

	1800 14 th St. NE Faribault, MN 55021	MINNESOTA DISTRICT/SCHOOL LOCAL LITERACY PLAN	2017 - 2018 revised
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DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION

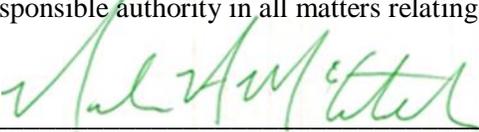
District Name and Number: Cannon River STEM School #4194-07	Phone: 507-331-7836
Superintendent/Director: Nalani McCutcheon	Fax: 507-384-3436
Site Address: 1800 14 th ST. NE, Faribault, MN 55021	Email: mccutcheon@cannonriverstemschool.org
School Name and Number: Cannon River STEM School #4194-07	Phone: 507-331-7836
Principal/Director: Nalani McCutcheon	Fax: 507-384-3436
Site Address: 1800 14 th St. NE, Faribault, MN 55021	Email: mccutcheon@cannonriverstemschool.org

Local Literacy Team Members	Local Literacy Team Roles
Cora Packard	Teaching and Learning Coordinator
Nalani McCutcheon	Executive Director
Jessi Wiles	Kindergarten Teacher
Lauren Girard	Kindergarten Teacher
Terra Haugen	1 st Grade Teacher
Melanie Donley	1 st Grade Teacher
Devon Wolters	2 nd Grade Teacher
Ruth Lee	2 nd Grade Teacher
Tess VanZuilen	3 rd Grade Teacher
Stacey Sandler	3 rd Grade Teacher
Marcy Goss	Title 1 Teacher

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LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Cannon River STEM School has authorized Nalani McCutcheon to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan. 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.



(Signature of Superintendent/Director)

June 27, 2017
(Date)

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:

- How you will ensure reading proficiency for all students by the end of Grade 3.
- The process to assess students' level of reading proficiency.
- How you will notify and involve parents.
- How and when you will intervene with students who are not reading at or above grade level.
- 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

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Section 1: Ensuring Proficiency

At Cannon River STEM School, we believe that strong reading, writing, and problem solving skills are the gateway to all disciplines including those in STEM: Science, Technology, Engineering, and Math. All CRSS students believe they are readers because they understand that reading is made up of many parts including reading the pictures, reading the words, and being able to retell a text that one has read, heard, or watched. Likewise, we encourage all CRSS students to believe they are writers because they understand that writing is a way to communicate ideas whether it be through pictures, dictation, or writing the words. As students learn to read and write they gain problem solving skills or strategies to help them with fluency and comprehension. Our goal is for **all** Cannon River STEM School students to be proficient readers and writers when they finish third grade.

Each day CRSS students will be building their literacy skills and developing a love of reading and writing. Both of these will be developed through expert instruction and adequate time to read and write. Literacy instruction does not only happen during “reading” or “writing” time, but throughout the day in every subject. During the literacy block in each classroom teachers use a variety of methods to meet the needs of all students as they progress along the continuum of reading and writing skills. Some of the methods include: the use of centers or stations, small groups of students working with a teacher on skills, regular conferencing with individual students, independent reading time with self-selected books, read alouds, computer and web based activities, whole group mini-lessons, and discussions about students’ struggles and successes with literacy. Our integrated curriculum provides additional opportunities for reading and writing with both literature and informational text throughout the day. The focus of our curriculum mapping in 2016 – 2017 continued to embed the English Language Arts standards into Science and Social Studies maps.

We celebrate literacy in many ways throughout the year at Cannon River STEM School.

- Each all school celebration day includes an all school reading time – every person on campus stops to read.
- Twice a year staff and parents host a book fair and many classes routinely send home book orders.
- CRSS participates in the Faribault Year of the Reader author visits.
- A Literacy Night engages families in learning about literacy tools.
- “Mystery” readers, buddy classes, trips to the local public library, our school and classroom libraries provide opportunities to share great books.
- A time to read and write every day also helps CRSS staff engage and create enthusiastic readers and writers.



Our low class sizes, capped at twenty students in K-3, provide multiple opportunities in a day for 1:1 literacy interactions with a CRSS staff member. Students are supported through access to paraprofessional staff working with direction from the classroom teacher, classroom volunteers who often listen to a student read and have discussions with them about the text. Students practice how to choose books at appropriate

reading levels in their classroom libraries or in the school book collection. Students below grade level may qualify for Title 1, Special Education or Americorps Reading Corps services.



Technology enhances all areas of learning at Cannon River STEM School. Every classroom at CRSS is equipped with a SMART Board and access to computers. Two computer laboratories host classroom stations for one full class and one for half or shared computer stations, iPad labs on a cart, and laptops on a cart are available for student use. Web based programs are used for practice both in the classroom and the computer lab. Students increase their research, writing and problem solving skills as they use word processing tools and create multimedia projects beginning in kindergarten. Staff members provide examples of educational websites to parents in a variety of ways:

in weekly peeks, in the monthly school newsletter, at conferences, on classroom webpages, and at literacy night.

Cannon River STEM School leadership insists that all staff take ownership in the literacy development of our students. From the child waiting in the office who is offered a book to read from the book basket to the direct instruction by the classroom teacher; from the upper grade teacher who works on fluency with seventh graders by having them reading and discussing selected text with kindergarteners to the classroom teacher planning small group instruction; from the Executive Director who routinely asks students about what they are reading to the Title I staff who work one to one with identified readers everyone is responsible for helping to create a culture of reading and writing. As adult learners the staff is asked to take ownership in their own literacy development during one of the four staff meetings a month, early dismissals, or staff development days. This time is used to increase their understanding of the literacy standards, to read current research, to analyze and discuss student data, to learn from each other, to discuss ways to include literacy skills across the curriculum, and to work cooperatively to make literacy achievement possible for all students. Beginning in 2016-2017, an additional five half days of release time by grade level was provided throughout the year to review literacy and math data.



All Cannon River STEM School K-3 teachers are highly qualified and dedicated to ensuring that all students become proficient as readers and writers. In addition to the classroom teacher at each grade level, students in these grades might receive services after being screened from the Title 1 teacher or Special Education teacher; these teachers are also highly qualified and provide additional specific lessons to students. Teachers always plan the practice and instruction that paraprofessionals deliver to students so that working as a team the needs of each student are met. Since 2012-2013 a Reading Corps member has provided

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service to students who meet the Americorps Reading Corps criteria. In FY17 the Title teacher and Special Education teacher continued to use the LLI system for Tier 2 or Tier 3 students.

Parents and community volunteers are an important part of the team that builds the success of young readers and writers at Cannon River STEM School. Under the direction of the classroom teacher volunteers assist with literacy growth in many ways – as a “mystery” reader sharing their love of reading, as a volunteer who listens to students read texts at their “just right” level and engages in discussion about the text, as a word study coach helping a student or small group of students to sort words based on their characteristics, as another adult to practice sight words with, as a secretary for students who are in need of a scribe for story writing, or as an extra pair of hands in the computer lab. Another kind of partnership that happens between grade levels at CRSS is the Buddy Class. Buddy Classes spend time, together, engaged in activities such as shared reading, writing projects, outdoor activities, or skill building games. There is nothing quite like an opportunity to read to one’s buddy to make a student practice so they are fluent, expressive, and know the story inside out for the discussion. Since 2012-13 CRSS students who are in need of accelerating their progress in reading have had the opportunity to work with an AmeriCorp Reading Corps member. Paraprofessional time is also dedicated to working with small groups of proficient readers to continue to access more difficult texts and concepts. CRSS continues to develop relationships with community groups to foster additional volunteers.

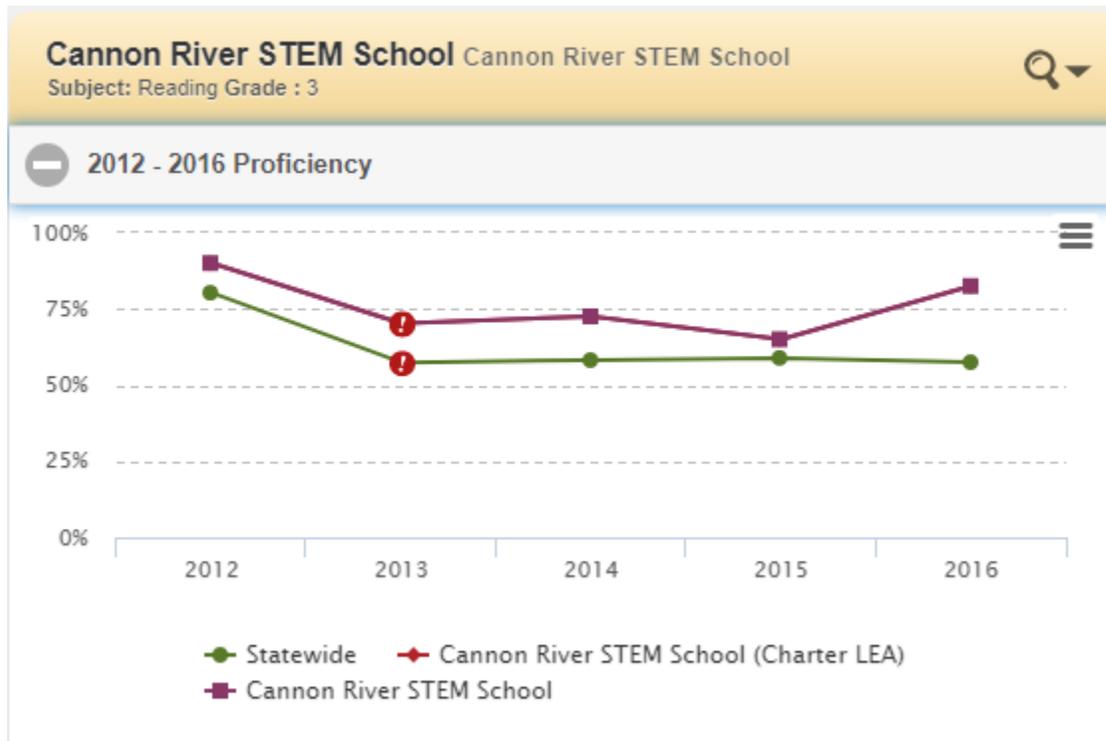


- In the 2015-2016 parent satisfaction survey, parents of the K-8 CRSS families responded:
- 88.7% of parents felt welcomed by staff when they come to CRSS
 - 84.1% of parents report their child(ren) feel physically and emotionally safe at school
 - 95.5% of parents report their child(ren) spend time outside for instruction at school
 - 88.6% of parents report that their child(ren) are encouraged to ask questions about the world around them and investigate the answers at school.
 - 90.9% of parents report that their child(ren) has learning opportunities that combine more than one subject on a regular basis.
 - 90.9% of parents report that their child(ren) have been supported as readers.
 - 81.8% of parents report being satisfied with our academic program.

To ensure that all students are proficient as readers by the end of third grade the Cannon River STEM School administration and staff are committed to continual progress monitoring for each student. Progress towards proficiency in reading will be measured by a variety of tools depending on the skill or concept, the grade level, and the special needs of the student. Specific tools that will be used by the classroom teacher, Title 1 teacher or Special Education teacher at various grade levels include skill and concept checklists, running reading records, the Developmental Reading Assessment (DRA), the Fountas and Pinnell Assessment (F&P), the NWEA MAP tests, and the MCA test. CRSS proficiency level targets are used to determine whether a student is on track to be proficient by the end of third grade. These targets and the

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assessment data collected are discussed with parents at each of the conferences held during the year, are used as staff analyze data to determine staffing and programming, and aid teachers in planning specific differentiated instruction, recommending summer school students or additional screening or services. Beginning in 2014-2015 common planning time for teachers at each grade level, K-3, was built into the schedule and part of that identified for literacy staff development, analyzing student data, or lesson planning and design to ensure the success of all students in the area of reading. MCA scores for reading at the end of third grade at Cannon River STEM School are higher than the state averages.



Section II: Assessment Process

Regular collection and continuous use of data is used to inform, align, guide, and improve instruction at Cannon River STEM School. We believe all students are able to move along the reading and writing continuums to reading proficiency with a cooperative effort of staff, parents, and our students who must first see themselves as readers and writers.

Students New to K-3 at Cannon River STEM School:

All incoming Kindergarteners and 1st graders new to Cannon River STEM School will be screened for their knowledge of the six components of literacy development: Phonics, Phonemic Awareness, Vocabulary, Comprehension, Fluency and Oral Language. Classroom teachers will use checklists and the Developmental Reading Assessment (DRA) during the first weeks of school with these earliest learners. These screening tools will inform teachers in planning their classroom instruction for the whole group, for smaller groups of students, for accelerated instruction for students who are struggling with the foundational skills for reading success, and may indicate potential referrals for other services.

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Students new to CRSS who are in 2nd and 3rd grade will also be screened with the Developmental Reading Assessment (DRA) or Fountas and Pinnell Benchmark Assessment (F&P) to determine their reading skills. This screening tool will help the classroom teacher plan for guided reading instruction at an appropriate level, help the student choose “just right” books, suggest skills that may need individual instruction to build foundational skills, and indicate potential referrals for other services. The Title 1 teacher conducts these screenings to determine Title 1 eligibility for new 1st, 2nd, and 3rd graders. Students who do not qualify for Title I services may be referred to Americorp Reading Corp screening.

Families of students who are screened for Title 1 services will be notified by the Title 1 teacher about the results of the screening and potential eligibility with a letter immediately following the screening process. Parents of Title 1 students will also be invited to join the Title 1 Advisory Group and be invited to information nights during the school year. If a student does not qualify for Title 1 but meets the requirements for a Reading Corp spot parents will be notified by the classroom teacher. All families will receive information on reading progress at conferences.

Students Returning to Cannon River STEM School in Grades 1 – 3:

Returning CRSS students have a reading progress card, beginning Spring 2012, that follows them from year to year throughout their school career. This has a record of their reading and writing progress so that returning students can quickly be placed into instructional groups, be provided with samples of independent level reading texts, and checked for summer gain or loss of skills in fluency and comprehension as each school year begins. Cannon River STEM School staff are committed to the success of each student and will spend time during workshop week in the fall communicating about the reading progress of the previous year’s students to make the transition to a new grade as seamless as possible. All teaching staff will be trained to administer the screening tools during staff development sessions.

Returning students will continue to be assessed for their reading development with the DRA, typically given to students in grades K through 2, and the Fountas and Pinnell Assessment (F&P) which may be used for some 2nd graders and most 3rd graders. Another measure that will help guide instruction will be the NWEA MAP tests which are administered twice a year at 2nd grade (fall and spring) and 3rd grade (fall and winter). MCAs at 3rd grade are also used by the fourth grade teacher to begin instruction at that level. The reading progress card will show the DRA or F&P reading levels the student was assessed at each year, the scores for other standardized tests given at certain grade levels, interventions for students in need of acceleration, information about progress in word study, and a writing sample from each grade level will be attached.

Additional Staff Who Help to Ensure Reading Success:

Cannon River STEM School has a Title 1 teacher who works closely with the classroom teachers to accelerate reading achievement. Title I screening will happen in the spring of each year for all students in kindergarten to determine eligibility in first grade. Those students already in the Title 1 program will be reassessed at the end of first and second grade to determine whether they qualify for service in the fall as a second or third grader.

Since 2012-2013 CRSS has had an Americorp Reading Corp volunteer. This volunteer is trained to provide reading interventions to accelerate reading achievement through daily, one on one, intensive reading instruction through the Americorp Reading Corps program.

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Teachers may also refer a student to the child study team if there are concerns about reading development. Interventions in the area of literacy will be identified and the teacher will collect data on the results of these interventions. Follow up with the team may indicate a need for further discussion and testing for special education services. Cannon River STEM School has two full time special education teachers who assist students in reaching their full potential and are trained in the Leveled Literacy Intervention System from the Fountas & Pinnell materials.

Communicating Reading Proficiency Levels:

Reading at CRSS

Grade Level	Goal for student level at the end of the grade.		
	Guided Reading Texts	DRA Score (Developmental Reading Assessment)	Lexile Range: range expected by the end of the school year
Kindergarten	C	3	BR-Beginning Reader
1st Grade	I	14-16	BR-300
2nd Grade	L	24-28	450-790
3rd Grade	P	38	450-790
4th Grade	S	40	790-980
5th Grade	U	*	790-980
6th Grade	V-W	*	955-1055
7th Grade	X-Y-Z	*	955-1055
8th Grade	X-Y-Z	*	955-1100

The Cannon River STEM School curriculum is aligned with the *Minnesota K-12 Academic Standards in English Language Arts*. A student who is “on track” in their reading development will meet the DRA level, or F&P level, or be within the Lexile range suggested in 2nd and 3rd grade by the MAP tests as well as demonstrate in class their understanding of grade level literacy skills and concepts. The Cannon River STEM School Reading Level Chart sets end of year reading goals for all students in grades kindergarten through eight.

The CRSS reading level chart is posted on the school website for parents, is reflected in each student’s reading progress card, and is used for discussion with staff when reviewing Response to Intervention (RtI)

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strategies that will be implemented. While these target scores are helpful guidelines, by themselves they do not give a complete picture of any individual child as a reader, but help to identify some of the supports a child may need for literacy success.

Section III: Notifying and Involving Families

Cannon River STEM School will ensure literacy success for all students by providing the resources each child needs in order to progress along the reading and writing continuum. Students will have teachers who are knowledgeable in the art and science of teaching reading and writing. They will have teachers who are trained in administering and interpreting a variety of assessment tools to identify the next steps to help students improve as readers and writers. Teachers will regularly meet to discuss how to help students continue making progress in their literacy development. Students will have an adequate amount of time to read, a wide variety of texts to choose from, and an integrated curriculum where reading and writing occur in all subjects.

An essential component of student success is that families need to be informed about their child’s development as a reader, need to feel welcome to ask questions throughout the year not just at scheduled times, and need to have ideas and resources to work on reading skills at home. Providing families with purposeful, timely, and understandable information and suggestions about each child’s literacy development is the goal of each classroom teacher at Cannon River STEM School.

At Cannon River STEM School we believe that when families participate in the formal conferences held each year the partnership that is built between home and school will help foster literacy success.

- During the week before school begins, the classroom teachers meet with each student and their family in an introductory conference. Part of this conference will be to review the child’s reading habits during summer vacation, review the child’s interests as a reader, and to share information about the reading skills and expectations for students at that grade level.
- In October and January conferences are also planned for families. Reading progress and goals will be reviewed at each of these meetings. These conferences are excellent times for families to ask questions about progress towards reading proficiency, to set goals for ways to work with their child at home, and to inquire about additional help and supports that are available at school.
- Families are encouraged to meet more frequently if needed with their child’s teacher and to call or email with questions regarding their child’s progress towards literacy proficiency.

Report cards also provide information about each student’s progress towards proficiency. The CRSS standards based report card is completed after each trimester. Before the report card is available for viewing electronically, each teacher sends home a narrative about the highlights of the academic curriculum that was taught in the trimester. This narrative provides a review of the trimester as well as a reference for which parts of the English Language Arts standards were assessed during that time.

Specific assessment results and recommendations about literacy progress will be shared during the October and January parent-teacher-student conferences. Goals will be set that include specific actions to be completed at home to practice skills learned at school. Providing handouts, computer resources, DVDs, or books are some examples of the resource sharing that CRSS uses to create a partnership between home and school to accelerate reading proficiency. Report cards also reflect student progress in December, March, and June.

Students in the Title I program, the AmeriCorp Reading Corp program, or in Special Education will receive additional reading progress reports. These are intensive, skill specific interventions meant to accelerate progress towards reading proficiency. Permission to assess for these services and results of these assessments will be shared as they happen throughout the school year.



Each week classroom teachers prepare and send home, either electronically or on paper, a weekly peek. This peek regularly has ideas for families about how to talk with their child about literacy, lists of books that the child has been exposed to in their units of study, and notes about volunteer opportunities in the classroom. Regular reading at home is the core homework that is assigned for CRSS primary students. Additional homework that supports literacy development includes word study activities, discussion questions that are related to topics being studied, and writing exercises. In FY17 all students in K-2 had regularly provided book bags sent home with leveled texts and strategy instructions to compliment the work in the classroom.

Cannon River STEM School staff have read and discussed the research on homework at the primary level. Our conclusion is that the best gifts a family can give its children are time spent playing outdoors and using their imagination, and time spent reading, writing, and talking

about their day and the natural world around them. Homework at CRSS in grades K-3 consists primarily of a nightly expectation of reading and literacy activities, generally a minimum of 20 minutes with a family member. In addition to reading, students are asked to practice their word study lists and math facts regularly. This commitment from parents to ask about their child's day at school, to follow through on the nightly reading and skill practice, and to attend school functions helps to show children the importance and value of school and develops literacy skills.

A minimum of one Parent Information Night each school year will be dedicated to reading and literacy development, with an emphasis on parent education. In order to help all families attend, CRSS staff will provide child care for siblings with a focus on literacy activities. A parent information cart with both free and check out materials about literacy is available.

Thank you to all the volunteers. We appreciate you!



2-2 NEWS

Cannon River STEM School
Faribault, MN
Mar 5 - 9, 2012
Week 27

Ms. Deni's Classroom Newsletter

Contact me **This Week's Highlights**

Please feel free to contact me:
dbuendorf@cannonriverstemschool.org

Monday 3/5
In math we collected measurement data. We measured the length of our arm spans and how far

What We Read This Week

- Titanic Crossing
- Women Who Changed History: The Flight of Amelia Earhart
- Tacky the Penguin
- Tell Me, Tree

can put in an online order at any time!
Web address: scholastic.com/bookclub
Class Activation Code: JBYWT

What We Read This Week

- Titanic Crossing
- Women Who Changed History: The Flight of Amelia Earhart
- Tacky the Penguin
- Tell Me, Tree

Upcoming Events

Monday 3/13: Field trip to Buckleham
Tuesday 3/13: Family Arts Night at CRSS 6pm
Wednesday 3/14: Early dismissal
Monday 3/19 - Friday 3/23: SPRING BREAK!
Monday 3/26: Scholastic book orders due

We took up with the 2nd-3rd grade science fair exhibits. We got to check out these projects this afternoon and we completed a science fair passport to tell about the ones that most interested us. We also had a social studies science/reader's workshop lesson on the importance of protecting the environment. We then distributed grocery bags with environmental messages. Nelson's will use our bag!

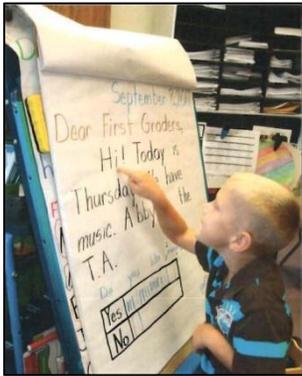
Thursday 3/8
We reviewed for tomorrow's math test on unit 7. We also used our notes about Amelia Earhart to write a brief essay about her life. We finished our service project and we also had Chinese.

Friday 3/9
We had a test in math and in word study today. We practiced our Rucy with Words. We also had Chinese and spent time with our 3rd grade buddies.

Great reading tips for parents of 2nd graders: <http://www.readingroquets.org/article/7826/>

DON'T FORGET YOUR HOMEWORK! READ AND BE ACTIVE EVERY DAY!

Section IV: Interventions



The core literacy instruction at Cannon River STEM School is based on a readers' and writers' workshop model. Teachers use the *Minnesota K-12 Academic Standards in English Language Arts* to guide instruction and create integrated units of study with the other subjects whenever possible.



In addition to having word rich rooms, daily morning messages, classroom libraries, and a personal love for reading CRSS teachers have access to a number of professional resources to help determine interventions and strategies for teaching in the area of literacy. Teachers use scientifically researched based information from sources like the following to create the core reading and writing instruction for the entire class.

- Irene C. Fountas and Gay Su Pinnell's *Guided Reading Good First Teaching for All Children* helps teachers to organize their literacy blocks into 9 elements: read alouds, shared reading, guided reading, independent reading, shared writing, interactive writing, writer's workshop, independent writing and letter/word study.
- Fountas and Pinnell *Continuum of Literacy Learning Grades K-2*
- Fountas and Pinnell *Teaching Comprehension and Fluency K-8*
- Words Their Way
- Zemelman, Daniels, Hyde *Best Practice: Bringing Standards to Life in America's Classrooms 4th Edition*
- Developmental Reading Assessment
- Fountas and Pinnell Benchmark Assessment System
- *Minnesota K-12 Academic Standards in English Language Arts* and the Appendices
- *Interactive Read-Alouds* Linda Hoyt and Lynnette Brent Sandvold
- *Toolkit Texts* Stephanie Harvey and Anne Goudvis
- *Nonfiction Reading Power and Writing Power* Adrienne Gear
- Handwriting Without Tears

Classroom teachers will determine interventions based on both formal (DRA, F&P, Letter/Sound Checklists) and informal (Observations, Anecdotal Notes, Child's Self Evaluations) data that will be collected on an ongoing basis. Families will be informed of reading progress, reading concerns, and interventions that will occur both at home and at school no later than the October conference. From that point families would expect to hear from the teacher(s) every four to six weeks either by phone or in writing when a student is not accelerating at the expected rate for their grade level.

Students who are identified through initial screenings and diagnostic assessments in the regular classroom and are found to be below the range of expected proficiency for that time of the year for that grade level will receive additional support. Interventions at this level are varied and will depend on the skills or concepts the student needs additional practice or reinforcement with while still receiving the core programming. Examples of interventions that would be discussed with the student's family include:

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- Additional practice materials for use at home
- Small group guided practice on a particular skill
- Prescribed practice with the Acellus program
- Individual reading time with a trained classroom paraprofessional
- Referral to the Americorps Reading Corp volunteer for 20 minute, daily, intense instruction
- Referral to Title 1
- Invitation to an after school reading group
- Center time with a focus on fluency (Read Naturally, ROAR, texts chosen by the teacher)
- Parent and community volunteers help at this level of instruction by listening to students read, discussing texts with students, or scribing for student writers in the whole group setting

For those students who, with the core reading and writing program in the classroom and selected interventions from the list above, are not progressing at the rate that ensures their reading proficiency by the end of third grade another level of intervention is needed. Classroom teachers will document the additional instruction and the resulting progress for at least six weeks before introducing another intervention. During this time the classroom teacher will be consulting with the student’s family, will be consulting with the CRSS child study team, and will speak with the Special Education Director so that appropriate plans are put into place for success. This tier of intervention most likely includes:

- A referral for evaluation by the special education team for specialized services
- A referral for evaluation by an outside agency
- Specialized instruction by a special education teacher

The Cannon River STEM School staff recognizes the range of student reading and writing that is normal within a grade level. Continual monitoring of students’ progress as readers and writers is part of the art of teaching reading described by the International Reading Association (IRA) that is coupled with our belief that all children can learn to read and write given the time, the explicit practice, and the support of caring adults. We will continue to celebrate the successes of each child’s progress as we report to families at conferences, in report cards, and with phone calls/emails while being mindful that when a student’s progress falls below that range we will inform families and work purposefully and intentionally together to build reading success.



Section V: Staff Development

There is a culture of collaboration at Cannon River STEM School especially in the area of staff development initiatives. Individual student reading progress cards, monthly service learning days, conspiracy of caring meetings where students with needs other than academic are brought forward for brainstorming suggestions from the staff, a literacy night, and an afterschool reading club for striving readers are all examples of initiatives that have been developed as a result of needs that staff identified and spearheaded. The CRSS staff is diligent in their search for ways both in and out of the classroom that will help students become proficient in all areas of their young lives. Staff are asked what professional

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development needs they have throughout the year, staff request professional development as opportunities arise, staff actively participate in professional development, and literacy is always a component of any staff development opportunity provided at Cannon River STEM School.

Teachers at CRSS spend time the week prior to the start of school and an extended time (usually a week) after school ends on staff development activities; these days are planned by the Executive Director, Assistant Director/Special Education Director and the Teaching and Learning Coordinator based on needs expressed by the staff, developments in the state standards or legislation, and with the mission and vision of the school in mind. Throughout the school year, there are six early release afternoons for students and five grade level half days during which staff focus on curriculum development and student achievement, several whole days devoted to learning and deepening understanding of the curriculum areas, and one of the weekly after school meetings each month is dedicated to curriculum development. Regardless of the curriculum area being discussed literacy skills are always a part of that discussion.



In the fall the teaching staff work together reviewing student achievement data, including MAP and MCA scores, determining staffing and volunteer needs, and working across grade levels to help plan instruction or groupings of students to maximize learning. Specialized teaching staff, Title 1 and Special Education, also meet regularly with classroom teachers to support curriculum and learners that are part of their specific caseload. Support for individual students as well as staff development suggestions for curriculum needs are the result of these sorts of data review.

To ensure that all students in K-3 are proficient in reading by the end of third grade the CRSS literacy plan includes the following staff development activities for the 2017 – 2018 school year:

- Continued discussion during pre-school, early dismissals, staff meetings, and during at least one common planning time each month on reviewing student success data and planning next steps.
- Inservice on programs such as Words Their Way, Spaulding Phonograms, and Handwriting Without Tears for any new teachers in grades K-3 and monitoring use and practice of these for those already trained.
- Provide teacher requested inservice and coaching on guided reading implementation practices.
- Monthly review of Science and Social Studies maps with the review focusing in part on how the English Language Arts standards are being specifically taught, reviewed and assessed in these content areas.
- Additional training with the LLI—Leveled Literacy Intervention System will be provided for the Special Education and Title I staff as a Tier 3 intervention.
- Continued training in 6+1 Traits and refinement of the written language portfolio.