



District 885 St. Michael-Albertville Read Well by Third Grade Literacy Plan Local Literacy Plan

Excellence Is Our Tradition

“Literacy is the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.” – International Literacy Association

WHAT IS THE PURPOSE OF THIS PLAN?

The literacy plan provides an overview of how STMA staff will continually work to improve the academic achievement of all students by identifying needs, implementing research-based interventions, engaging in on-going study and self-reflection to improve the shared practice of teaching, and involving parents in a joint partnership to actively respond to the needs of our children.

WHAT ARE OUR LITERACY PLAN GOALS?

- ALL students who are not reading at grade level will be supported in order to close the achievement gap and attain grade level reading benchmarks.
- ALL students who are exceeding grade level reading benchmarks will be supported and challenged in order to make projected growth.
- ALL stakeholders in the district will be informed of the instructional efforts to ensure ALL our students will be *reading well* by third grade.

HOW WILL WE KNOW IF OUR STUDENTS ARE READING WELL BY THIRD GRADE?

Reading proficiency will be defined as students who score *at or above benchmark* according to the Fastbridge Learning Assessment and who perform at grade level in the classroom. Reading proficiency will be ensured for ALL students in kindergarten through grade 3 by multiple measures of assessment, data driven decision making, and a Response to Intervention (RtI) approach to support and improve literacy skills. Students who are not reading at grade level will receive research-based interventions and be progress monitored until proficiency is attained. Interventions will supplement not supplant core reading instruction.

Eighty percent of students should achieve grade level benchmarks via core instruction. Core curriculum is aligned to the 2010 English Language Arts Standards and Curriculum Maps are updated annually. The core curriculum is aligned vertically and horizontally by K-12 staff.

WHAT KIND OF ASSESSMENTS WILL BE USED AND WHEN?

- Standardized screening measures such as Fastbridge Learning Assessments are used to help identify students who are at risk in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students *at or above benchmark* are considered at grade level and generally need only core instruction to achieve reading benchmarks.

Fastbridge Learning Assessment is administered in the fall, winter, and spring to students in kindergarten through grade 4. The screening measures are designed to quickly and efficiently assess pre-reading and reading skills. These measures are combined with teacher observations and data to determine instructional needs.

- Outcome based/summative curriculum assessments are administered to assess students' growth. Test results are used to determine whether students have acquired the skills and strategies to be on-track for grade level success. In addition to the curriculum assessments and as required by state students will take the Minnesota Comprehensive Assessment (MCAs) in the spring. Students who *meet or exceed* MCA proficiency measures are considered at grade level and are likely to need only core instruction.
- Diagnostic assessment results inform instructional planning in order to meet students' individual needs. Assessments, such as PRESS (Path to Reading Excellence in School Sites), may vary and are administered on an as needed basis. Assessment data and classroom observations are analyzed to determine if students need additional support or interventions. Once interventions are implemented, progress monitoring is used to determine whether students are making sufficient progress in literacy development. An RtI protocol specifies steps to determine the effectiveness of instruction and progress monitoring needs.
- Teachers assess students' reading levels a minimum of two times per year to determine the appropriate instructional level. Information is used for guided reading instruction in order to "match" students to developmentally appropriate reading material. Guided reading instruction is a prescriptive response to students' needs.

STMA Grade Level Reading Guide

Developmental Stage	Grade	Goal
Emergent	Kindergarten	Level D
Emergent / Early	First Grade	Level I
Early / Fluent	Second Grade	Level L
Fluent	Third Grade	Level P

HOW WILL PARENTS BE INFORMED IF THEIR CHILD IS NOT READING PROFICIENTLY?

- Teachers will communicate screening, diagnostic, and progress monitoring results for all students during fall and winter conferences using the *District 885 Conference Data Form*.
- Parents will be invited to a literacy session. The literacy session will provide parents with information and strategies to accelerate their child's literacy development in areas where a skill deficit has been identified.
- Grades are reported three times per year and will indicate the areas of need and whether students are reading at grade level.
- Parents are notified when students participate in pull-out literacy support.

HOW DO WE IDENTIFY STUDENTS WITH CHARACTERISTICS OF DYSLEXIA AND CONVERGENCE INSUFFICIENCY?

Dyslexia

In our Reading Response/Title One programs we currently use the term Struggling Reader or Below Grade Level reader. Special Education will use the term Specific Learning Disability in Reading. We accept the term dyslexia as a medical term used to describe reading and spelling difficulties based on a neurological origin, typically as a result of a deficit in phonological components and/or auditory processing of language. Difficulties with reading are often unexpected given a student's cognitive ability, participation in effective classroom instruction, and sociocultural background.

Students that are shown to be below grade level in reading through district assessments such as Fastbridge, Guided Reading Benchmarks, and current classroom performance are then looked at more closely to see if additional support in the Reading Response Program is appropriate. More detailed diagnostic assessments are administered for these students. These assessments address the reading components of phonemic awareness, phonics, fluency, and comprehension. PRESS (Path to Reading Excellence in School Sites), a program developed by the University of Minnesota –Minnesota Center for Reading Research includes the Quick Phonemic Awareness Assessment and Decoding Inventory is utilized by our elementary buildings. These assessments give us an initial intervention placement for students below benchmark.

Indicators used to interpret Screening Data in Grades K- 4 are:

- Family history
- Phonemic Awareness – sound isolation, blending, segmenting, sound manipulation
- Phonetic Spelling – poor spelling (missing sounds, switching letters, non-phonetic errors)
- Words read correct per minute – high error rate, slow but accurate reading, low sight word fluency, low nonsense word fluency (late K – 1)
- Low or stagnant growth on progress monitoring even with persistent intervention/support

We acknowledge that reading difficulty can have different degrees of impact on our students ranging from academic to social and emotional problems. We realize that our responsibility to offer consistent, ongoing encouragement and support is important. Academically we offer a multi-tiered response for those students identified through screening and progress monitoring as needing additional intervention. Adjustments to instruction are made based on their performance. Interventions are research based, explicit, systematic, cumulative, and multisensory. In addition to academic performance, we listen and validate student's feelings, reward their effort as they make progress, stay away from negative labels such as laziness, and help them set realistic goals for themselves.

*See chart below to show compliance with State Statute for 120b.12: Early Identification of Struggling Readers.

STMA Literacy Plan: Elementary Dyslexia Screening/Assessment

Skill Area	Screening Measure (All Students)		Diagnostic Measures		Dyslexia Indicators
Phonological Awareness	Pk-K	Initial Sound Fluency	K	Initial Sound Manipulation	<ul style="list-style-type: none"> · Mishears letters or sounds · Difficulty w/rhyming · Difficulty manipulating phonemes · Difficulty segmenting · Difficulty holding letter sounds in memory long enough to decode word
	K	Phoneme Blending			
	K	Phoneme Segmentation	1-4	PRESS Quick Phonemic Awareness Assessment	
	K	Rhyme Identification	1	Rhyme Production	
Decoding	K	Letter Naming Fluency	K	Letter Naming	<ul style="list-style-type: none"> · Decodes words one day, but unable to the next day ~no transfer · Relies on context to read · Accuracy improves, but rate persistently lower
	K	Letter-Sound Fluency	K	Letter Sounds	
	1	*Nonsense Word Fluency	1	Nonsense Words	
	1-4	CBM Oral Reading Accuracy	1-4	PRESS Decoding Inventory Assessment	
Spelling (Encoding)	K	<i>Not assessed school wide</i>	1-4	CBM Writing	<ul style="list-style-type: none"> · Difficulty reproducing letter forms (non-motor problem) · Difficulty recalling letter sequence in words · Errors show missing sounds in words; misspellings of same word are inconsistent; oral stories have more detail than print
	1-4	Teacher Observation	2-4	Spelling Inventory w/error analysis	

Orthographic Memory & Recall	K	Letter Name Fluency	K-4	Rapid Automatic Naming *objects/colors * letters/numbers	<ul style="list-style-type: none"> · Difficulty following 2-3 step directions · Difficulty naming classmates, weeks/months into the year · Difficulty calling up the right word despite describing its meaning
	K	Letter Sound Fluency	K-4	Oral Language Assessment	
	K-2	High Frequency/Sight Words			
Family History	K-4	<i>Not assessed school wide</i>	K-4	Parent Interview	<ul style="list-style-type: none"> · Close family or relatives struggled w/learning to read. · Sent student to clinic or tutor · Student lacks interest in reading/talking about books
Fluency	1-4	CBM Reading Passages	K-4	Running Records	<ul style="list-style-type: none"> · Persistent need for reading intervention, low/stagnant growth · Difficulty reading sentences of increasing length and difficulty
Comprehension	3-4	MCA II	3-4	Classroom Curriculum	<ul style="list-style-type: none"> · Difficulty recalling factual information · Struggles with inferencing skills · Difficulty retelling narratives · Difficulty with planning, working memory, self-monitoring
	3-4	Fastbridge aReading	3-4	CBM: Listening Comprehension	

*NWF is assessed Winter and Spring in Kindergarten and Fall in First Grade. NWF is optional for First Grade during the Winter and Spring assessment..

Dyslexia References:

International dyslexia association. (2017). Dyslexia in the classroom: what every teacher needs to know. Retrieved May 29, 2020, from <https://dyslexiaida.org/dyslexia-in-the-classroom/>

Mather, N., Wendling, B. (2012). Essentials of dyslexia, assessment, and intervention. John Wiley and Sons, inc. Hoboken, NJ.

Mondo Education. (2018) Oral language assessment. Retrieved May 29, 2020, from <https://www.mondopub.com/Pages/articles/OLAdministeringAssess.pdf>

Norton, E. S., & Wolf, M. (2012). Rapid automatized naming (RAN) and reading fluency: implications for understanding and treatment of reading disabilities. *Annual Review of Psychology*, 63(1), 427–452. doi: 10.1146/annurev-psych-120710-100431

One Simple Formative Assessment Solution. (2020, March 23). Retrieved from <http://www.fastbridge.org/>

Path to reading excellence in school sites. (2018). Phonemic awareness tools. Retrieved May 29, 2020, from <https://www.presscommunity.org/tools/phonemic-awareness/>

Path to reading excellence in school sites.(2018). Phonics tools. Retrieved May 29, 2020, from <https://presscommunity.org/tools/phonics/>

Shaywitz, Sally M.D. (2005). Overcoming dyslexia a new science-based program for reading problems at any level. Vintage Books, NY.

Convergence Insufficiency (CI)

Students are screened for ocular alignment/eye muscle balance and possible near and/or distance vision impairments at our Early Childhood Screenings. When students are referred to the Student Study Team, vision screening is reviewed. If students are displaying symptoms in school such as headaches, trouble reading the board, double vision or blurring, difficulty concentrating on print for an extended time, closing one eye or squinting while reading, or rubbing their eyes, then teachers are to report this to parents. Parents can then seek further vision testing and/or medical evaluation. STMA Elementary teachers learn what to look for in students with CI during a Staff Development workshop each year.

*All students with reading difficulty are supported through the different tiers of intervention whether or not they are identified with characteristics of dyslexia or Convergence Insufficiency.

WHAT INSTRUCTIONAL SUPPORTS AND INTERVENTIONS WILL BE USED?

Intervention programs assist students who are struggling with literacy. Based on the results of screening and diagnostic assessments and teacher recommendation, students will receive a multi-tiered level of support (MTSS) that includes researched based interventions. These interventions target skill deficits in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Tiers of Support include:

- Tier 1: Core Support

All students receive core instruction in Tier 1. Students who are *at or above benchmark* and are making sufficient academic growth will have their needs met through instruction in the core curriculum and guided reading. Students performing below or significantly above grade level will receive additional services in Tier 2 and/or Tier 3.

The core curriculum includes:

- ❖ Guiding Readers and Kinder Phonics: Kindergarten
- ❖ Benchmark Literacy: grades 1-4
- ❖ Differentiated Instruction & Guided Reading: grades K-4

- Tier 2: Extra Support

Students who are below grade level are supported through classroom guided reading, small group, and individual instruction. Additional support is provided during a scheduled block, or *response* time. To gauge the effectiveness of specific interventions, staff progress monitor students using Fastbridge Learning Assessment, PRESS, or other measures.

If students score above their ‘aim line’ three to five consecutive times with at least one data point above the next benchmark goal, the intervention may be discontinued. However, teachers will continue to monitor progress to ensure that mastery is maintained.

Instructional supports can include:

- ❖ Researched based interventions for the targeted skill
- ❖ Additional time to reinforce classroom skills
- ❖ Minnesota Reading Corps tutoring
- ❖ Reading Response instruction

- Tier 3: Intensive Support

Students who are significantly below grade level are supported by interventions and specific programming which often occurs outside of the classroom. Instruction and/or interventions are administered by trained staff three to five times per week. To gauge the effectiveness of specific interventions, staff will progress monitor students using Fastbridge Learning Assessment or other measures. If students score above their ‘aim line’ three to five consecutive times with at least one data point above the next benchmark goal, interventions may be discontinued. However, teachers will continue to monitor progress to ensure that mastery is

maintained and the student is reading at grade level.

Intervention programming may include:

- ❖ Reading Response in grades K-4: a pull-out literacy program for at-risk students that may include small group or one-on-one instruction and/or interventions
- ❖ Special Education in grades K-4: instruction and interventions targeted to students' individual needs as indicated by an Individual Education Plan (IEP), must meet state qualification guidelines
- ❖ Targeted Services in grades K-4: a before or after school literacy program for at-risk students
- ❖ Reading Summer Camp in grades K-4: sessions will focus on literacy skills

WHAT SUPPORTS ARE IN PLACE FOR ENGLISH LANGUAGE LEARNERS?

District 885's English Language Learners (ELL) Department offers content-based ELL instructional programs which promote students' English language proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. English Learners (ELs) acquire English through participation in age-appropriate instruction aligned to district content standards as well as English language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

At the K-3 level, trained general education teachers (EL cluster teachers), ELL licensed teachers, and EL support staff collaborate to teach language through content using the district curriculum, supported by programming, in addition to EL second language acquisition strategies. Linguistic, graphic, visual, kinesthetic, interactive, and emotional supports are provided to make content standards and curriculum accessible for ELs at all levels of proficiency.

EL students who are reading below grade level may receive reading interventions and response services.

WHAT OPPORTUNITIES DO TEACHERS HAVE FOR PROFESSIONAL DEVELOPMENT?

Professional development is data-driven, ongoing, and inclusive of all teachers. It is delivered in a variety of formats and aligned with school and/or district goals.

- There are eight professional development days per school year for teachers. Professional development focuses on district-wide initiatives and building level needs.

- Teachers meet in Professional Learning Communities (PLCs) weekly to reflect and collaborate on student progress and needs, review data, and align instruction to academic standards and learner outcomes.
- Professional Book Study groups are offered to all district staff to increase knowledge in the literacy domain.
- Professional development for alignment of standards, curriculum, instruction, and assessment occurs on a ten year cycle. The Curriculum review process supports the review of curricular content, common assessments, course offerings, and resource selection on a ten year cycle. Each content area is on the cycle for one year. In years two through ten, the district’s curriculum review process is integrated with the work of PLCs. In year five, content areas have the option of participating in an interim curriculum review year to update curriculum, resources, and common formative and summative assessments.
- Administrators use formal and informal evaluations to identify training needs.
- Staff development committees review student data to determine professional development goals.
- Q Comp – Quality Compensation. All STMA K-12 Teachers or others that are on the teacher contract (special education, TOSAs, counselors, nurses, etc.), and Early Childhood participate in Q comp. This program meets the requirement of the Minnesota Teacher Evaluation Law. Besides participating in a Professional Learning Community, teachers are observed and coached by trained peers three times a year. Teachers work together as a school team, as a PLC group, and as individuals to grow and improve as educators.

HOW ARE STMA K-3 STUDENTS CURRENTLY PERFORMING?

The following charts show student proficiency as measured by FASTBridge, MCAs, and Guided Reading Instructional Levels.

Percentage of K-4 Students At or Above FASTBridge Benchmark Goal

Building	Grade	Measure	% Proficient Winter 2020* At or Above Benchmark	Winter Benchmark Goal
Albertville Primary	Kindergarten	FastBridge Winter Letter Sound Fluency	82%	26 sounds per minute

Albertville Primary	Kindergarten	FastBridge Winter earlyReading composite	85%	50 benchmark score
Big Woods	First Grade	FAST CBM Winter Oral Reading Fluency	74%	37 words correct per minute
Fieldstone	First Grade	FAST CBM Winter Oral Reading Fluency	69%	37 words correct per minute
St. Michael	First Grade	FAST CBM Winter Oral Reading Fluency	73%	37 words correct per minute
Big Woods	Second Grade	FAST CBM Winter Oral Reading Fluency	69%	84 words correct per minute
Fieldstone	Second Grade	FAST CBM Winter Oral Reading Fluency	65%	84 words correct per minute
St. Michael	Second Grade	FAST CBM Winter Oral Reading Fluency	69%	84 words correct per minute
Big Woods	Third Grade	FAST CBM Winter Oral Reading Fluency	73%	110 words correct per minute
Fieldstone	Third Grade	FAST CBM Winter Oral Reading Fluency	69%	110 words correct per minute
St. Michael	Third Grade	FAST CBM Winter Oral Reading Fluency	67%	110 words correct per minute

**Due to COVID 19 and Distance Learning, the scores listed for FASTBridge are from Winter 2020.*

Percentage of Grade 3 Students Meeting MCA Reading Proficiency

Building	Grade	2019-2020
Big Woods	Grade 3	*
Fieldstone	Grade 3	*
St. Michael	Grade 3	*

**Due to COVID 19 and the absence of Statewide Testing, no 2020 MCA scores are available.*

Percentage of Students Meeting the Guided Reading Instructional Level Goal

School	Grade	Goal	2019-2020
Albertville Primary	Kindergarten	Level D	*
Big Woods Elem	First Grade	Level I	*
Fieldstone Elem	First Grade	Level I	*

St. Michael Elem	First Grade	Level I	*
Big Woods Elem	Second Grade	Level L	*
Fieldstone Elem	Second Grade	Level L	*
St. Michael Elem	Second Grade	Level L	*
Big Woods Elem	Third Grade	Level P	*
Fieldstone Elem	Third Grade	Level P	*
St. Michael Elem	Third Grade	Level P	*

**Due to COVID 19 and Distance Learning, teachers were not able to access guided reading levels.*

WHAT IS OUR PLAN TO REPORT OUR ANNUAL DATA ON READING PROFICIENCY AND COLLECT FEEDBACK FROM OUR STAKEHOLDER GROUP?

Spring FASTBridge data for grades K-3 will be reported annually to the Minnesota Department of Education Commissioner.

Data will include percentage of students proficient in:

- Kindergarten: Fastbridge Early Reading Composite
- First Grade: oral reading fluency
- Second Grade: oral reading fluency
- Third Grade: oral reading fluency

The STMA Reading Well by Third Grade Literacy Plan will be posted on the STMA website by June 30th of each year. Feedback will be sought through a survey on the web page where stakeholders may respond to questions in the following areas:

- Accessibility of information
- Usefulness of documents
- Support for implementing effective strategies at home

WHAT ARE OUR NEXT STEPS?

During the next school year, our goal is to continue to improve the academic achievement of our students, to critically review our literacy plan and make changes to address ALL our students' needs, to analyze data to make programming decisions, and to determine training for our educators.