Kelliher School District ISD #36

Local Literacy Plan

2023-2024

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Summary and Purpose

This literacy plan provides an overview of how the Kelliher School District will meet the needs of all students in literacy as required by MN State Statute 120B.12. The statute requires every school district to adopt a local literacy plan designed to have every child reading at or above grade level no later than the end of grade 3. In addition, students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. If a student does not read at or above grade level by the end of grade 3, the district must continue to provide reading interventions until the student reads at grade level. A plan for students who are unable to demonstrate grade-level proficiency as measured by the statewide reading assessment in grade 3, will be monitored for growth toward proficiency. Districts also must train and support all teachers in scientifically based and culturally sensitive instructional approaches.

All elementary classrooms utilize Fountas & Pinnell to present a balanced and rigorous literacy instruction (reading, writing, speaking, and listening). Included in this program are components for explicit phonics and vocabulary instruction, guided reading, read aloud, shared reading, and independent reading. All classrooms have a leveled bookroom, which contains a variety of fiction and nonfiction reading texts for teachers to use for differentiated instruction. All students receive reading instruction for a minimum of 90 minutes each day.

The Formative Assessment System for Teachers (FAST) literacy battery will begin in the fall of 2021 and will be used to benchmark students' progress in fall, winter, and spring. Using this data, along with data from aReading (FAST) and Fountas & Pinnell, struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments. The interventions are implemented through the collaborative efforts of the classroom teacher and specialists. Each student's progress is monitored weekly. If the intervention selected is not working, another intervention is selected and implemented. Parents are kept informed of their child's progress throughout the process.

Statement of Goals and Objectives

The Minnesota Department of Education believes, "Reading well by third grade is one of the many developmental milestones in a child's education. Reading well by grade 3 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 schools and programs from birth through grade 12 promotes academic success." We believe all district stakeholders should be informed of the instructional efforts needed to ensure all students are reading well by third grade as measured by the Minnesota Comprehensive Assessments (MCA) system. This will be accomplished by assessing students' reading proficiency levels, involving parents, providing support to students who are not at grade level proficiency, and providing appropriate staff development to all teachers of reading.

Each year reading data will be reviewed and disaggregated. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K will be accessed using Teaching Strategies Gold and is used to make sure that the child is making progress and helps to identify children who may benefit from further evaluation.

The Literacy Leadership Team is engaged in ongoing review of current pedagogical practices including core instruction, differentiation, remediation, and intervention. Curriculum resources will be aligned to current standards.

Formative assessment will be used to modify instruction and to identify students who are not on pace to meet proficiency. Students not on track will follow an intervention plan.

Professional Learning Communities (PLC's) will analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gap. Best practices will be shared.

Statement of Process to Assess Students
The Kelliher assessment plan represents a comprehensive approach to evaluating student achievement. A variety of methods to determine students' abilities and performance including screening assessments, diagnostic assessments, progress monitoring assessments as well as classroom and curriculum assessments are utilized. Assessment information is necessary to support decisions regarding individual students, groups of students and educational programs.

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Screening Assessments: Screening of all students in grades PreK-12 at regular intervals (fall, winter, spring) helps to establish expected proficiency outcomes and informs program effectiveness. By establishing an initial baseline for all students, these assessments identify individual students who do not meet grade-level expectations. There are a variety of terms that can be used to describe a student who is struggling to read: struggling reader, student who is reading below grade level, specific learning disability, reading disorder, or dyslexia. Results are used as a starting point for instruction or to indicate a need for further evaluation.

FastBridge Early Reading Composite: (K-1) This screening tool is given to individual students to complete tasks related to early literacy. The screening composite includes 4 subtests and progress monitoring includes 1 subtest at a time.

Kindergarten FastBridge Early Reading Composite			
	Fall Target Score	Winter Target Score	Spring Target Score
Kindergarten	Concepts of Print - 7 Onset Sounds - 11 Letter Names - 14 Letter Sounds - 3 (32)	Onset Sounds - 16 Letter Sounds - 26 Word Segmenting - 25 Nonsense Words - 6 (50)	Letter Sounds - 41 Word Segmenting - 30 Nonsense Words - 12 Sight Words - 13 (64)

First Grade FastBridge Early Reading (2 subtests)			
	Fall Target Score	Winter Target Score	Spring Target Score
1st Grade	Word Segmenting - 28 Nonsense Words - 10 Sight Words - 16 Sentence Reading 12 (33)	Word Segmenting - 31 Nonsense Words - 17 Sight Words - 49 CBMR - 37 (52)	Word Segmenting - 32 Nonsense Words - 22 Sight Words - 65 CBMR - 66 (66)

FastBridge Oral Reading Fluency: (1-8) This screening tool is given to individual students by trained teachers. Oral Reading Fluency is a strong predictor of reading achievement.

FastBridge Oral Reading Fluency			
Grade	Fall Target Score	Winter Target Score	Spring Target Score
1st Grade	N/A	37	66
2nd Grade	82	108	126
3rd Grade	112	133	147
4th Grade	139	156	170
5th Grade	157	172	187

6th Grade	168	183	195
7th Grade	189	202	213
8th Grade	179	186	201

FastBridge aReading: (1-8) This screening tool is given to students in a classroom setting using technology and facilitated by the classroom teacher. This assessment tests a breadth of reading skills appropriate to each grade level mainly in the areas of comprehension and vocabulary.

FastBridge aReading			
Grade	Fall Target Score	Winter Target Score	Spring Target Score
Kindergarten	NA	NA	NA
1st Grade	453	472	481
2nd Grade	484	496	503
3rd Grade	503	510	515

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4th Grade	515	520	524
5th Grade	525	529	534
6th Grade	532	535	538
7th Grade	538	543	546
8th Grade	538	543	546

Diagnostic Assessments: The purpose of diagnostic assessments is to provide information for planning more effective instruction and intervention. Diagnostic assessments provide additional data beyond screening and should be given when there is a clear expectation that diagnostic information will offer new and more reliable data about a student's academic needs. This diagnostic assessment information should be used to strategically plan explicit targeted and intensive instruction that will accelerate reading proficiency toward grade level expectations. Using diagnostic assessments, standardized screening information, and informal classroom assessments will provide a broader understanding into the needs of learners individually and as a group, and guide instruction.

Fountas & Pinnell (K-6): This assessment is strategically used to assist teachers in determining the following information
- Three reading levels for each student: instructional, independent and frustration
- Placement level to plan effective instruction
- Form guided reading groups
- Select appropriate texts to use for instruction as well as for independent reading ● Identify skill deficit areas to help determine appropriate interventions

<u>Teaching Strategies Gold (TS Gold)Pre-K:</u> This assessment is utilized in our Early Childhood and Preschool program, it is an outline tool that gathers and organizes meaningful data quickly, including online portfolios where children's work can be stored to create a developmental profile of each child that answers the questions, "What does this child know? What is he or she able to do?" TS Gold helps teachers understand how instructional observations relate to important objectives for development and learning and they use that understanding to scaffold each child's learning. A teacher uses the data to determine if a child is making progress and compares the child's knowledge, skills and behaviors to those of most children of his or her age or class/group. It assists teachers in recognizing children who might benefit from special help, screening, or further evaluation. Teachers generate comprehensive reports that are shared with family members and other stakeholders.

<u>District Procedures to Screen and Identify Students with Potential Dyslexia and Convergence Insufficiency Disorder:</u>
Students who are at risk of or experiencing reading difficulties are provided additional screening and support based on needs identified in screening.

Based on screening data, the teacher and/or team use the Multi-Tiered System of Support Framework to align the student needs with appropriate intervention. This information is used when determining next steps to support students. Strategic and intensive support (Tier II and III) may include working with Title or Reading Intervention teachers using Leveled Literacy Interventions (LLI) and individual or/or class wide interventions. When needed, explicit instruction in phonemic awareness and phonics are used to support students who may by struggling. If a student states that he or she gets headaches, blurred or double vision, or has eye strain while reading for extended periods of time, the information will be shared with parent(s)/guardians for possible screening by an eye care professional.

Progress Monitoring: Progress monitoring assessments are brief and administered with more regularity than screening and diagnostic tools. Progress monitoring assessment data is collected, evaluated, and used on an ongoing basis to determine the rate of a student's progress toward grade level outcomes, to provide information on the effectiveness of intervention to modify the intervention tools is necessary. Progress monitoring tools are matched to the intervention a student is receiving, as well as matched to grade level outcomes. Progress monitoring will be administered using FastBridge progress monitoring.

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Parent Notification and Involvement

Kelliher school staff will notify and involve parents in their child's literacy development in the following ways:
- Email, phone calls
- School website
- Google Classroom
- Conferences

Parent Night/Title I Parent Night :

Information and resources will be offered by classroom teachers at Parent Nights to parents, caregivers and/or community members on how they can support their children's literacy growth at home. Support of quality literacy practices at home is critical to the child's reading success. Additional resources will be provided by the Title teachers to parents and caregivers to help support the interventions in place for their child/children and further promote the importance of literacy support at home.

Open House/Back to School Night

Students in Grade K-12 are invited to attend an Open House/Back to School Night to meet their classroom teachers and visit classrooms. During this time teachers will share with students and parents' expectations and information of outcomes for the coming school year.

Parent Conferences:

Teachers will communicate assessment results and recommendations for students who need instructional interventions, remediation or enrichment. Student data collected from FastBridge testing 3 times per year will be shared in support of the needed interventions. These assessments will facilitate matching student needs to instruction. Benchmarks will be shared and explained. Interventions may include but will not be limited to the following: ● Specific teacher intervention within the classroom
- Title I support
- Summer School
- Special Education Programming

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Intervention and Instructional Supports

Intervention programs assist students who have skill deficits in one or more of the five components of reading: phonemic awareness, phonics, fluency, comprehension and/or vocabulary. Based on assessment results and teacher recommendation, students receive a multi-tiered level of support that includes research-based interventions in the specific areas of need.

Tiers of Support include:

3 Tiers of Support

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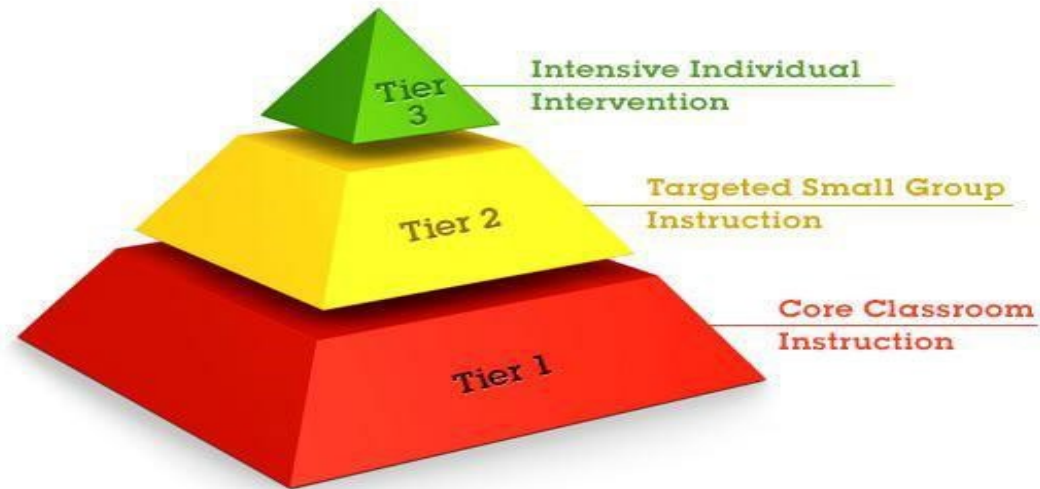
Tier 1: Core Instruction
- All students in K-6 receive 120 minutes of core instruction.
- All students receive core instruction in Tier 1. Students who are at or above district targets on screening assessments and are making enough academic growth will have their needs met through instruction in the core curriculum. Students performing below, or significantly above grade will receive additional support in Tier 2 and/or Tier 3.

Tier 2: Extra Targeted Support
- Students who are below grade level are supported through classroom leveled groups and small groups outside the classroom. Additional support is provided during a scheduled block. Instruction and/or interventions are provided by trained staff three-five times per week in blocks of approximately 30 minutes. A multi-sensory approach to reading that includes explicit instruction in phonemic awareness and phonics will be provided.

Tier 3: Intensive Support
- Students who are significantly below grade level are supported by interventions and specific programs which often occur outside the classroom. Instructional and/or interventions are administered. A multi-sensory approach to reading that includes explicit instruction in phonemic awareness and phonics will be provided. Time, group size and interventions are determined based on individual needs and progress in previous tiers.

Professional Development
The effective use of reading assessments and instructional programs and materials requires high quality professional development for teachers and other staff members, including the principal, specialists, and paraprofessionals. Prior to using reading assessment or instructional programs and materials in the classroom, staff members will receive thorough training in their appropriate use. Staff members who require additional professional development to use assessments and instructional programs and materials appropriately will be provided training. The building principal will be responsible for

making sure all staff members have the training they need to use reading assessments and instructional materials appropriately.

Effective communication and collaboration in reading performance and planning is essential for the success of Kelliher's Literacy Plan. Throughout the year every Monday all staff will meet to discuss, monitor, and plan reading instruction and achievement.   The principal, and/or other designated building leaders will support and, when possible, attend these meetings. At these meetings, staff will analyze data from student assessments to inform and prioritize the selection of further professional development needs and strategies.

Kelliher school will utilize Authentic Intellectual Work (AIW) programming and the AIW frameworks to help Kelliher teachers improve teaching in reading. Authentic Intellectual Work is a research-based and proven program that supports professional development which allows teachers to reflect upon their classroom teaching, their pedagogy, and their lesson plans. This allows teachers to collaborate and support each other in development of improved lesson plans.

Communication System for Annual Reporting
The Kelliher School Local Literacy Plan will be posted on the Kelliher School District website. This plan will be reviewed and updated yearly by the Literacy Team, in conjunction with the building principal regarding the information and the usefulness of the documents. The goal is to continue to improve the academic achievement of our students, making necessary adjustments to address all students' needs, analyze data to make strategic programming decisions, and to determine needed training for our educators.

References and Resources
Districts are required to develop a local literacy plan to ensure that all students are reading well by the end of third grade. The Department of Education provides guidance and resources to assist efforts to understand and meet the demands of early reading intervention and the requirements of Reading Well by Third Grade law (Minn. Stat. § 120B.12).

1. Minnesota Statute 120B.11 School District Process for Reviewing Curriculum, Instruction and Student Achievement: Striving for the World's Best Workforce
2. Minn. Stat. § 120B.12 Reading Proficiently No Later Than the End of Grade 3

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3. A resource for "Navigating the School System When a Child is Struggling with Reading or Dyslexia" can be found [here](#) on the MN Department of Education website.