

**DISTRICT/CHARTER and SCHOOL SITE
IDENTIFICATION INFORMATION**

District Name and Number: Holdingford Public Schools #738	Phone: 320-746-2221
Superintendent/Director: Chris Swenson	Fax: 320-746-2274
Site Address: 900 5th St. Holdingford, MN 56340	Email: chris.swenson@isd738.org
School Name and Number: Holdingford Elementary School	Phone: 320-746-4462
Principal/Director: Jim Stang	Fax: 320-746-8174
Site Address: 900 5th St. Holdingford, MN 56340	Email: jim.stang@isd738.org
<i>Local Literacy Team Members</i>	<i>Local Literacy Team Roles</i>
Sarah Hoikka	Kindergarten Teacher
Kyle VanOverbeke	Grade 3 Teacher
Heidi Christman	Grade 1 Teacher
Monica Pick	ADSIS Reading Teacher
Carrie Drew	School Social Worker
Lynn Nelson	ECSE Teacher
Chris Belmont	School Psychologist
Jim Stang	Elementary Principal
Stephanie Talberg	Title 1

LOCAL BOARD OF EDUCATION ACTION

Ben Christensen – Chairperson
Pat Meier – Vice Chair
Rob Knettel
Elissa Ebnet
Lori Opatz
Evelyn Martini
Russ Wolter



MINNESOTA DISTRICT #738
 Holdingford Public Schools
 LOCAL LITERACY PLAN
 PO Box 250-900 5th Street
 Holdingford, MN 56340
 320-746-2221



The local Board of Education of **Holdingford School District #738** has authorized **Jim Stang, Elementary Principal** at a monthly meeting on *Wednesday July 14, 2021* to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2020-21. 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.

Chris Swenson

(Signature of Superintendent)

June 15, 2021

(Date)

2021 - 2019 Reading, Math, Science Proficiency MCA III Grades 3-6 Comparisons

74.5%

Grade	2021 – 2019 MCA Reading %		2021 – 2019 MCA Math %	
3	60%	58%	82%	83%
4	67%	73%	80%	91%
5	71%	82%	63%	81%
6	74%	83%	50%	79%

2021 – 2019 Science Proficiency MCA III Grade 5 Comparisons:

Grade	2021 – 2019 MCA Science %	
5	77%	79%

I. Holdingford Public Schools Celebrates Student Success

Holdingford School District ensures reading proficiency for all students at each grade level Pre-Kindergarten through Grade 3 by *Educating Today for a Better Tomorrow*. Our research based Wonders Reading program published by McGraw-Hill, provides a robust, rigorous reading curriculum that is consistently implemented throughout the elementary grades. Comprehensive scientifically based reading instruction is implemented using strategies that engage and motivate students in Reading Comprehension, Vocabulary, Phonemic Awareness/Phonics/Spelling, Fluency/High-Frequency Words and Oral Expression.

Our vision for all students to be reading well by grade 3 is supported by our commitment to all day everyday Kindergarten with additional classroom assistant support, and our ongoing efforts to keep class sizes small from 17-24 students, K-6. All students are immersed in literature through open access to our central media center and classroom libraries. All students access technology through SMART interactive whiteboards, i-pad carts, Apple TV and Chromebook carts.



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Our Grade 3 results of all students, and students disadvantaged by poverty (FRP) and students enrolled in special education (SP. ED.) have remained at or above the state average for the past 5 years. The following MCA results have repeatedly confirmed the quality of our K-3 reading program goals.

All grade 3 students will improve reading proficiency from MCA 2021 60% to MCA 2022 70%.

Holdingford Curriculum and Frameworks align pre K – 3 with Common Core and Minnesota’s Department of Education English Language Standards. Together, they provide defined levels of reading performance for each grade level. Our literacy program strives to have all students achieving at or above grade level and participating in our dynamic world as lifelong readers. Our core curriculum is delivered in a balanced literacy format, which provides opportunities to dis-aggregate our data and differentiate to meet student needs through:

- ⑥ Readers & Writers Workshop.
- ⑥ High quality, research-based instruction at each child’s learning level.
- ⑥ Strong independent reading program that allows for instructional differentiation.
- ⑥ Fluency work such as reader’s theater, repeated readings, reading with expression, oral reading.
- ⑥ Book collections that allow for student self-selection.
- ⑥ Comprehension strategies taught through whole group mini lessons and practiced during independent reading.
- ⑥ Guided reading groups at each student’s reading level.
- ⑥ Individual student conferencing targeting specific learning needs and literacy goals.
- ⑥ Read aloud and think aloud strategies.
- ⑥ Book-in-a-Bag.

Holdingford Public Schools believes in accelerating the performance of all students to improve literacy and ensure that all students should read at or exceed grade level expectations by grade 3. All licensed staff meet monthly within grade levels to analyze student data, identify needs and develop strategies to insure all students read at grade level. Holdingford hires and retains high quality staff who believe all students can learn and support them with mentoring and on-going high quality professional development.



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Holdingford partners with a strong PTA through I love to Read Month, Title 1 and ADSIS Level Literacy and Explode the Code interventions, and My Favorite Book project with local businesses. Holdingford Public Schools engages parents. We share information with parents at fall Open Houses, Fall, Winter and Spring parent-teacher conferences, newsletters, building and district websites and through email.

We are proud of the high level of parental involvement with over 99% parent participation in open houses and conferences. We share student progress data with individual parents at our P/T Conferences, Student Assistance Team meetings, and Individual Education Planning sessions. We invite parental and community feedback through meetings, email and phone. Our literacy program strives to empower all students to be independent and lifelong readers who enjoy reading, read independently, and accelerate the reading proficiency of all students.

We define literacy using the following measures:

- ⑥ In Preschool, MN Early Childhood Indicators of Progress including the Individual Growth and Development Indicators (IGDI's), and DIAL 4, and ASQ are used to identify students who are at-risk of not achieving age-level literacy benchmarks.
- ⑥ All Students K-6 are screened using The AIMSweb-Developmental Indicators of Benchmark Early Literacy Skills.
 - Early literacy skills in Kindergarten
 - Oral reading fluency grades 1-3

II. Holdingford Assesses Progress to Accelerate Learning for all Students

The following chart outlines the process to assess students' level of reading proficiency for screening, diagnostic and progress monitoring purposes. All assessments are administered by classroom teaching staff. Our integrated assessment system includes PK-6



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	E	K	1	2	3-6
Screening Data	IGD (Fall/Spring) Early Childhood Local Assessment (Fall/Spring) Dial 4 Ages Stages Questionnaire (ASQ)	AIMS WEB Plus (Fall/Winter/Spring) Local Literacy Assessment (Fall/Spring)	AIMS WEB Plus (Fall/Winter/Spring) Literacy First Assessment (Fall/Winter/Spring)	AIMS WEB Plus (Fall/Winter/Spring) Local Literacy Assessment	AIMS Web Plus Benchmarking AdanMonitoringprogress monitor MCA III Reading Math 5 th Grade Science (Spring)
Diagnostic Data	IGD (Fall/Winter/Spring) Vocabulary Assessment	AIMS WEB Plus (Fall/Winter/Spring) Local Literacy Assessment (Fall/Spring)	Literacy First Assessment (Fall/Winter/Spring) McGraw-Hill Wonders Reading Selection Test-Every 2 weeks Unit Test- 3times year	McGrawHill Wonders Reading Selection Test-Weekly Unit Test- 4times year	AIMS WEB Plus McGrawHill Wonders Reading Selection Test-Weekly Unit Test- 6 times year
Progress Monitoring Data	Additional Independent Reading Vocabulary Data program Teacher vocabulary lists and records-Every 2 weeks	AIMS WEB Plus weeklyprogress momddkddd Teacher Checklists Weekly	AIMS WEB Plus Easy CBM Literacy First Teacher Vocabulary Checklists and Records	AIMS WEB Plus Easy CBM Literacy First Teacher Vocabulary Checklists and Records	AIMS Web Plus Easy CBM Literacy First Teacher Vocabulary Checklists and Records

III. Holdingford Parent Partnerships

Holdingford parent partnerships involve parents to accelerate literacy development for all children K-6.

The many opportunities we provide for parents to be notified of their child's progress and be involved in their literacy development include:

- Fall Parent Meetings: progress updates, leveled readability recommendations
- Parent Conferences and Quarterly Report Cards: measured growth, progress, and recommendations



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- February I love to read at-home reading logs indicate student independent level of proficiency.
- Regular mailings and emails: multiple communication tools and opportunities to ensure literacy development
- Title 1 updates twice a year: provides documented growth, recommendations, and goals for Title 1 students
- Title 1 Parent Compact Agreement: contract between ISD 738 and parents to ensure literacy development takes place at school and home
- Parent Advisor Meetings: provides parental input and direction into an effective Title 1 program
- Fluency Work Weekly: provides students with repetition and resources to be utilized at home
- Screening Benchmark Assessment data is shared quarterly with parents: measurement tools to monitor progress, and provide direction and resources to families
- Diagnostic Selection and Unit Tests with Oral Fluency Assessments go home to parents: measures that ensure accountability for literacy development
- Progress monitoring Oral Fluency Assessment data is shared with parents: provides opportunities for feedback specific to student needs

IV. Holdingford Accelerates Progress with Response to Intervention (RTI) Time.

Tier I: Grade Level Core Classroom Instruction

Our core grade level classroom research based curriculum McGraw Hill Wonders Reading series includes practices that are culturally and linguistically responsive to our Holdingford community. Students engage in research based practices for comprehension, fluency, vocabulary, phonics, decoding, and phonemic awareness. Tier 1 core instruction is aligned to the ELA Academic Standards and specifically addresses all benchmarks at each grade level. To further foster a sense of belonging, motivation, achievement, and recognition, students are engaged in many relevant opportunities to choose authentic and challenging independent reading book selections. This self-selected reading time for E-6th grade ranges from 10 to 30 minutes daily. The Media Center and classroom libraries provide multiple opportunities for children to read books of interest and at their Lexile level.

Parent guest readers, invited authors, I Love to Read Month, open access to our library all summer for families and students, and all day every day Kindergarten also help us promote literacy in our classrooms.

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Based on our initial screening data, through the core grade level balanced literacy instruction aligned to the Minnesota English Language Arts framework, students engage in whole group, small guided reading group, and individual independent reading practice. The core grade level instruction also includes an intervention of 30 minutes of guided and independent reading practice to accelerate reading proficiency for all students as a part of our Response to Intervention RTI Time.

Tier II: RTI Time Services

Based on Benchmark Screening data the grade level leadership teams establish an RTI Time for support that matches student needs to services, K-6. In addition to the regular class time allotted for core literacy instruction, this secondary support intervention provides a coordinated intervention system to accelerate student reading achievement to grade level. Students are provided up to 30 minutes of additional intensive instruction using intervention strategies and individualized or small group instruction with research based interventions appropriate to student's instructional level. Reading Progress is monitored using Oral Reading Fluency assessments weekly. Assessment results are shared with parents quarterly.

Title 1 staff collaborates on a weekly basis to review data and diagnose results to design interventions. Our Title 1 continuum of literacy interventions ensures additional time is linked to the core instruction and available to students not reading at or above grade level benchmarks.

Tier III: RTI Time Intensive Support

Intensive reading intervention is provided to Special Education and other students needing additional intensive support. This additional intervention is provided daily in a small group or one on one setting. Tier III interventions act as an extension of the core learning time during the school day. The interventions include Special Education Teachers and other staff providing one on one support. Intensive fast paced interventions include phonemic awareness, comprehension, fluency, phonics, sight words, independent reading comprehension practice, and other word decoding research based strategies.

V. Holdingford Educator Excellence

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The Holdingford Elementary Literacy Committee members meet Monthly with K-6 grade level Professional Learning Communities (PLCs). A representative of the Literacy Committee is a part of the Staff Development Committee and makes recommendations for staff development.

During ongoing job-embedded professional development, educator training is integrated across the school and provides training in scientifically-based reading instruction. Staff benefits from the following opportunities as these research based strategies will provide for school-wide implementation of best practice literacy instruction to further accelerate reading proficiency during 2021-2022.

The professional development focus for best practice standards based learning for 2020 -2021 is as follows:

- Coordination of E-6 to align resources to the Minnesota Language Arts Framework and the Common Core Standards.
- Adverse Childhood Experiences Study and Mental Health of our Student Population and at risk conditions and behaviors.
- Cross-grade level collaboration and training focused on reading comprehension and matching readers to text using readability tools.
- Digital Citizenship, Ethical and appropriate digital usage.
- Our 2021-2022 Staff Development theme is to be determined. Spring time efforts center around cyber safety and digital citizenship to ensure all students have the skills and ability to navigate E Learning safely and confidently. We hope to teach and foster an ability to interpret and analyze articles and data found on the internet.

Training will be provided during 6 in-service days provided to teaching staff throughout the 2021-2022 school year. Grade level collaboration meetings and Literacy Aid funds that will be used to support literacy training.

Dyslexia Screening:

Every student in grades Kindergarten through 6th grade will be screened using AIMSweb Plus to assess and diagnose reading development, skills, ability, and oral reading fluency rates. Using AIMSweb Plus' national norms, students will be placed in the appropriate MTSS tier to receive specific reading and writing interventions.