioritization and selection of professional development strategies

\_\_\_\_\_ Specifically describe how comprehensive scientifically based reading instruction consistent with Minnesota Statutes, section 122A.06, Subdivision 4 is consistently implemented throughout elementary grades

*Statement may be best informed by use of the following quality practices:*

- Provide available information on how multi-tiered systems of support, including core instruction and interventions, and the corresponding research-base are used to plan and enhance reading instruction for all students
- Describe the performance data and timing that will be used in designing and planning future staff development opportunities

\_\_\_\_\_ Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of English Learner students .

*Statement may be best informed by use of the following quality practices:*

- Describe processes for reviewing data and allocating resources, training, coaching, and selection of instructional materials to address language acquisition needs of English Learner and minority students
- Identify disaggregated data useful for program improvement efforts applied to strengthening core instruction and intervention that accelerate acquisition of oral language and literacy skills of EL and minority students that continue to need additional supports
- Designate training, coaching, and resources available for all school staff to effectively recognize students' diverse needs

\_\_\_\_\_ Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through grade three

*Statement may be best informed by use of the following quality practices:*

- Include how screening, diagnostic, and progress monitoring data inform decision making process
- Describe how the data is used to determine proficiency, when and where the data is collected
- Explain how teachers, administrators, and school staff are involved in regular data review

## SUGGESTED INFORMATION TO INCLUDE IN LOCAL LITERACY PLANS

This information represents a synthesis of critical components highlighted in the Minnesota Blueprint for Literacy, found in contemporary research, and used effectively by districts that see high rates of growth towards proficiency across groups of students most at risk for not otherwise achieving grade level proficiency. The following chart is meant to support local districts in prioritizing additional components beyond the basic requirements of Minnesota Statutes, section 120B.12. Systematic implementation of these components exceed what is likely to be achieved in one year (implementation suggests that it may take 3-5 years of active management and strategizing to fully implement all aspects) so extended timeline information should be included to indicate ongoing implementation and sustainability of local literacy plan.

<b>Core Component: Instructional Leadership At All Levels</b>				
<b>Action Steps</b>	<b>Fully, Partially, or Not in Place</b>	<b>Who is Responsible</b>	<b>Timeline</b>	<b>Measurable Evidence of Implementation</b>
Leadership has a strong, cohesive vision for all students to make growth and be educated with at least the goal for proficiency in grade level content standards and communicates the vision publically				
District and school wide leaders regularly analyze services provided and make informed decisions when practices and programs need to be changed or modified				
Instructional leaders promote the use of innovative practices including integration of technology for engaging all learners in meaningful and relevant learning activities				
Leadership has developed strong, strategic partnerships supported by strong community interest for targeted groups of underperforming students				
Leadership has developed a shared understanding and provides support for effective differentiated instruction strategies				
There is collective ownership for student learning among administrators, teachers, support staff, and students				
Structures and schedules focused on literacy practices, meaningful instructional time. Appropriate time and resources for intervention and enrichment are part of each school day				
Leadership has technical and practical knowledge of current best practices				
Leadership actively seeks, selects, and cultivates personnel by using resources and ingenuity to attract highly qualified personnel. Leaders selects staff based on their belief and willingness that all students can achieve				
Teachers and administrators express consistent views about achievement related to school goals				

<b>Core Component: Instructional Leadership At All Levels</b>				
<b>Action Steps</b>	<b>Fully, Partially, or Not in Place</b>	<b>Who is Responsible</b>	<b>Timeline</b>	<b>Measurable Evidence of Implementation</b>
Leadership assigns teachers to work with students based on a match between their competency and student needs				

<b>Core Component: Multi-tiered Systems of Support/ Aligned Curriculum and Instruction</b>				
<b>Action Steps</b>	<b>Fully, Partially, or Not in Place</b>	<b>Who is Responsible</b>	<b>Timeline</b>	<b>Measurable Evidence of Implementation</b>
Students who are behind spend more time on reading to accelerate rate of learning to achieve beyond grade level to college readiness				
Accountability is shared among all administrators and teaching staff for high levels of achievement among all students, regardless of ability				
Motivation and self-directed learning is facilitated by providing lessons and learning activities that engage students in cognitively challenging learning experiences, include opportunities to learn from high-quality digital and print texts and offer student choice in terms of activities and materials				
Intervention is balanced, fast-paced, engaging instructional routines provided by well-trained teachers as defined in Rule 8710.3000 and 8710.3200				
Effective teachers provide culturally responsive instruction by building on students' cultural strengths				
Practitioners and instructional leaders use data-driven decision-making and problem-solving processes at the school, classroom and individual student levels to make educational decisions				
Learner placement in intervention is determined by examination of multiple data points (including entrance and exit criteria)				
There is common professional development on core content for all teachers coaches so that staff have expertise in both content and pedagogy				
There are appropriate supports for teachers to meet the needs of all students, including coaching on literacy practices and interventions				
Alignment of district practices reflect the unification of regular education and special education curriculum				
There is explicit communication of district expectations for high levels of achievement among all students and regular and systematic follow- up with focused conversations on what achieving high levels will take				
Curriculum is aligned and articulated horizontally and vertically within the school and district to provide a fluid transition from PreK- K, class-to-class, grade-to-grade, and school-to-school				

**Core Component: Multi-tiered Systems of Support/ Aligned Curriculum and Instruction**

<b>Action Steps</b>	<b>Fully, Partially, or Not in Place</b>	<b>Who is Responsible</b>	<b>Timeline</b>	<b>Measurable Evidence of Implementation</b>
Integration of technologies have been designed to meet the needs of and make instruction accessible for students across ability levels				
Instructional practices are in place to ensure that all students receive challenging, differentiated, and appropriate instruction				
There is training and coaching in differentiated instruction and there is flexibility to modify student learning targets, processes, and products				
There are procedures for accelerating instruction				
There is training for administrators and teachers in formative assessment and flexible grouping strategies to support accelerated growth for all students				
High quality literacy rich environments foster a positive classroom and learning experience at all age or grade levels				
A range of research-based instructional interventions for any student at risk of academic or behavioral failure is in place				

## Core Component: Assessment

Action Steps	Fully, Partially, or Not in Place	Who is Responsible	Timeline	Measurable Evidence of Implementation
Staff communicate student-level data to students in ways that enable them to monitor their progress and promote development of personal achievement				
Regular and continuous use of data is used to inform, align, and improve instruction, grouping, and assessment practices as a part of the district, school, and classroom way of doing business				
There is a comparative analysis among disaggregated student groups that enabled identification of demographic-level issues in instructional practices and/or assessments				
There is ongoing use of data retreats, dedicated time for dissecting and interpreting and integrating data, as well as common meeting time for all staff to collaboratively employ data in decision-making processes				
Use of data to identify necessary professional development for all instructional staff				
Assessments must also regularly evaluate and review systemic implementation of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills				
Universal screening and other assessment data is reviewed to determine the percentage of students currently proficient overall and within each sub-group, and a gap analysis has been completed				
Leadership promotes the use of assessment prior to instruction as a means of effectively differentiating instruction for all students within the classroom				
Student-level classroom intervention procedures are based upon on-going collection of student-level data (match of intervention to student need use of problem solving level of analysis)				
There is training for administrators and teachers in the effective collection, management, and use of data in planning, implementing, and monitoring instruction				
Policies are in place to ensure that all necessary resources and support services are funded and implemented to guide planning and related instruction through use of objective and relevant student assessment information				
A current list of all assessments administered at all grade levels, at what times and for what purpose is available and consulted when district/school level decisions are made				

**Core Component: Job-Embedded Professional Development**

<b>Action Steps</b>	<b>Fully, Partially, or Not in Place</b>	<b>Who is Responsible</b>	<b>Timeline</b>	<b>Measurable Evidence of Implementation</b>
Teachers regularly analyze student work/performance data in meeting learning goals				
Professional development opportunities are built into the regular school schedule, with consistent opportunities to learn about new research and practices. Opportunities are supported to implement and reflect upon new ideas				
The intervention and enrichment practices for students grow out of collaborative structures				
The schedule provides time for teachers to collaborate with each other				
Collaborative teaming includes specialists and coaches and provides for regularly scheduled meetings to address students' needs as they arise				
There is a culture of collaboration that supports school-wide efforts to drive cultural changes and develop district-wide accountability models that support literacy development in all students				
Professional development needs are based on data and reflect effectiveness of implementation of literacy practices				
There are collaborative processes across age levels, grades, subjects, buildings and district administration in place to promote development of competent use of data, literacy practices and instructional strategies				
There is use of administrative and peer monitoring techniques, co-teaching, and coaching to support continuous improvement of instructional practices and maintain common understanding of and fidelity to curricula				
There are training and coaching opportunities that provide on-going access to relevant evidence-based practices as well as support for full implementation of the chosen evidence-based practices				
Coaching is focused on increasing teacher and administrator capacities to positively impact student literacy development and proficiency for all students, using and collecting data, building home-school-community connections and is consistent with expectations of Reading Leader standards as cited in Rule 8710.4925				
Staff receives training and coaching in differentiated instruction				

**Core Component: Family and Community Partnerships**

<b>Action Steps</b>	<b>Fully, Partially, or Not in Place</b>	<b>Who is Responsible</b>	<b>Timeline</b>	<b>Measurable Evidence of Implementation</b>
Create and maintain a plan for improving parent and community engagement by clearly defining communication systems, avenues for families and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development				
Partner with community and faith based organizations to provide literacy opportunities for parents and caregivers of youth prior to school entry, after school day, and beyond				
Work to strengthen coordination among schools, pre-kindergarten programs, early literacy programs, family literacy programs, and public libraries and out-of-school time programs that provide services to students and/or families				
Connect and collaborate with public libraries and community based organizations that support literacy and are specific to the needs of Prek-grade 3 readers and writers				
Educate and provide information to parents and caregivers on how to effectively interact with their child when using technology to advance literacy outside of school				
Develop a community wide message on the importance of infant, toddler, and preschool language development and its impact on later school success. Identify ways in which community members can get involved				