



Read Well by Third Grade, MN Statute 120B.12

Literacy Goal: 2011 MN Education Bill requires all school districts to 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' levels 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 legislation requires the district to post its literacy plan on the official school web site and submit an annual report at the end of the year for Kindergarten, Grade 1, Grade 2, and Grade 3 indicating the percentage of students who are not reading at grade level. The legislation requires that the district literacy plan:

- Describe the district's scientifically based reading instruction.
- Identify students before the end of kindergarten, grade 1, and grade 2 who are not reading at grade level.
- Notify parents annually of each student who is not at grade level. Information must include the student's proficiency level, reading-related services provided, and strategies for parents to help their children succeed.
- Provide interventions for students who are not reading at or above grade level.
- Identify and meet staff development needs.



Curriculum

Anoka-Hennepin Balanced Literacy Core Curriculum

Preschool Program

Preschool serves as an introduction to the school experience. By exposing students to a comfortable and inspiring classroom environment, students are eager to continue to learn and grow in kindergarten and beyond. The Anoka-Hennepin School District provides high-quality preschool programming through the School Readiness Preschool program. Licensed School Readiness Preschool and Kindergarten Readiness Preschool staff implement curriculum that is aligned with kindergarten expectations. Preschool staff connect and collaborate with Kindergarten staff to provide the support students need before they enter kindergarten.

Reading Program

The Anoka-Hennepin Reading Program is based on effective, balanced instruction that aligns with the five areas of reading as stated in the National Reading Panel Report and the Minnesota English Language Arts Academic Standards. These are:

Phonemic awareness: the ability of students to notice, think about, and manipulate individual sounds of language in spoken syllables and words.

Phonics: understanding the relationship between written letters and spoken words including how letters correspond to sounds and then applying this to reading and spelling.

Vocabulary: ability to learn the meanings of words and apply them correctly in context.

Fluency: the ability to read with speed, accuracy and proper expression.

Comprehension: intentional thinking during which meaning is constructed through interactions between text and reader.

Balanced Literacy core curriculum provides a program of instruction so that at a minimum, students can be expected to make satisfactory reading and writing progress to achieve proficiency at their grade level. The balanced literacy framework for reading and writing includes modeled, shared, guided and independent practice based on a *gradual release of responsibility* between teacher and student.

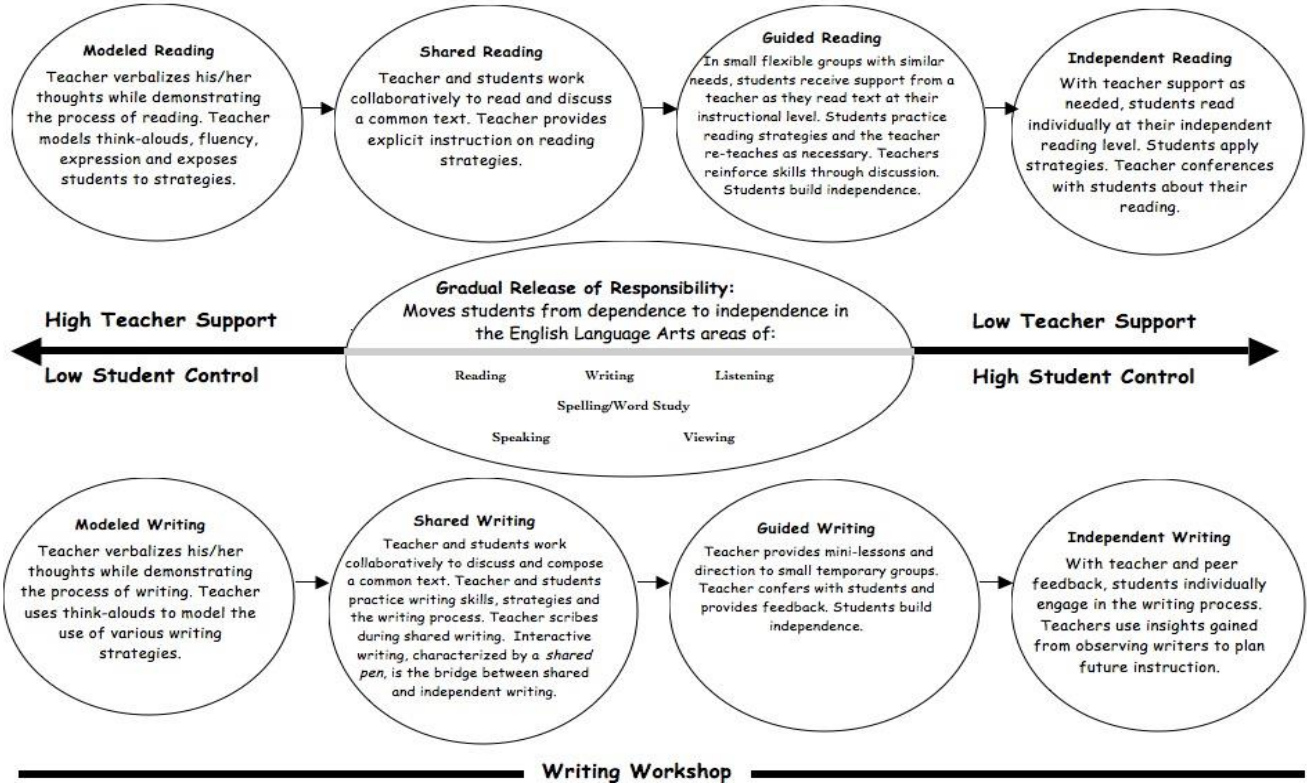
Core Curriculum: Reading and Writing Units Understanding by Design Process	
Reading Program	Writers Workshop
<ul style="list-style-type: none">• Modeled and Shared Reading: <i>Making Meaning</i> provides the scope and sequence for comprehension strategies and the framework for social interaction to enhance student thinking and discussion about reading.• Guided Reading: Leveled fiction and nonfiction books are used in small group instruction to teach skills and strategies at the student's individual reading level.• Independent Reading: Students engage in literacy work including reading, word work, book discussion, and writing.• Resources that promote focused, differentiated learning in the core classroom	<ul style="list-style-type: none">• Modeled and Shared Writing: <i>Units of Study and mentor texts</i> are used to develop mini lessons for teaching students an explicit writing concept.• Guided Practice: Conferencing with students provides the opportunity for differentiating instruction to meet students' needs and to provide feedback.• Independent Writing: Using the <i>writing process</i>, students conduct ongoing work on an existing piece or begin a new piece. This

<p>are:</p> <ul style="list-style-type: none">○ Pre A, Emergent, Early, Transitional and Fluent lesson plans○ Levels of learner guide○ Progress monitoring tools○ Assessment tools	<p>process includes: choosing a topic, planning the piece, writing, revising, and placing it in a finished-work section of writing folder.</p>
<p>Reading and Writing is a Reciprocal Processes</p>	

Instruction

Balanced Literacy in Anoka-Hennepin ISD No. 11: Key Messages

Balanced literacy instruction respects and addresses the needs of all learners, views teachers as informed decision-makers, is flexible, and is research-based. In a balanced literacy framework, students participate in modeled reading (read alouds), shared reading, guided reading, and independent reading. They engage in modeled writing, shared writing, guided writing, and independent writing during Writing Workshop. Spelling and word study are integrated throughout all aspects of balanced literacy.



Assessment

State and District Test Information

Tests or assessments are one component of the educational program provided by Anoka-Hennepin schools. Students take a variety of assessments including classroom assessments, district common assessments, nationally normed tests and state standardized tests. Each test has a specific purpose designed to give the teacher, student, and families information about the academic performance and progress of the student. The types of assessments given to all Anoka-Hennepin elementary students are explained briefly below. Two standardized tests taken by elementary students are the Measures of Academic Progress and the Minnesota Comprehensive Assessments. The Measures of Academic Progress, or MAP, are given to all students in grades two through eight. The Minnesota Comprehensive Assessments, or MCAs, are given to all students in grades three through eight, 10 and 11. Elementary students in kindergarten through grade three take the Developmental Reading Assessment, or DRA. Kindergarten students take the DRA in the spring, and first- through second grade students take it in the fall and spring. Grade three takes it in the fall and as needed in the spring. The DRA is given to fourth through eighth grade students as needed. Kindergarten students take FAST measures each trimester.

Minnesota Comprehensive Assessments (MCA)

The Minnesota Comprehensive Assessments are reading and mathematics assessments that help schools and districts measure students' progress toward the state's academic standards. Students take these assessments in the spring and results are mailed home in September. Science MCAs are given in grades five and eight and in high school.

Measures of Academic Progress (MAP produced by NWEA)

Measures of Academic Progress (MAP) is a series of tests that measure students' general knowledge in reading, math, and science through a computerized test aligned with Minnesota's Academic Standards. MAP tests are adaptive tests that assess the instructional level and growth of each student. In Anoka-Hennepin, the MAP test is given in the fall in grades two through eight and intermittently into high school. Individual Student Reports are distributed after all testing is complete. These reports are either mailed or sent home with students at the end of the trimester. MAP testing helps teachers identify areas that may be more challenging for students, and if necessary, adjust lesson plans to improve student's understanding. Each MAP assessment is organized around goal areas or strands. The MAP Reading assessment provides information for five areas:

- Reading
- Comprehension: Informational
- Comprehension: Narrative
- Literature
- Word Recognition / Vocabulary

ACCESS for ELLs

The ACCESS for ELs is a state-required assessment that is given to English learners in grades k-12. The assessment, which stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*, monitors student progress in English language proficiency **and is the means by which ongoing language proficiency levels are determined**. The assessment is anchored in the English Language Development Standards, which are: the Language of Social and Instructional Language, The Language of Language Arts, the Language of Math, the Language of Science and the Language of Social Studies.

Kindergarten earlyReading Assessments

Formative Assessment System for Teachers (FAST)'s earlyReading assessment is comprised of twelve components or subtests, seven of which Anoka-Hennepin uses. The subtests given vary from fall, winter, and spring, so as to best match reading skill development and reliably assess which students are meeting benchmarks and which students need additional assistance. The subtests given each test period are administered individually and are typically completed in 5-10 minutes per student. The subtests used in Anoka-Hennepin for kindergarten students are listed below.

The subtests used in Anoka-Hennepin are listed below.

Composite scores are calculated for each trimester as follows:

Trimester 1: Concepts of Print, Onset Sounds, Letter names, Letter Sounds

Trimester 2: Onset Sounds, Letter Sounds, Word Segmenting, Decodable Words

Trimester 3: Letter Sounds, Word Segmenting, Decodable Words, Sight Words

Concepts of Print

Students are asked 12 questions that demonstrate their knowledge of print.

- Examples include: the difference between letters, words, and sentences, where to start reading and what direction to read. Students listen to words, and point to the word on a printed page.

Letter Names

Students are asked to read and identify letters names in random order. Students are assessed in reading fluency, as they are asked to read and identify letters in one minute.

Onset Sound

Students are asked to identify the beginning consonant sounds of spoken words. Students also identify the first sound in a word.

- Examples include: Which picture begins with /t/; or what is the first sound in balloon

Letter Sounds

Students are asked to read and identify letter sounds most commonly associated with each letter in random order. Students are assessed in reading fluency, as they are asked to read and identify the letter sound in one minute.

Word Segmenting

Students hear a word, and break it up into the sounds that make the word.

- Examples include: the teacher says “hot” and the student responds, “/h/ /o/ /t/”

Decodable Words

Students are asked to read a list of consonant-vowel-consonant words to demonstrate understanding of early phonics skills. Students are assessed for reading fluency, and are asked to read list in one minute.

Sight Words

Students are asked to read 50 sight words in one minute. The word list includes learned words, and some new words.

Developmental Reading Assessment (DRA)

The Developmental Reading Assessment is a method to assess and document students’ development as readers over time. During the test the teacher listens to the child read, observes the child’s reading behaviors, documents the performance and uses the information to plan future instruction. The DRA assesses three key areas: word accuracy, fluency and comprehension. The Developmental Reading Assessment (DRA) is used primarily in grades K-3 to assess students' reading abilities. Since standardized testing of primary age students is somewhat unreliable, the DRA requires a one-on-one testing procedure, where a teacher sits with one student at a time and administers the DRA in an interview format to obtain reliable results. Scores on the DRA range from A to 80, with 4 being the benchmark for the end of Kindergarten, 18 the benchmark for the end of first grade, 30 being the benchmark for the end of second grade and 40 for third grade. It is important to note that benchmarks indicate a child's "independent reading level". At this level, the child is able to read with 94% accuracy and comprehend what they read. Results are shared with parents as needed, by the classroom teacher. The information from the DRA helps classroom teachers in grades kindergarten through three to identify students who are struggling as they learn, and to intervene immediately to support literacy development. The DRA also help to identify students who already read well. Results are shared with parents following each testing period.

The assessments described above provide data that can be used to provide screening, diagnostic, and progress monitoring information. Teachers collect additional progress monitoring data during guided reading instruction through the use of Guided Reading Progress Monitoring Charts for each DRA level. The Progress Monitoring Chart assessment indicators are aligned with the Levels of Learners curriculum documents which provide guidance for instruction to address the needs of learners at each level.

2015- 2016 DRA Independent Level Benchmarks			
Grade	Fall	Winter	Spring
K	Select students		All students: Benchmark: 4
1	All students	Select students	All students: Benchmark: 18
2	All students	Select students	All students: Benchmark: 30
3	Select students	Select students	Select students: Benchmark: 40
4	Select students	Select students	Select students: Benchmark: 50
5	Select students	Select students	Select students: Benchmark: 60

2015- 2016 Kindergarten Assessment Benchmarks		
Grade		Spring Benchmark
K	Concepts of Print	All students: Benchmark = 12
K	Letter Names	All students: Benchmark = 52
K	Onset Sound	All students: Benchmark = 16
K	Letter Sounds	All students: Benchmark = 41
K	Word Segmenting	All students: Benchmark = 29
K	Decodable Words	All students: Benchmark = 9
K	Sight Words	All students: Benchmark = 40

Timeline of Assessments 2015-16			
	Fall	Winter	Spring
GRADE K Start of Year/Baseline: Letter Names	Concepts of Print	Onset Sounds	Letter Sounds
	Onset Sounds	Letter Sounds	Word Segmenting
	Letter Names	Word Segmenting	Decodable Words
	Letter Sounds	Decodable Words	Sight Words
	DRA 2+ - appropriate for some students	DRA 2+ = 2	DRA 2+ - optional
	Common Summative Assessment (CSA)	Common Summative Assessment (CSA)	Common Summative Assessment (CSA)
GRADE 1	DRA 2+- all students		DRA 2+ – optional
	CSA	CSA	CSA
GRADE 2	DRA 2+- all student		DRA 2+ – optional
	CSA	CSA	CSA
	MAP		
GRADE 3	DRA – all students		DRA – optional
	MAP		MCA
	CSA	CSA	CSA
GRADE 4	DRA 4-8 – students below grade level		DRA 4-8 – optional
	MAP		MCA
	CSA	CSA	CSA
GRADE 5	DRA 4-8 – students below grade level		DRA 4-8 – optional
	MAP		MCA
	CSA	CSA	CSA



Student Support

The links below connect to an overview of the Anoka-Hennepin School District system of student support available for all students.

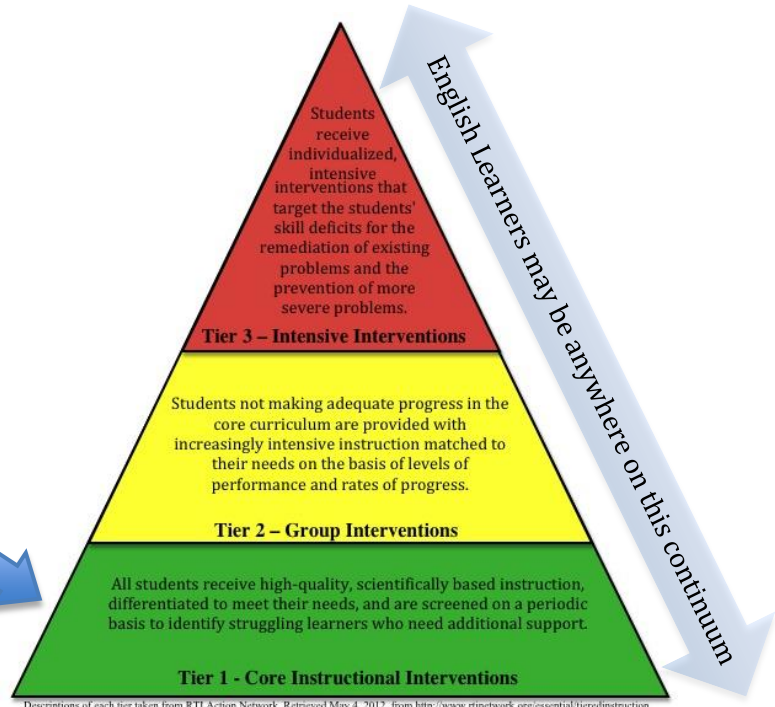
- [Multi-Tiered Levels of Support](#)
- [Special Education Program](#)
- [English Learner Program \(EL\)](#)

Multi-Tiered Levels of Support

[Link to A-H Website](#)

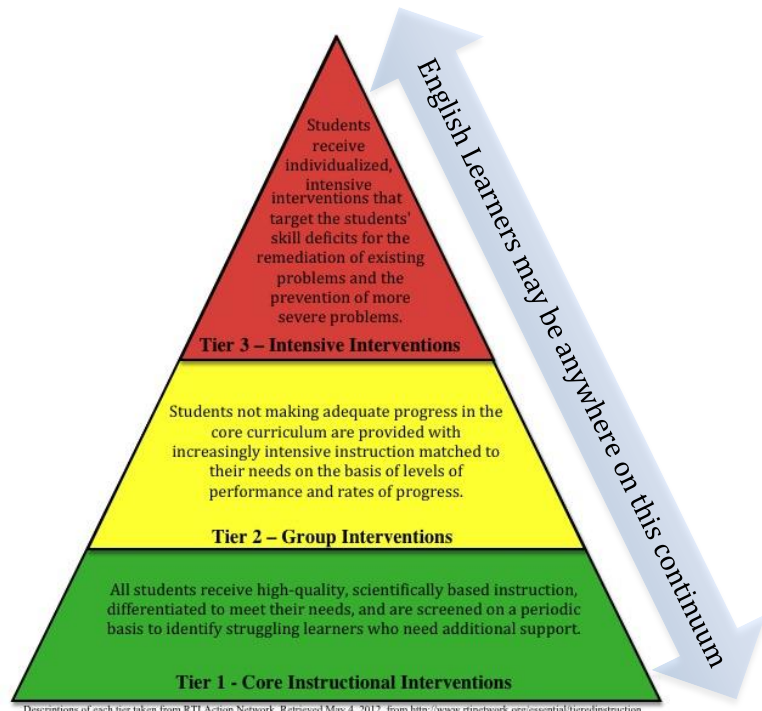
TIER 1:

Core instruction consists of whole group instruction focused on comprehension strategies, word work, and writing mini lessons. Data is used to determine a student's level of proficiency and to establish a starting point for small group and individualized instruction. The guided reading groups are based on reading development using the PreA, Emergent, Early, Transitional and Fluent lesson plans from the resource, *Nest Steps in Guided Reading*. Teachers use the assessments for word accuracy, phonics, fluency, and comprehension to form small flexible reading groups that align with the student's level of learning.



Tier 2:

If students struggle in Tier 1 instruction, they may receive increasingly intensive instruction at the Tier 2 level. Tier 2 support typically involves additional, small group instruction 3 to 5 times per week that matches their need on the basis of levels of performance and rates of progress. Key characteristics of interventions used at the Tier 2 level of support include evidence based, adult-led small group instruction and clearly articulated, validated intervention, adhered to with fidelity (National Center on Response to Intervention, March 2010).



Supplemental Programs

Supplemental Programs provides small flexible group instruction based on data to identify a student's reading level and needs. Typically these interventions take place in the classroom by a Supplemental Programs teacher with Jan Richardson's resource, *Next Steps in Guided Reading*, Leveled Literacy Intervention materials, or standards based skills groups. These lesson plans are designed to include the components of reading essential for the specific level of learner. Students may be selected by performance on the DRA, MAP and MCA, or other district assessments/benchmarks.

Leveled Literacy Intervention (LLI)

Leveled Literacy Intervention is a small-group, supplementary intervention program offered in some elementary schools. It is designed for young children who struggle with reading and writing and need intensive literacy support to achieve grade level competency. The LLI program is designed to bring children up to grade level performance in as little as 18-24 weeks, if administered daily for 30 minutes. Students who are academically below grade level may be placed in an LLI group depending on LLI resources and staffing. LLI's daily 30-minute lessons include the following:

- A combination of reading, writing, phonics and word study
- Emphasis on comprehension strategies
- Attention to the features of non-fiction and fiction texts
- Specific work on sounds, letters, and words in activities designed to help children notice the details of written language and how words "work"
- Help for students in expanding their vocabulary
- Explicit teaching for fluent and phrased reading

Jan Richardson Guided Reading Intervention

The components of a supplementary, small group guided reading lesson include targeted assessments, data analysis that pinpoints specific strategies students need, and the use of guided writing to support the reading process. Intervention teachers use guided reading lessons from the resource, *Next Steps in Guided Reading* to meet the needs of struggling readers.

Skills Group Intervention

In some schools, classroom teachers as well as support teachers provide Tier 2, skills-based intervention and remediation support. These short-term, small group interventions offer students additional instruction and practice so that they can successfully acquire the foundational skills in the MN Academic Standards necessary for reading and writing. Teachers track student progress carefully over the course of these two-week interventions.

Targeted Services K- 5 Extended Day

Extended day programs are held at a student's assigned school of attendance outside of the regular school day. The intervention is an optional learning support that students receive, which is intended to serve students who meet specific academic criteria and are struggling in core academic areas. Days of the week, time of day, length of the sessions, and classes offered will vary from school to school.

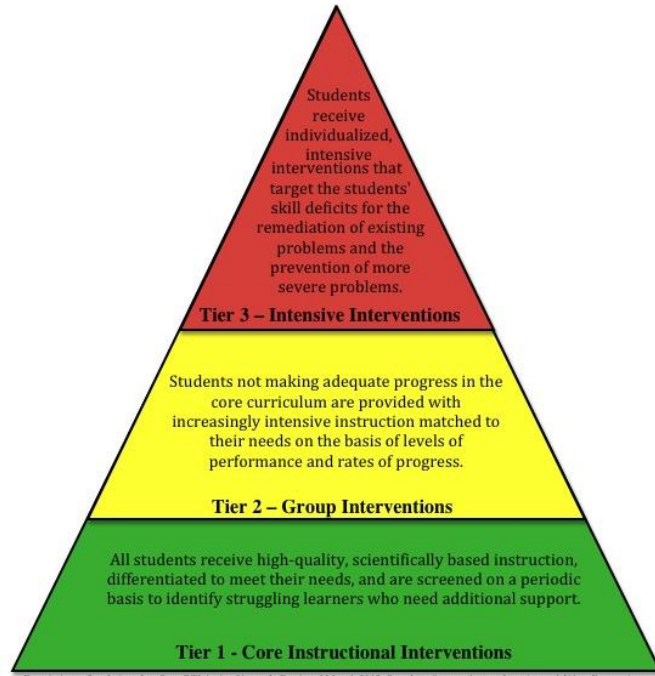
Targeted Services Summer School

Targeted services summer school is an optional, five-week program and is only available to students who have qualified academically based on district and state assessment scores and/or district reading and math benchmarks. For specific information regarding the possibility of your child attending the summer program, please contact your child's classroom teacher.

The summer program follows the same school year expectations of strict attendance and behavioral policies. Summer school is a privilege and adhering to these policies will promote an atmosphere that will provide the best educational learning experience for all of our summer school students.

TIER 3: Intensive Interventions

If students are still struggling in the core curriculum after receiving support at the 2nd Tier level, a more intensive level of support may be necessary. Tier 3 includes the most individualized interventions targeted to each student's area(s) of need. The educator engages in a problem solving process to identify the student's specific need and then develops/chooses interventions to meet those needs.



Special Education Program

[Link to A-H Website](#)

Anoka Hennepin Schools provides a full continuum of services for students with disabilities. Individual Educational Plans (IEPs) that specifically identify goals and objectives are created for students who qualify for special education services. Special Education teachers choose from a base of scientifically researched reading curriculum that aligns with District curriculum to provide continuity of instruction for students.

Anoka Hennepin provides an inclusive setting for special education students whenever possible. Inclusion does not refer only to the placement of all children into a classroom but rather it is a way of thinking about teaching and learning. Success with inclusion starts with the belief that all students, including those with significant disabilities, autism, behavior issues, learning disabilities, those in wheelchairs, those who are gifted, those who are learning English—each and every student is needed and seen as an essential member of the classroom and school community. That coupled with the commitment of staff to work collaboratively to meet the needs of every student lays the foundation upon which we can establish an inclusive setting.

English Learner Program (EL)

[Link to A-H Website](#)

Overview

English learners (ELs) in the Anoka-Hennepin School District are eligible for instructional support in the English Learner (EL) program. In this program, students receive English language instruction in the four domains of reading, writing, speaking and listening. Licensed EL teachers support the English language acquisition process, and provide this service primarily in the mainstream classroom and in collaboration with the classroom teacher. Instructional goals address the English Language Development (ELD) Standards; abbreviated forms of the standards are:

- The Language of Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

The ELD standards for English learners were adopted by the state when Minnesota joined the World-Class Instructional Design and Assessment (WIDA) Consortium in 2011.

Program Eligibility, Assessments and Proficiency Levels

A student is assessed for the EL program if a primary language other than English is indicated at registration. The WIDA-ACCESS Placement Test, or W-APT, is used to determine a language proficiency level and service needs.

The state-required ACCESS test is given annually and measures the overall language proficiency of each student. The data helps determine what supports are needed for language development in the content areas prescribed by the ELD standards. Assessment data is compiled annually through this and other state and district assessments, such as Measures of Academic Progress (MAP) and the

Minnesota Comprehensive Assessment (MCA) tests. These test results, in addition to FAST and DRA assessments, inform interventions that are provided by staff trained in the appropriate area of need, such as reading.

The WIDA English Language Proficiency Level names and score ranges from the ACCESS test are as follows:

Level	Score Range
Entering	1.0 – 1.9
Emerging	2.0 – 2.9
Developing	3.0 – 3.9
Expanding	4.0 – 4.9
Bridging	5.0 – 5.9

These levels describe a range of language proficiency, from knowing very little or no English (Entering), to being fully proficient and able to work in a mainstream classroom without any English language support (Bridging). Students are exited from the EL program when their English proficiency level approximates that of a native English speaker.

Families are informed of assessment results and proficiency level changes through annual mailings regarding placement in the EL program. In addition, EL progress reports and parent-teacher-student conferences inform families about English language and academic progress throughout the year.

Additional Resources

[Click here](#) for more information about the Family Welcome Center, and to determine if your child qualifies for the EL program.



Family-Community Partnership

Anoka-Hennepin District 11 pre-school and elementary sites have various ways of communicating with families to promote literacy awareness, providing information on student progress, and accelerating student progress in literacy at home. This connection between the home and school is essential to ensure all students are readers by the end of 3rd grade. Anoka-Hennepin may provide the following opportunities for parents to be a partner in literacy:

- Family-Teacher conferences are held twice a year to provide communication about student progress, reading assessments, and grade level expectations.
- Interpreters are provided as needed.
- Report cards on student progress are sent home at the end of each trimester
- Curricu-Links provides families with digital resources aligned to report card indicators and the student's learning level.
- Curriculum nights held for families provide opportunities to learn about the curriculum and home-school connections.
- Title I parent/family events are held several times per year, providing engaging activities for students and their families.
- *I Love to Read* in February focuses on literacy activities to engage families and motivate students to read.

- Parent/classroom newsletters provide on-going connections between home and school.
- Grade level curriculum documents detailing literacy focus for each unit (comprehension, vocabulary, major concepts, at-home suggestions) are provided on the parent website.
- Parent Tips for working with students at home are provided on TIP cards and in Parent Handbooks.
- The FOCUS, a district publication, provides communication on district assessment data and curriculum development.
- Collaborative professional development between Early Childhood and kindergarten programs facilitates the transition for students from Early Childhood to kindergarten.
- The Systems Accountability Committee provides information to and gathers feedback from Parent Teacher Associations, Parent Teacher Organizations, Partnership Teams, and Parent Advisory Committees in each building regarding curriculum, assessment and instructional programming.



Instructional Leadership

Literacy Leadership and Implementation Team

Responsibilities:

- Provide ongoing support and monitoring of the Pre-K to Grade 5 Literacy Plan
- Support the development of a Pre-K to Grade 5 plan for literacy professional development
- Conduct an ongoing review of literacy data to determine the focus of professional development, resource needs, and program effectiveness

Membership:

- Classroom teachers from each grade level K-5
- 2 Kindergarten Readiness Teachers
- English as a Second Language Teacher
- Developmentally Cognitively Delayed Special Education Teacher
- Emotional Behavioral Disability Special Education Teacher
- Speech and Language
- Learning Disabled Special Education Teacher
- Leveled Literacy Supplemental Programs Teacher
- Classroom Supplemental Programs Teacher
- Reading Recovery Teacher

- K-5 English Language Arts Teaching and Learning Specialist
- K-5 English as a Second Language Teaching and Learning Specialist
- K-5 Special Education Teaching and Learning Specialist
- K-5 Supplemental Programs Teaching and Learning Specialist
- K-5 Mathematics Teaching and Learning Specialist
- K-5 Science Teaching and Learning Specialist
- K-5 English Language Arts Teaching and Learning Specialist
- K-5 Social Studies Teaching and Learning Specialist
- Pre-K and Kindergarten TOSA
- Equity Teaching and Learning Specialist
- K-5 Technology Facilitator
- Integration Technology Teacher
- 2 Instructional Coaches
- 4 Elementary Principals
- Assistant Director of Special Education
- Director of Elementary Curriculum, Instruction, and Assessment
- Director of Supplemental Programs
- Associate Superintendent for Elementary Schools

Meeting Schedule:

Four meetings are scheduled throughout the school year.

Curriculum Advisory Council Purpose:

- Review curriculum, assessment, and instructional programs through a preK-16 lens
- Provide opportunities for input and feedback from schools, departments, citizens, and school board for program improvements
- Provide information regarding program improvements to schools, departments, citizens, and school board
- Work with the Systems Accountability Committee to assure ongoing communication and review regarding academic programs
- Work with Curriculum, Instruction, and Assessment Committee (CIAC) to assure ongoing communication and problem solving regarding academic programs

Membership:

- K-12 TaLS
- K-12 Intervention Specialists
- Specialty Schools Coordinator
- Pre-K Early Childhood Special Education
- Pre-K Early Childhood Family Education
- Achievement Analysts (as needed)
- Information Services Representative
- Director of Community Education
- Communications Representative

Meeting Schedule:

Meetings are held once a month, generally on the second Monday of the month.

Grade Level Teacher Leaders Responsibilities:

- Provide ongoing support and monitoring of the Pre-K to Grade 5 Literacy Plan at the district level
- Provide leadership for the implementation of a Pre-K to Grade 5 plan for literacy professional development
- Conduct an ongoing review of district literacy data to determine program effectiveness and identify areas for improvement
- Provide leadership for implementation and fidelity to the literacy curriculum to ensure program coherence
- Communicate literacy program success and literacy needs at Grade Level Teacher Leader Meetings
- Communicate literacy updates from Grade Level Teacher Leader meetings with grade level team members
- Communicate feedback from grade level team members to Grade Level Teacher Leaders

Membership:

- One grade level representative from each grade level at every school
- Instructional coach representative
- English as a Second Language teacher representative
- Special Education teacher representative
- Supplemental Programs teacher representative

Meeting Schedule:

Five meetings per year, one meeting occurs in August.

School Teams Responsibilities:

- Provide ongoing support and monitoring of the Pre-K to Grade 5 Literacy Plan at the school level
- Support the implementation of a Pre-K to Grade 5 local literacy plan through professional development
- Conduct an ongoing review of school literacy data to determine program effectiveness and identify areas for improvement
- Provide leadership for implementation and fidelity to the literacy curriculum to ensure program coherence
- Communicate literacy program success and literacy needs at Grade Level Teacher Leader Meetings
- Monitor communication with families to insure they have the information needed to support their learner

Membership:

- Principal
- Grade Level Teacher Leaders
- Special Education Teacher
- English as a Second Language Teacher
- Supplemental Programs Teacher
- Other membership as determined by the principal

Meeting Schedule:

Minimally meetings should follow each Grade Level Teacher Leader Meeting. Ideally teams would meet more frequently to review student data and the School Improvement Plan.

Systems Accountability Committee

Responsibilities:

- Fulfill the legislative mandate to include parents and family members in the review of school curriculum and programming
- Review preK-16 curriculum, assessment, and instructional programming through a community lens
- Provide information to and request feedback from Parent Teacher Associations, Parent Teacher Organizations, Partnership Teams, and Parent Advisory Committees in each building regarding curriculum, assessment and instructional programming
- Provide input and feedback to the Curriculum Advisory Council (CAC)
- Provide input and feedback to the school board regarding academic programs

Membership:

- Pre-K family & parent representatives
- One family or parent representative per elementary school
- Two family or parent representative per secondary school
- Alternative programs family or parent representatives
- Directors of Research Evaluation & Testing, Community Education, Curriculum Assessment & Instruction
- Communications Representative

Meeting Schedule:

Meetings are held the first Monday of every month from 6:00-8:00 p.m.



Job Embedded Professional Development

Focused, ongoing professional development is a key component of continuous improvement in teaching and learning. In Anoka-Hennepin, all teachers are offered three types of professional development:

- Formal training and workshops
- Professional Learning Communities that focus on review of student learning, collaborative planning and reflection on professional practice with other teachers
- Instructional Coaching

Reading Professional Development

Reading professional development is aligned with the five pillars for effective reading instruction as identified by the National Reading Panel. The purpose for ongoing professional development is to increase teachers' understanding of research-based reading instruction and the need for focused instruction to accelerate students to grade level proficiency. The focus for formal professional development is informed by the review of district achievement data and teacher feedback.

Writing Professional Development

Professional development is provided in writing to increase teacher understanding of the components of writers workshop. This professional development is based on the curriculum documents aligned with Minnesota English Language Arts writing standards and the resource, Units of Study. The purpose for the staff development is to provide differentiated opportunities for teachers to engage in reviewing the curriculum documents focused on:

- Mini-lessons to deliver explicit instruction focused on writing skills and strategies
- Conferring, which provides for individualized ongoing guided practice and feedback
- Collaboration with colleagues on the scoring of student writing to develop an understanding of the rubrics and for consistency of scoring across grade level, teachers, and building.

Professional Learning Communities (PLC) support continuous improvement by providing opportunities for teachers to achieve district, school and grade level goals through the review of student learning data and teacher practice. Elementary PLCs are structured around grade level teams, academic discipline and like positions such as special education.

Literacy Specialists

A Literacy Specialist is an on-site staff developer who teams with teachers in a collaborative, reflective relationship to enhance content and instructional knowledge to increase student learning. Coaching is a supportive professional relationship that bridges district staff development opportunities with classroom practices. Coaching provides seamless teacher support from the learning of new content and instructional practice through the implementation process.

What a Literacy Specialist Does

Literacy Specialists offer:

- Collaborative conversations with teachers to support learning
- Help for teachers to transfer what they learn about new curriculum and teaching practices into their classroom
- Demonstration lessons
- Collaboration with teachers to plan and implement lessons
- Assistance with teachers to hone specific instructional strategies
- Assistance with teachers on the use of formative assessment data to inform instruction
- Encouragement to talk about the teacher's practice with them and with one another
- Mutual problem solving to assist teachers in implementing and mastering new curriculum and teaching practices
- Grade level meetings to discuss research based instructional practices and how their application

Engagement Coaches

Elementary Engagement Coaches assume the responsibility and obligation to improve the proficiency of colleagues in their implementation of student engagement strategies. Elementary Engagement Coaches help other staff members examine their behavior and performance, and assist them with implementation on ENVoY (Educational, Non-Verbal, Yardsticks) strategies.

What an Engagement Coach Does

Engagement Coaches take part in:

- Facilitating the implementation of ENVoY at assigned sites
- Completing coaching cycles with probationary staff members
- Serving as a resource for teachers in managing student behavior
- Providing demonstration lessons in ENVoY
- Supporting teachers and staff as they pursue ENVoY certification