



**Local Literacy Plan  
2019-2020**

# Introduction

Dugsi maintains an intentional focus on improving literacy instruction and ensuring that all students develop the literacy skills to be college and career ready, as well as successful, life-long readers and learners.

Teachers incorporate practices in literacy instruction that have strong research support and are implemented with a best practice in a balanced literacy approach, that also considers high rigor within standards-based instruction. This instruction makes use of the Gradual Release of Responsibility model that stresses focused direct instruction within the I DO (teacher modeling, mini-lessons, interactive lecture, read alouds), opportunity to learn and collaborate in small group guided practice within the WE DO, and finally to apply literacy skills through independent work at individual reading levels within the YOU DO component.

Central to this model of literacy instruction is the use of assessments that help guide instruction and intervention decision making within Dugsi's multi-tiered system of support. This allows teachers to design instruction to customize learning for students and to provide necessary supports and interventions for students who learn at different paces.

This literacy plan is a culmination of planning, creating and professional development beginning in the 2018-2019 school year, and continuing into 2019-2020. We are proud to display all the ways in which we work with families and students as a school community to ensure all students read by the end of third grade.

## Contents

**Section 1: PK-3 Literacy Objectives**

**Section 2: Literacy Assessments**

**Section 3: Parent Involvement**

**Section 4: Literacy Intervention**

**Section 5: Professional Development in Literacy Instruction**

**Section 6: Literacy Instruction in the Classroom**

**Section 7: Intercultural Competencies/Educational Equity in Literacy Instruction**

**Section 8: Summary of Assessments and Data**

# Section 1: K-3 Literacy Objectives

**At Dugsi Academy, our mission in and around literacy is to cultivate a literacy environment through honoring our students' community and background, understanding our students holistically as learners in and out of school, and engaging in rigorous instruction through the use of data-driven instruction around standards, and through a balanced literacy best-practice model of instruction through the gradual release of responsibility.**

## **We believe:**

- All children have the capability of learning and applying literacy skills.
- All children must be literate in order to develop into successful, contributing members of society.

## **Objectives:**

- All students will read for a variety of purposes, including the pure pleasure and enjoyment of reading.
- All students will have the communication skills – speaking, listening, writing – necessary to succeed in post-secondary options (whatever they may be).
- All students will have a tool-kit of literacy skills and strategies that they can apply when working to make meaning of all types of texts.
- All students will be assessed quarterly using consistently delivered, developmentally appropriate literacy tools with evidence of learning collected and recorded on a quarterly basis for the purposes of demonstrating literacy strengths, weaknesses, and growth over time.
- All teachers will have a strong foundational knowledge of current literacy research and best practices, with ongoing scaffolded professional development that informs and guides their teaching daily.
- All teachers will use data-driven instruction within PLC's to determine instructional and intervention next steps

# Section 2: Literacy Assessments

**The assessments in the Dugsi Academy Assessment Plan:**

1. Link instruction to outcomes (standards)
2. Give timely results able to be analyzed for student growth and progress measures, are
3. Manageable for stakeholders (teacher, parent, student and district friendly) and are,
4. Sustainable over time (cost effective, responsive to stakeholders, research based)

**The data derived from these assessments:**

1. Are easily accessible by all stakeholders,
2. Clearly communicates student progress and achievement K-8th grade
3. Are used to set goals as well as inform and alter instruction to improve student achievement. Staffs respond by determining interventions for students based off data measures within weekly PLC's, which vary based on the data.

**LITERACY: K-5**

ASSESSMENT	PURPOSE	WHEN	WHO
<b>Fastbridge</b>	To assess student proficiency per semester to grade level standards to inform instructional decisions	Fall/Winter/Spring	All Students
<b>MCA</b>	To assess student yearly proficiency to grade level state standards to inform decisions at the school, classroom, and individual level	Yearly each Spring	All Students
<b>F &amp; P</b>	To assess student growth in reading proficiency through ongoing progress monitoring, and to inform instructional next steps	Progress monitoring each trimester	Students reading below grade level

<b>Expeditionary Learning Curriculum Assessments</b>	To assess student proficiency to grade level standards-based thinking to inform instructional decision making from week to week or unit to unit	Weekly/Unit	All Students
• <b>Weekly</b>	To assess student understanding of grade level content, and to inform instructional decision making from week to week	Weekly	All Students
• <b>UNIT</b>	To assess student understanding of grade level content, and to inform instructional decision making from unit to unit	Every 2-4 weeks	All Students
<b>Imagine Learning</b>	To assess student understanding as they move through individualized learning progressions in literacy.	Automatic daily and/or quarterly assessments provided within the program	All students who fall below grade level in reading

**LITERACY: 6-8**

<b>ASSESSMENT</b>	<b>PURPOSE</b>	<b>WHEN</b>	<b>WHO</b>
<b>NWEA</b>	To assess student proficiency per semester to grade level standards to inform instructional decisions	Fall/Winter/Spring	All Students
<b>MCA</b>	To assess student yearly proficiency to grade level state standards to inform decisions at the school, classroom, and individual level	Yearly each Spring	All Students
<b>Summit Learning Platform Assessments</b>	To assess student proficiency to grade level standards-based thinking to inform instructional decision making from week to week or unit to unit	Weekly/Unit	All Students
• <b>Weekly</b>	To assess student understanding of grade level content, and to inform instructional decision making from week to week	Weekly	All Students
• <b>UNIT</b>	To assess student understanding of grade level content, and to inform instructional decision making from unit to unit	Every 2-4 weeks	All Students
<b>Imagine Learning</b>	To assess student understanding as they move	Automatic daily and/or quarterly assessments provided within the program	All students who fall below grade level in reading

	through individualized learning progressions in literacy.		
--	---	--	--

**Assessment data is shared out in weekly PLC's for the purpose of instructional and intervention decision-making. The questions that PLC's use to guide their data-driven conversation are:**

- 1. What did your data this week tell you?**
- 2. What patterns did you notice?**
- 3. What will you change about your instruction after looking at the data today?**
- 4. How will you check for understanding in this round?**

**Communication with Parents:**

- **MCA Scores:** MCA Scores are given out to parents at Dugsi's open house. Any reports that are not picked up at that time are mailed to parents in a detailed report from the MN Department of Education when they are received by the school district.

**Parent/Teacher Conferences:**

- Staff members meet with parents a minimum of two times throughout the year to discuss student progress based on assessments. These are student led conferences, in which students share their work with their parents. Parents then have the option of receiving more detailed data points from the teacher.

## **Section 3: Parent Involvement**

**At Dugsi, having partnerships between the school and home helps minimize the effects of both illiteracy and aliteracy on all of us. When children have support networks both in and out of school, they are more likely to be motivated and engaged to be productive citizens.**

### **Parent Communication:**

Teachers communicate grade level expectations and classroom activities through regular parent newsletters and provide reports of student progress through teacher conferences, phone conversations, and electronic communication tools at the mid-point and end of each trimester. Additionally, staff are accessible via telephone and email for questions, concerns, and follow-up. Individual appointments can be scheduled as necessary.

Parents receive a letter from the building informing them that their child has been referred to a Tier II intervention program. Progress is shared at parent/teacher conferences, report cards, and upon parent request. Students referred to Tier III interventions are invited to a meeting to discuss the reasons for the recommendation and to discuss a referral for a special education evaluation.

Ways that Dugsi engages parents in literacy are:

- 1. Through ongoing parent involvement in at-home literacy activities to support school-wide initiatives and focus**
- 2. Through opportunities for students to access online learning opportunities at home to help extend and expand their literacy growth.**
- 3. Through parent information nights there are opportunities to delve into the curriculum and obtain additional resources to support learning at home**

## Section 4: Literacy Interventions

**Literacy interventions at Dugsi are determined within weekly data-driven PLC's and are supported by Dugsi's multi-tiered system of support (MTSS) for literacy. Student progress is monitored in weekly PLC's using formative and summative data as is relevant and necessary to make ongoing instructional and intervention decisions.**

### **Multi-Tiered Systems of Support:**

All students have the ability to learn and grow to increasingly higher levels. For a variety of reasons, some students require targeted support in order to best help them meet their potential. The multi-tiered systems of support (MTSS) model provides a coordinated framework of assessments, interventions, and resources to meet the needs of all learners.

MTSS requires partnership throughout the building and across programs to prioritize and deploy resources and provide quality instruction. Thoughtful consideration must go into staffing the school, creating teacher and student schedules, and providing learning resources.

MTSS is structured around tiers of interventions that provide a progressive approach to servicing students.

**TIER I** – students at the Tier I level receive high-quality instruction in the regular classroom. Through student assessments and increasingly differentiated instruction, the classroom teacher meets the academic needs of at least 80% of the students in the classroom.

**TIER II** – students at the Tier II level participate in research-based interventions that are in addition to the regular classroom. Small group services are provided under the direction of a licensed teacher for identified students based on their academic needs. Using frequent progress monitoring strategies, Tier II interventions should meet the academic needs of another 10-15% of the students in the classroom.

**TIER III** – students at the Tier III level receive direct services from a licensed special education teacher that are in addition to the regular classroom. This level also incorporates research-based intervention strategies and represents the most intense level of interventions before referral for special education. Students at this level may also already have an Individual



Education Plan (IEP) through special education.

Through the use of diagnostic student assessments, high-quality, differentiated classroom instruction, and research-based interventions, Dugsi strives to guide students in meeting their potential.

## **Section 5: Professional Development**

**At Dugsi, professional development is highly aligned with implementation needs around instructional best practice school-wide. Teachers are trained in systems around curriculum, instruction, assessment, and behavior in an effort to triangulate data to support data with best practices.**

### **Dugsi Goals and Outcomes:**

Weekly Data Meeting Structure to support MTSS (meetings rotating around math, literacy and behavioral data)

#### **Data PLCS = Alternating Weeks**

- a. Reading (Week A) → Identify Problem + Develop a Plan + Set a Timeline
- b. Math (Week B) → Identify Problem + Develop a Plan + Set a Timeline
- c. Behavior (Week C) → Identify Problem + Develop a Plan + Set a Timeline
- d. Reflect on results based on Reading & Math Data (Week D) → Did we fix our Math problem? Y/N + Did we fix our Reading problem? Y/N + What are our next steps
- e. Back to Week A and repeat cycle

#### **Weekly Teaching Framework Development PLC's:**

- Initial development around specific teaching tool
- Staff individualized goal setting about implementing new tool

- Observation and Feedback cycle
- Continued development based on implementation and teacher need

### **Summer Literacy Professional Development Plan:**

- Literacy Block - planning, implementing and maintaining routines and procedures around literacy.
- Imagine Learning Literacy: Implementation, student support, monitoring data and using data to inform instruction and intervention.
- Guided Reading - structure, planning, implementation and support
- Fountas and Pinnell Benchmark Assessment System: Administering the BAS, utilizing the data to inform guided reading groups and independent reading selections for all students.
- Expeditionary Learning - Internalizing the curriculum, overviewing module 1, designing pacing calendars, lesson planning.

## **Section 6: Literacy Instruction in the Classroom**

**Literacy instruction follows a best practice model of balanced literacy through the model of effective instruction in gradual release of responsibility. At the elementary level teachers use this model to support literacy and writing within a 90 minute literacy block that includes reading, writing, word study, and response to reading. At the middle school level teachers use this model to support students as they move through literacy collections, which includes the use of close reading, and in which instruction is highly scaffolded to meet the needs of the individual learner.**

**Dugsi uses the following curriculum with fidelity within the literacy block at the elementary level to support students as they move along the college and career**

readiness pathway:

- o Expeditionary Learning Literacy Curriculum:  
*~This is used to support student's core instruction in literacy as they build pathways to meet college and career readiness standards*
- o Expeditionary Learning Foundations Curriculum:  
*~Really Great Reading is used to build students foundational literacy skills to support students "learning to read"*
- o Jan Richardson Guiding Readers:  
*~This text is used to support teachers as they build guiding reading into their literacy block*

## **Guiding Principles for Reading, Writing and Vocabulary**

**The following seven principles serve as the guiding factors used when formulating this document. These principles are grounded in research on best-practices in literacy instruction, and are meant to serve as the underlying foundation for making all curricular and instructional decisions with regards to literacy at Dugsi.**

### **1. Reading and writing are about developing meaning.**

In elementary schools and early childhood programs, students learn to interact with and produce text. They not only learn how to read, but also learn that reading and writing are about developing meaning and engaging with and producing a variety of texts. Students must be taught comprehension strategies they can apply to help them understand a variety of texts. They must learn about text structures and how to apply their strategies and understandings to new contexts as they begin to synthesize information into new, meaningful constructions.

In secondary schools, students interact with and produce more complex texts. They must move from a dependence on surface structure systems for understanding to deep structure systems. Students must develop the ability to analyze and evaluate text. They must be able to apply their

understanding to new contexts and they must be able to synthesize information from a variety of texts into new, meaningful constructions.

## **2. Reading and writing involve complex thinking and metacognition.**

Elementary and early childhood students are learning to be metacognitive. They are taught to think about the strategies and skills they are applying while reading and interacting with text and how these strategies and skills develop their understanding. Writing becomes a critical factor in communicating their thought processes, as students provide evidence of their thinking and learn to explore and connect ideas.

Older students are expanding their cognitive abilities into more symbolic and complex thinking patterns. They are better able to understand and apply the concepts of analogy and metaphor and to generalize concepts learned in context to other content areas. At this stage, writing becomes critical in supporting these expanded abilities. Writing provides a structure for students to explore and connect ideas.

## **3. Reading and writing require active “conversations” with the text.**

All students are learning to continuously interact with the texts they are reading and writing. They learn that what they bring to the text (background knowledge) has as much of an impact on their development of meaning as the actual words that they read. Students are taught through explicit modeling to listen to their “inner voice” as they read, paying attention to their questions, connections, and predictions. They are explicitly taught to have internal conversations with the author in order to deepen their understandings while reading. Students are also taught that writers hold these internal conversations with the text they are producing, and learn to use these conversations to reflect upon their written messages.

## **4. Vocabulary and grammar must be developed within context.**

Research has shown that lists of words or practice worksheets of grammatical rules that are disconnected from meaningful context are not retained and applied by students; therefore, having little to no lasting benefit. At all levels, instruction should focus on strategies which **embed** vocabulary and grammar within the context of meaningful and authentic reading and writing that provide a more lasting effect on students.

## **5. Reading and writing are critical components across all content areas.**

Teachers of all grade levels need to address reading and writing across content areas. The language of reading and writing should be related and connected across content areas, highlighting the similarities and differences between the relationships of the

various content areas (i.e. predicting in language arts, hypothesizing in science, and estimating in math = connecting and applying across contents). It is the teacher's responsibility to demonstrate these relationships and make the structure of the text transparent, explicitly teaching so that students can apply literacy skills and strategies while making meaning across all content areas.

## **6. Reading and writing are social experiences.**

People write text materials and people read them. Students bring their backgrounds and social context to the table when interacting with text. Through literacy discussion, and explorations of a variety of texts, students are able to develop richer and more nuanced understandings of materials.

## **7. Reading and writing competence is necessary for academic success and beyond.**

Reading and writing skills are not only needed to succeed in post-secondary education, but are also "threshold skills" for the workplace. Literacy skills are the leading predictor of completion of high school and college. In addition, businesses report that reading and writing abilities are critical for promotion and retention.

# Scaffolding Instruction to Improve Achievement through the Gradual Release Model

Effective literacy instruction supports students as they move from novice to expert readers and writers. All too often teachers introduce students to a skill or material, explain the steps, and then expect the students to complete the assignment independently. Cognitive learning research tells us that another model of instruction, *The Gradual Release Model of Instruction*, developed by Pearson and Gallagher (1983), is far more effective for building student understanding. In this model, instruction moves along a continuum from teacher activity and focus to learner activity and focus.

This continuum can be seen as four stages: teacher directed (modeling), shared practice (teacher and students), guided practice (student practice with support), and independent practice. The greatest student learning occurs in the second and third stages of the model.

**Teacher Directed (Modeling)** - The teacher:

- o The teacher explicitly describes and explains a skill, activity, assignment...
- o The teacher models the use of a skill/strategy through thinking aloud.

- o The teacher reviews the explanation.

- o The teacher checks for understanding.

- o **The teacher makes the invisible act of learning visible for students.**

**Shared Practice** - The teacher leads, the students participate:

- o The teacher leads the activity/assignment asking students to participate.

- o The students participate by following along with the teacher, practicing and/or applying the skill/strategy previously modeled.

- o The teacher asks leading questions to encourage students to think about the process, a concept, or an outcome.

- o The students develop understandings as they answer the teacher's questions.

- o The teacher reviews the activity with the students and checks for understanding.

**Guided Practice** - The students act (sometimes in pairs or groups), the teacher guides:

- o The students (often in cooperative groups) work through the activity/assignment.

- o The teacher monitors and coaches students through the process.

- o The teacher provides students with specific feedback about their work.

- o The teacher continues to ask leading questions to encourage students to find next steps or to think more deeply about processes and concepts.

- o The teacher debriefs the activity with the students and checks for understanding.

**Independent Practice** - The student independently applies the skill/strategy

- o The students complete the assignment independently

- o The teacher monitors for understanding and returns to earlier stages if necessary.

- o The student applies skill to new assignments / contexts.

- o The student monitors and evaluates his/her own understanding and self corrects.

- o The student reflects about, analyzes, and evaluates their mastery of the skill/concept.

- o The students are able to apply the skill / concept to the “real world”.

## **Section 7: Intercultural Competencies / Educational Equity in Literacy Instruction**

**Dugsi strives to be a school where intercultural competencies, and educational equity in literacy instruction are provided for all students within their school day, and throughout the school community. We do this through providing ongoing professional training for all staff, as well as through the implementation of literacy curriculum that is written through an equitable lens.**

### **Professional Development:**

Staff has received professional development training around intercultural competencies in both the 2016-2017, and 2017-2018 school years. Accountability around this professional development is held within ongoing classroom walk-throughs, observations, PLC's, and staff trainings, and coaching.

### **K-3 Literacy Curriculum:**

Literacy curriculum throughout k-3 at Dugsi considers both intercultural competencies within its delivery, and educational equity within instruction.

Other literacy curriculum components used in K-3 are Fountas and Pinnell Benchmark Assessments, Expeditionary Learning Foundations curriculum, Imagine Learning and Jan Richardson's Guided Reading structure, all of which consider the whole student, and provide instruction through the lens of equity within anchor texts used, as well as within instructional models.

## **Section 8: Summary of Assessments and Data**

**Dugsi has worked to align our assessment system, to ensure that students are given the right assessments, at the right time, and for the purpose of driving instructional, and intervention decision-making. Dugsi has implemented weekly grade level, and content PLC's, as well as six-week data cycles to ensure fidelity around the consistent practice of looking at data school-wide.**



The following are data sample summaries of reading growth in grades K-3, measured as students meeting or exceeding one years growth, but do not reflect the full implementation of the above mentioned literacy best-practice foundations which will be occurring in the 2018-2019 school year.

