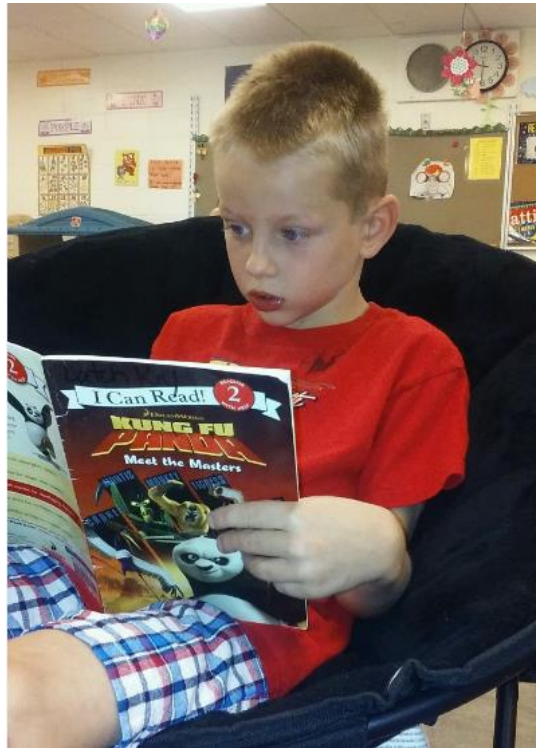


Carlton Public Schools/ ISD #93 Local Literacy Plan

for

South Terrace Elementary School
06/22/2016



In accordance with Minnesota Department of Education Statute 120B.12:

<https://www.revisor.mn.gov/statutes/?id=120b.12>

Minnesota Statute 120B.12 requires all school districts in Minnesota to create a Local Literacy Plan that supports student reading proficiency by grade three. The Local Literacy Plan must be posted on the school district's webpage. Additionally, the school district must annually submit proficiency data to the commissioner of education.



Our District:

The District's mission is "to educate, empower, and inspire all learners".

The District's Priorities are:

1. Evaluate and conclude consolidation options
2. Employee support and professional development
3. Improve climate, culture, and accountability
4. Make improvements to facilities while developing larger facility goals
5. Communication, marketing, and public relations
6. Referendum renewal

The District's Vision is to be recognized for Science, Technology, Engineering, Arts, and Math (STEAM) achieved through:

- Student Opportunities
- Teacher and staff excellence
 - Engaged Community
 - Academics, Arts, Athletics
- Modern, Healthy, Welcoming facilities

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Overview of Carlton School District Local Literacy Plan:

MN Statute 120B.12 states that 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 3. This legislation is commonly referred to as “Reading Well by Third Grade”. The 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 purpose of this document is to outline how the Carlton Public School District plans to address each of these requirements for our students in Preschool through Third grade.

Belief Statement from the Minnesota Department of Education:

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 grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding 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. – MDE

South Terrace Goal Statement:

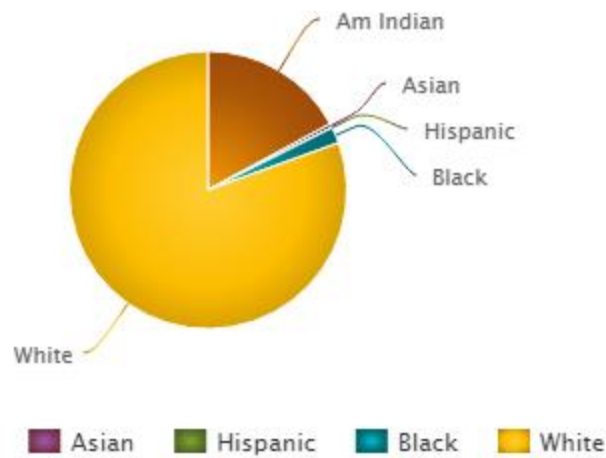
The goal of our local literacy plan is to ensure reading proficiency for all students by the end of 3rd grade. We will strive to accomplish this goal by: 1) Assessing all PreK-3 students' level of reading proficiency to identify those who are at-risk for learning to read; 2) Providing comprehensive scientifically based core reading instruction for all students that is aligned with MN State Standards; 3) Providing comprehensive scientifically based remedial reading instruction for all at-risk learners; 4) Notifying and involving parents of all at-risk learners; and 5) Identifying and providing staff development opportunities to improve instructional techniques and strategies.

Data Analysis:

Demographics:

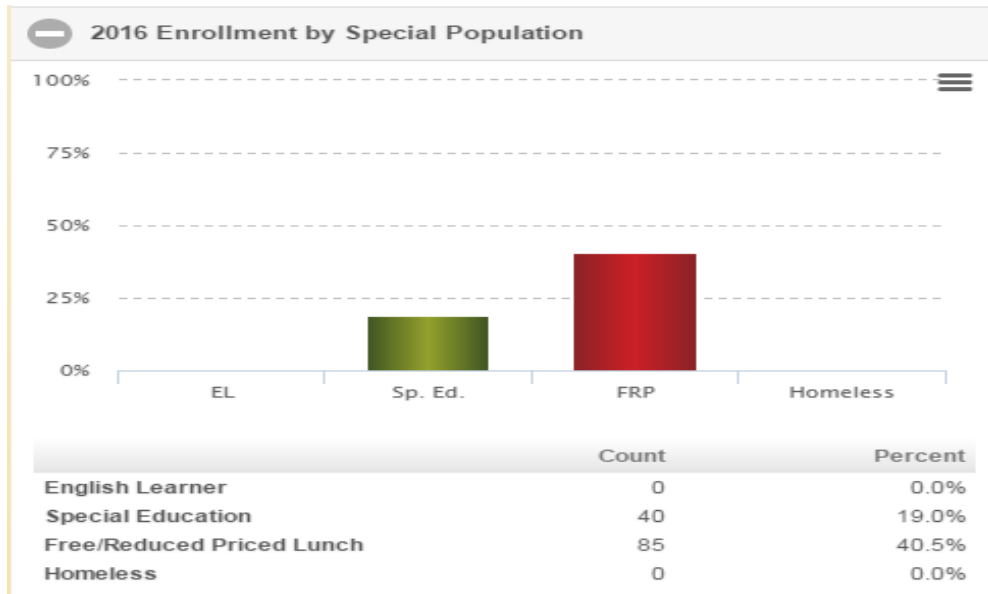
In the Carlton Public School District, there are two buildings, Carlton High School and South Terrace Elementary. South Terrace houses all of the students from the Preschool program through Fifth grade. The student population for the general elementary program usually operates between 200 and 210 students. In general, there are two sections of each grade ranging from 15-20 students per classroom. Starting the 2006 school year, the school board opted to provide full-day kindergarten classes for incoming kindergarten students. During the 2015-16 school year, there were two section of the 3-year old Bridges program and two sections of the 4-year old Transitions program. In 2016, the demographic data of the elementary student population for South Terrace Elementary as reported by the Minnesota Department of Education is demonstrated in the following graph:

2016 Enrollment by Ethnicity



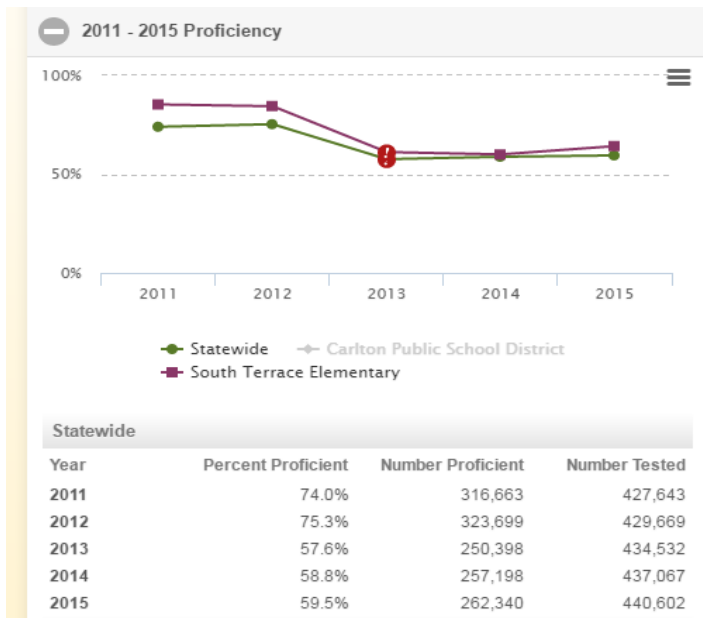
Ethnicity	Count	Percent
American Indian/Alaskan Native	36	17.1%
Asian/Pacific Islander	1	0.5%
Hispanic	0	0.0%
Black, not of Hispanic Origin	4	1.9%
White, not of Hispanic Origin	169	80.5%
All Students	210	100.0%

Additionally, South Terrace Elementary serves a higher percentage of Special Education students and economically disadvantaged students (FRP) than the state average. The statewide average for Special Education population is 15.1% and for economically disadvantaged students is 38 %. You will note that South Terrace does not have a population of English Learners, which is significantly less than the state average of 8.3%. The following graph shows the 2016 data for South Terrace Elementary:



Reading Trend Data (MCA)

When compared to the statewide average, students at South Terrace Elementary consistently outperform the state in Reading. South Terrace students have performed well on the Minnesota Comprehensive Assessments (MCA-II) for Reading given each spring to students in grades 3-5. The following graph illustrates the achievement level of all 3-5 students assessed during the last five assessment periods (2011-15). It is important to note that during the 2013 assessment window, the Reading assessment was aligned to the newer 2010 English Language Arts (ELA) standards. Comparisons should not be made between the 2012 and 2013 results. Also note the decrease in number of students tested.



Formative Assessment System for Teachers (FAST) Data:

At South Terrace Elementary, students in Kindergarten and First grade are administered FAST earlyReading benchmarks in the fall, winter, and spring. Different subtests are administered depending on the time period. The following graph highlights the tests being used for the composite scoring. The graph titled, "Carlton93/South Terrace" represents our students fall, winter, and spring composite scores. Numerical representation is found under the graphic representation.

South Terrace Elementary			
Year	Percent Proficient	Number Proficient	Number Tested
2011	85.3%	99	116
2012	84.4%	103	122
2013	61.2%	74	121
2014	60.0%	69	115
2015	64.2%	61	95

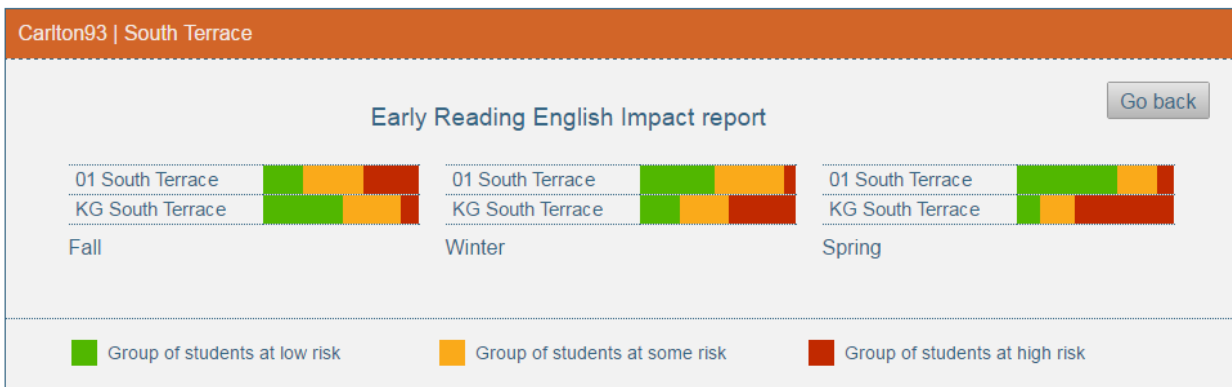
Below is a table that shows each earlyReading assessment and how heavily they influence the final composite score. The formula is not just a straight rating with simple multiplication, but rather a fairly detailed proprietary formula. However, the chart will show relative weights.

Table 1 Weighting Scheme for earlyReading Composite Scores

earlyReading Subtests	Kindergarten			First Grade		
	F	W	S	F	W	S
Concepts of Print	H					
Onset Sounds	M	H				
Letter Names	L					
Letter Sounds	L	L	L			
Word Segmenting		L	M	L	L	L
Nonsense/Decodable/Syllable Words		M	M	H	H	H
Sight Words			L	M	M	M
Sentence Reading				L		
CBMreading					L	L
Broad Score						

Note. The weighting of subtests for the earlyReading Composite is represented above. H – high weighting, M – moderate weighting, L – low weighting.

Graphic Representation of South Terrace “earlyReading” results:

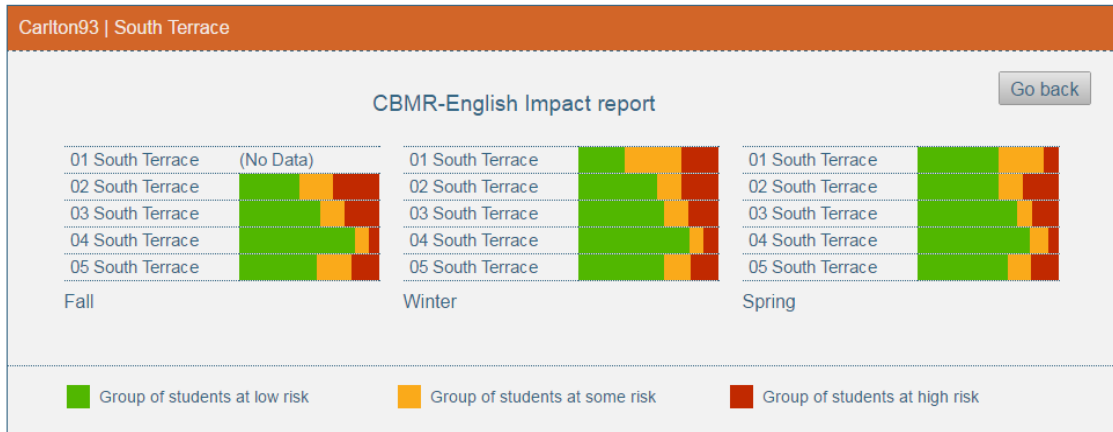


“Numerical” Representation of South Terrace “eralyReading” results for Fall, Winter, and Spring testing windows:

Fall Testing Window:		<u>Grade 1</u>	<u>Kindergarten</u>
	Low Risk	26% (7 students)	51% (19 students)
	Some Risk	38% (10)	37% (14)
	High Risk	36% (9)	12% (4)
Winter Testing Window			
	Low Risk	48% (13)	26% (10)
	Some Risk	44% (12)	31% (12)
	High Risk	8% (2)	43% (16)
Spring Testing Window			
	Low Risk	64% (18)	15% (6)
	Some Risk	25% (7)	22% (9)
	High Risk	11% (3)	63% (25)

Additionally, fluency probes are administered three times per year as well.. These are considered Curriculum Based Measures (CBMs); which are used as a screening assessment to identify students who are at-risk for reading difficulties and guide instructional decisions. This allows for instruction to be more or less resource intensive and more individualized for students requiring the most support. In addition, at the school level, student growth can be tracked and monitored, allowing administrators to look at improvements both across grades and academic years for the purpose of accountability. Teachers and administrators may use this information to help parents better understand their children’s reading needs. This graph identifies the scores (risk factor) for South Terrace’s students for the 2015-16 academic

year.



CBM results by grade (number and percent):

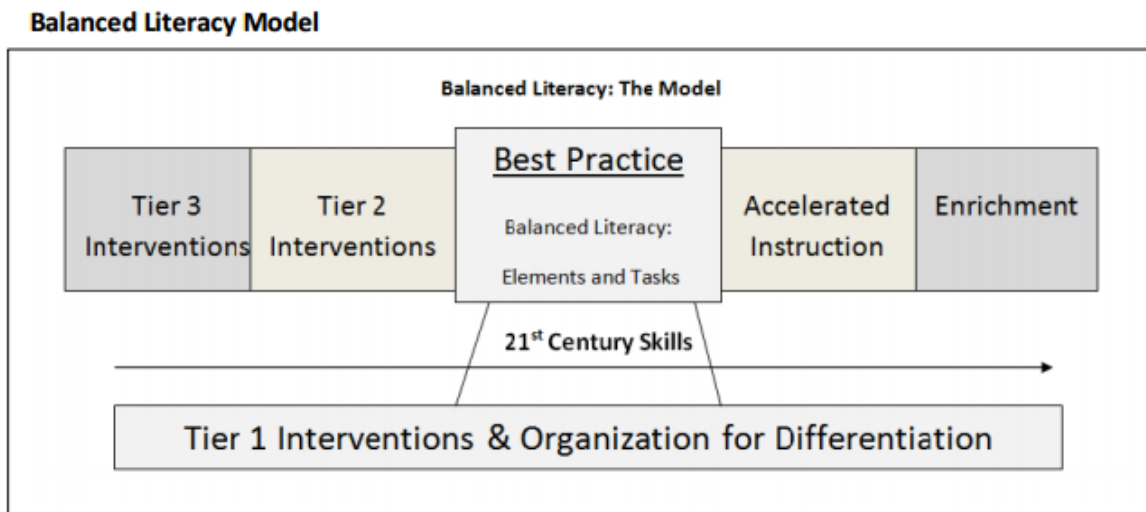
Season:	Risk Level	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5
Fall:	Low Risk		43% (16)	58 % (20)	82% (24)	55% (20)
	Some Risk		24% (09)	17% (06)	10% (03)	25% (09)
	High Risk		33% (12)	25% (08)	08% (02)	20% (07)
Winter:	Low Risk	33% (9)	56% 22	61% 21	79% 23	61% 22
	Some Risk	40% (11)	17% 07	17% 06	10% 03	19% 07
	High Risk	27% (7)	27% 10	22% 07	11% 03	20% 07
Spring:	Low Risk	57% (16)	57% 23	70% 24	79% 23	64% 24
	Some Risk	32% (9)	17% 07	11% 04	13% 04	16% 06
	High Risk	11% (3)	26% 10	19% 06	08% 02	20% 07

Analysis of Core Reading Instruction

Literacy Beliefs and Frameworks: Literacy is critical to preparing our students to excel in our changing world. Based on Marie Clay’s definition of reading, we believe that reading and writing are reciprocal message getting/message giving, problem solving activities which increase in power and flexibility the more they are practiced. We believe that to meet the challenges of teaching literacy in the 21st century, we must implement a Balanced Literacy Framework based on a set of comprehensive principles that honor children’s rights to excellent instruction. We believe that all children have a right to:

- ★ Early reading instruction that meets individual needs
- ★ Literacy instruction that builds skill and the desire to read increasingly complex materials
- ★ Well-prepared teachers who keep these skills up to date
- ★ A variety of books and other reading materials in their classrooms, school, and community libraries
- ★ Assessment that identifies strengths as well as needs and involves students in making decisions about their own learning
- ★ Supplemental instruction from professionals specifically prepared to teach literacy
- ★ Instruction that involves parents and communities in students’ academic lives
- ★ Instruction that makes meaningful use of first-language skills
- ★ Equal access to instructional technology
- ★ Classrooms that optimize learning opportunities

(Adapted from the IRA-Children’s Literacy Rights, 2007)



The Elements of Balanced Literacy

Phonemic Awareness and Phonics: Students must acquire the ability to apply skills and strategies in the areas of phonemic awareness and phonics. We want our students to read accurately to increase the ability to understand and make connections. Writing should reflect students’ mastery of phonics. Foundational skills and consistent precision allow students to engage in more complex tasks and process with higher order thinking skills.

Fluency: Students must interact with text in multiple contexts to read and write with purpose, clarity, controlled speed, and accurate expression and inflection. We want students to approach literacy tasks in terms of tone and style to articulate thoughts and ideas thoughtfully and confidently.

Vocabulary: Students must acquire a wide selection of words in order to engage in literacy tasks. We want our students to identify and apply new and interesting words to strengthen their understanding and expression. Vocabulary instruction should build each year and encourage connections across the curriculum and between subject areas.

Comprehension: Students must acquire the ability to make meaning of texts and produce meaningful texts. We want our students to understand what they read and make significant connections before, during, and after literacy tasks. Students must apply strategies, construct background knowledge, and monitor their understanding while reading appropriately leveled texts and engaging in meaningful writing activities.

Modeled Literacy Tasks: The teacher instructs students using a read aloud or “write aloud” technique to demonstrate correct use of a strategy or skill. The teacher is able to model his/her thinking out loud, providing students with the opportunity to watch a master reader and writer apply his/her techniques and tactics effectively. This usually takes the form of a “focus lesson” and students will refer to the modeling session and/or product for guidance.

Shared Literacy Tasks: Both the teacher and students interact with a text during a read aloud or “write aloud” session. While the teacher will model strategies and skills for student observation, he/she will also invite the students to read or write and model their own thinking with guidance. This usually takes the form of a “focus lesson” and involves “Big Books” or a class read-aloud and student reading materials.

Guided Literacy Tasks: The teacher utilizes flexible grouping to meet with small groups or individual students for reading and writing at their instructional levels. Students spend the majority of their time on a reading or writing task and the teacher introduces strategies and skills for application. These strategies and skills will meet the needs of each student in a group, stressing the importance of individualized literacy instruction. (This usually takes place while other students are working on Independent Literacy Tasks).

Independent Literacy Tasks: Students work on a literacy task at their independent level. They are able to sustain focus and retain information without assistance. The teacher may check in with a student before or after independent work, but the teacher is not involved in the actual work process. (This usually takes place while the teacher is meeting with a small group to complete a Guided Literacy Task.)

Motivation and Engagement: Students’ motivation to become life-long readers and writers is encouraged by teachers’ support of daily independent reading choice, and regular writing choice. Teachers instruct students to choose “Good Fit” books for their reading levels and interests to encourage reading growth and passion.

Core Classroom Instructional Practices and Philosophy:

South Terrace uses the 2010 English Language Arts (ELA) standards as the base for designing literacy instruction. Many of the teachers use the 2000 Scott Foresman series for their basal instruction in grades K-5. However, grade-levels have continued to work extensively to align the resource with the MN English Language Arts standards and have supplemented the series to meet these rigorous standards. Additionally, many teachers have implemented the Daily 5 framework on instruction, using both the basal and supplemental materials. Beginning with the 2015-16 school year, teachers have had increased access to the digital resources published by the Minnesota Partnership for Collaborative Curriculum (MPCC) in grades 3-5.

The instructional materials are mainly designed for large-group instruction. Teachers have needed to differentiate for individual students and small groups through supplemental materials. With the adoption of the MN Common Core English Language Arts standards in 2010, grade-levels have identified gaps in the reading series for addressing the new standards. During the 2014-15 school year, the teachers worked in their professional learning communities (PLC’s) to align the standards to the

curriculum being taught and identify any missing components. Teachers researched supplemental materials to be purchased to address the weaknesses of text complexity and lack of non-fiction selections. Teachers have been encouraged to continue this work with summer Professional Development opportunities resulting in the expectation of a clearly articulated Scope and Sequence, Pacing Guide, and Common Summative Assessments that are aligned with the Minnesota Common Core Standards for English Language Arts/ Reading.

A general continuum of the current core instructional practices in reading by grade level:

Level	Print Concepts	Phonemic Awareness/Phonics	Vocabulary	Comprehension	Fluency
PreK	<ul style="list-style-type: none"> Understands that print has meaning Knows how to handle books, turning one page at a time Understands that text is read from L to R and Top to Bottom 	<ul style="list-style-type: none"> Recognizes letters in own name Can name 10 letters Can recite/sing alphabet Pays attention to sounds in words Hears the rhythm of language Know that words are made of sounds Distinguishes separate sounds in words 	<ul style="list-style-type: none"> Learns words for objects in the environment Uses new words and creates longer sentences 	<ul style="list-style-type: none"> Relates personal experiences to stories read aloud Answers open-ended questions about stories such as: Why? How? What? 	
Kindergarten	<ul style="list-style-type: none"> Knows parts of books (chapters, author, illustrator, etc) Reads one syllable "CVC" words Begins to recognize high frequency words Begins to formulate / read basic sentences 	<ul style="list-style-type: none"> Names all upper and lower case letters Knows sounds of most letters Identifies words with same beginning / ending sounds Knows that letters in each word correspond to sounds (recognizes and produces) 	<ul style="list-style-type: none"> Uses new vocabulary in speech 	<ul style="list-style-type: none"> Makes predictions about stories Answers questions about stories read aloud 	
First Grade	<ul style="list-style-type: none"> Reads one-syllable "CVC" words Knows words have a correct spelling Builds a greater recognition of high frequency words 	<ul style="list-style-type: none"> Identifies syllables in words Blends sounds into words Changes sounds by adding, deleting, or substituting phonemes 	<ul style="list-style-type: none"> Knows words have antonyms and synonyms 	<ul style="list-style-type: none"> Follows simple written instructions States information learned while reading 	<ul style="list-style-type: none"> Creates meaning of words by using surrounding text Re-reads decoded words to master text

Second Grade		<ul style="list-style-type: none"> Reads words with one and two syllables Attempts larger words using phonics knowledge 	<ul style="list-style-type: none"> Uses context clues to decode new words Uses roots, prefixes, and suffixes 	<ul style="list-style-type: none"> Summarizes stories Recalls details and main idea Sequence events Identifies character traits 	<ul style="list-style-type: none"> Continues to read with increasing speed Words per minute targets: Fall (64), Winter (87), Spring (105) Reads high frequency words with automaticity
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Third Grade			
	<ul style="list-style-type: none"> Builds vocabulary through daily reading 	<ul style="list-style-type: none"> Knows fact/opinion Explains cause/effect Identifies confusing passages/ words and asks clarifying questions Makes inferences based on story elementary Identifies theme 	<ul style="list-style-type: none"> Reads at target rate of 129 words per minute by spring benchmark

Assessment Program of Reading Proficiency

At South Terrace, elementary students are screened three times per year (fall, winter, and spring) using the tools provided with the FAST Bridge assessment suite. In PreK, the students are screened twice using the Brigance Inventory of Early Development (fall, spring) and three times using the Individual Growth and Development Indicators (fall, winter, spring). This information is used to identify students who need extra help in reaching grade level expectations. Students are assessed diagnostically in order to match their needs with instructional practices. Additionally, students who are receiving extra help, or targeted assistance, are progress-monitored regularly. Progress monitoring data is used to evaluate the effectiveness of instruction and to adjust instruction as needed to maximize growth towards grade level expectations.

Students are considered for targeted services if they fall below the target score on any of the screening assessments. Data used to determine whether they receive services includes the screening data and classroom observational data. Students are not considered meeting grade level expectations if they are scoring at “high risk” in any of the assessment tools. These students will be considered for small-group Tier II interventions provided by Title I and MN Reading Corps on top of the regular classroom instruction already being provided. Ideally, these targeted students would receive even more intense one-on-one interventions if the schedule and staffing permits.

If a child is identified as not making proficiency in an of the various areas of pre-reading or reading skills, staff then perform more diagnostic assessments to “zero” in on strengths and areas needing improvement for each individual student. We utilize an array of diagnostic assessments to determine reading progress towards proficiency. These assessments help us to determine a student’s level of achievement with: comprehension skills, vocabulary understanding, sight word recognition, letter recognition, letter-sound recognition, phonemic awareness, and overall reading level. Students who qualify for special education services will receive their targeted interventions through their IEPs.

Type of Assessment	Grade	Assessment Used	Parent Communication
Screening Assessment	PreK	Fall/Spring: Brigance Fall/Winter/Spring: Picture Names, Letter Names, Rhyming, Alliteration, Letter Sounds	1) Results discussed at Preschool conferences
	K	Fall: Concepts of Print, Onset Sounds, Letter Names, Letter Sounds Winter: Onset Sounds, Letter Sounds, Word Segmenting, Decodable Words Spring: Letter Sounds, Word Segmenting, Decodable Words, Sight Words	1) Notify parents of identification for extra help through Title One or MN Reading Corps by Oct. 15 2) Screening results discussed at fall mid-quarter conferences 3) Spring results mailed home with report cards
	1	Fall: Word Segmenting, Decodable Words, Sight Words, Sentence Reading, Dolch Word List Winter/Spring: Word Segmenting, Decodable Words, Sight Words, CBM Reading, Dolch Word List Spring: STAR comprehension assessment	
	2	Fall, Winter, Spring: CBM Reading, aReading, STAR comprehension assessment Fall/Spring: Dolch Word list	
	3-5	Fall, Winter, Spring: CBM Reading, aReading, STAR comprehension assessment Spring: MCA-II	

Diagnostic Assessment	K	Leveled Literacy Intervention Assessment Rosner Assessment (phonemic awareness) Jerry John's Running Records (comprehension, vocab, fluency, rdg level) San Diego Assessment (site word, rdg level) Boehm (Vocab, concept words)	1) All data is shared at mid-quarter conferences
	1	Leveled Literacy Intervention Assessment Rosner Assessment (phonemic awareness) Jerry John's Running Records (comprehension, vocab, fluency, rdg level) San Diego Assessment (site word, rdg level)	
	2	Leveled Literacy Intervention Assessment Rosner Assessment (phonemic awareness) Jerry John's Running Records (comprehension, vocab, fluency, rdg level) San Diego Assessment (site word, rdg level)	
	3	Rosner Assessment (phonemic awareness) Jerry John's Running Records (comprehension, vocab, fluency, rdg level) San Diego Assessment (site word, rdg level)	

Progress-Monitoring Assessment	K	Letter Names, Letter Sounds, Word Segmenting	1) Information is shared at mid-quarter conferences 3) Information is shared at the end of each grading period with the report card.
	1	Letter Names, Letter Sounds, Word Segmenting, Sentence Reading, Dolch	
	2	CBM Reading, STAR comprehension assessment	
	3	CBM Reading, STAR comprehension assessment	

Parent Notification of Students who are NOT proficient

Communication with families is an ongoing process. It starts the first time a family steps in to the school at Back to School conferences and continues throughout the year. After kids are screened in the fall and the winter, we meet with families at mid-quarter conferences to go over the results of the assessments. Parents are provided graphs that show the growth of their child through the course of their elementary years.

The Title One teacher will meet with the grade-level teachers during Professional Learning Community (PLC) time in the fall to generate a list of students who are not reading at grade level. Data Retreats after each screening window are also initiated and lead by the Title One teacher to determine students progress; view entrance and exit criteria for Tier II and Tier III services; and plan for instruction, remediation, and enrichment based on student data and teacher observation. Students identified as being at-risk will be offered Tier II services through Title I and/or MN Reading Corps.

Parental and Community Connections/Supports

Tools that parents, caregivers, and/or community members can utilize in supporting literacy practices at home:

- Parent Portal (tracks students grading data, attendance, assignment progress, etc.)
- Accelerated Reading “Home Connect” option (parents can sign up to receive instant updates, reports, and notices)
- Classroom websites that provide links to additional support in your child’s grade
- Local library literacy ties/programs that run throughout the year
- Classroom newsletters with updates and information
- Attend Title I night in the fall (learn instructional tips and tools to use with your child)
- Attend Kindergarten night in the fall (learn instructional tips and tools to use with your child)
- Attend Transition to K nights in the spring (learn strategies to help your child get ready for Kindergarten)
- Attend PreK Literacy nights
- PreK “Read with Me, Talk with Me, Write with Me” activities
- Read at home using MN Reading Corps “RAH! Folders”
- Articles highlighting literacy activities in the Community News

Interventions and Instructional Supports

South Terrace Elementary provides comprehensive scientifically based reading instruction with a multi-tiered system of support. Staff at South Terrace has gone through the process of aligning state core reading content and standards with our instructional practices in reading, PreK-Grade 3. We continue to monitor and adjust these practices to best serve our student population. We utilize a screening and diagnostic process to help identify any need of students. If a student is identified as not reading at or above grade level during the previous school year, they will automatically qualify for support. Students will also qualify for support if they are identified “high risk” on the fall assessments as outlined previously. Based on student achievement data, students are provided the opportunity to utilize Leveled Literacy Intervention (LLI). Once students have progressed to the point of meeting the established targets, they are exited from the program or further intensive interventions are considered. The table below illustrates what support services are available in each of the grade levels and their corresponding interventions and data collected. The data collected is shared with parents at

conferences, at IEP meetings, and periodically throughout the year in mailings.

Grade Level	Support Program	Interventions (Tier II and III)	Data Collected
Kindergarten	Title One: <ul style="list-style-type: none"> • Small-group instruction Minnesota Reading Corps: <ul style="list-style-type: none"> • One-on-one instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction 	Title One: Letter Names, Letter Sounds, Phonemic Awareness MN Reading Corps: 10 Research based interventions based on “Big Five” Special Ed: Individualized instruction	Title One, MN Reading Corps, Special Ed: Progress monitor students on a regular basis using the Early Reading Measures (letter names, letter sounds, word segmentation) Special Education: Criterion-referenced data
First Grade	Title One: <ul style="list-style-type: none"> • Small-group instruction Minnesota Reading Corps: <ul style="list-style-type: none"> • One-on-one instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction 	Title One: LLI MN Reading Corps: 10 Research based interventions based on “Big Five” Special Ed: Individualized instruction	Title One, MN Reading Corps, Special Ed: Progress monitor students on the Early Reading measures and fluency, criterion-referenced data, Dolch Word list data

Second Grade	Title One: <ul style="list-style-type: none"> • Small-group instruction Minnesota Reading Corps: <ul style="list-style-type: none"> • One-on-one instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction 	Title One: LLI MN Reading Corps: 10 Research based interventions based on “Big Five” Special Ed: Individualized instruction	Title One, MN Reading Corps, Special Ed: Progress monitor students on the Early Reading measures and fluency, criterion-referenced data, Dolch Word list data
Third Grade	Title One: <ul style="list-style-type: none"> • Small-group instruction Minnesota Reading Corps: <ul style="list-style-type: none"> • One-on-one instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction 	Title One: LLI MN Reading Corps: 10 Research based interventions based on “Big Five” Special Ed: Individualized instruction	Title One, MN Reading Corps, Special Ed: Progress monitor students on the Early Reading measures and fluency, criterion-referenced data, Dolch Word list data

In addition to the academic supports listed above, South Terrace also provides services to students to meet their mental and emotional health needs as well. Additional building resources include a district school counselor, Carlton County Family School Support Worker as well as therapists from the North Homes Children and Family Services for small-group and individual skills acquisition and therapy, and an on-site dental program called, “Just Kids Dental.”

Professional Development

_____ South Terrace Elementary teachers participate in and benefit from professional development in ongoing scientifically-based reading instruction supported by student data needs. During the 2011-12 school year, the school district provided training with the use of the Leveled Literacy Intervention System (LLI). The training provided staff with the elements and instructional practices of implementing the program. Additionally, a in-service was held, provided by our own teachers, to create consistency and alignment of our instructional practices PreK- 2nd grades. During the 2012-13 school year, all teachers were invited to participate in a Professional Learning Community (PLCs) and utilized the book: "The Daily Five". This PLC was designed to help foster collaboration, consistency, and explore the foundation of our literacy program. During an in-service, staff were presented with Best Practices in Reading instruction with Bonnie Houck. This was a time for the entire staff to examine the current practices and refine instructional goals.

_____ The entire staff has been involved in PLCs (Professional Learning Communities) during the 2014-15 and 2015-16 school years with the focus of aligning instructional outcomes with the 2010 ELA standards, integrating technology into reading instructional, and auditing curriculum for "gaps" in instructional standards from grade level to grade level. Teachers meet by grade-level/specialty area for forty-five minutes each Wednesday for these purposes. In addition three professional development days are built into the academic calendar and are devoted to reviewing data, setting goals, discussing instructional effectiveness, writing common assessments, and reviewing curriculum standards. This is an opportunity for teachers within and between grade levels to collaborate and discuss literacy practices. Based on the results of our benchmark assessments, staff development opportunities will be designed and planned to address any areas of concern and weakness.

_____ The professional development provided over the past several years has had a focus on improving reading and math instruction, curriculum mapping and alignment, refining the instruction of the 5 elements of reading, providing greater understanding of differentiated instructional practices, building a greater capacity to effectively provide core instruction and implementation of our multi-tiered system of supports, and taking time to interpret and utilize data for identifying students in need of additional acceleration outside of the core instruction.