

ISD #2396 ACGC Local Literacy Plan

School districts need to address the following:

- Adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3.
- The 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.

Questions and Answers about ACGC's Local Literacy Plan

1. How does ACGC process to assess students' level of reading proficiency?

- a. All students PK-2 are assessed using FAST (Formative Assessment System for Teachers) and students 3-12 are assessed using STAR Enterprise. ACGC went with STAR and FAST to have assessments that data collection, prediction for state testing, interventions and enrichment. STAR and FAST:
 - i. Provides information on screening, progress-monitoring, instructional planning, state standards, CCSS standards, and state performance
 - ii. Offers greater depth of assessment, to assist in instructional planning, and to provide the most accurate, valid, and reliable information in the fastest amount of time.
 - iii. Shows if a student is on track to reach proficiency or in need of intervention.
 - iv. Allows for intervention and referral data
- b. Through their Lexile number- to chart growth as their lexile number goes up.
- c. Using research based, standard aligned Pearson Reading Series (reading Street)- baseline test at beginning of year and end of year testing to chart growth along with a multitude of charting student progress on a weekly basis.
- d. AR (Accelerated Reader)- level reading program geared towards individual goal setting
- e. Formal and informal teacher based assessments
- f. MCA (Minnesota Comprehensive Assessment)- annual test given by the state of Minnesota.
- g. Minnesota Reading Corps will provide additional testing and intervention for students not meeting grade level reading
- h. Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5.

2. How does ACGC notify and involve parents?

- a. Parents are given a variety of literature on reading strategies, challenged to read with their children daily, become an active member in their children's education and asked to provide feedback
- b. Grade level results of STAR (5x/year) and FAST testing (3x/year), MCA (1x/year), report cards (4x/year) and individual teacher assessment (daily, weekly, monthly) are reported to parents
- c. At conferences, parents receive individual data collected from FAST and STAR testing along with standards and curriculum data.
 - i. This information will show growth up or down, reading levels, lexile numbers and interventions used
 - ii. A letter explaining the information and contact numbers will be attached
 - iii. Students receiving Title I services can view interventions and results weekly
- d. Parents are asked to go to MN School Report Card: <http://rc.education.state.mn.us/>

3. How does ACGC intervene with students who are not reading at or above grade level?

- a. All students receive WIN (What I Need) time each day for 30 minutes. Students who are not meeting grade-level standards are in small groups with a licensed teacher receiving 6 weeks on intervention.
- b. In addition, Students that are not meeting grade-level standards (as a result of their FAST/STAR/MCA/teacher and parent recommendation) will receive schoolwide Title I services
- c. Schoolwide Title I offers any student in need of additional support to meet grade-level standards.
- d. Receive weekly-monthly testing to progress monitor the interventions in place.
- e. ACGC SAT (Student Assistance Team) meets monthly to discuss and review data of students who are not at grade-level
- f. Early identification through FAST, STAR testing, AR, MCA and individual teacher assessments is key to getting students on track to read at grade level by 3rd grade.

4. How does ACGC identify and meet staff development needs?

- a. ACGC staff will receive professional development on properly implementing FAST, STAR, Lexia and AR in our schools to their fullest potential.
- b. ACGC receives training on PLCs and meets 3 times per month as PLCs to ensure student success through data collection and collaboration.
- c. PK-3 Reading Well by 3rd grade is a school board goal and priority at ACGC in which professional development opportunities support that goal!