



**Read Well  
By Third  
Grade Plan**

# **East Grand Forks Schools Literacy**

Developed in Collaboration  
with

**Elementary Literacy  
PLC Team and  
Administration**

**Suraya Driscoll**

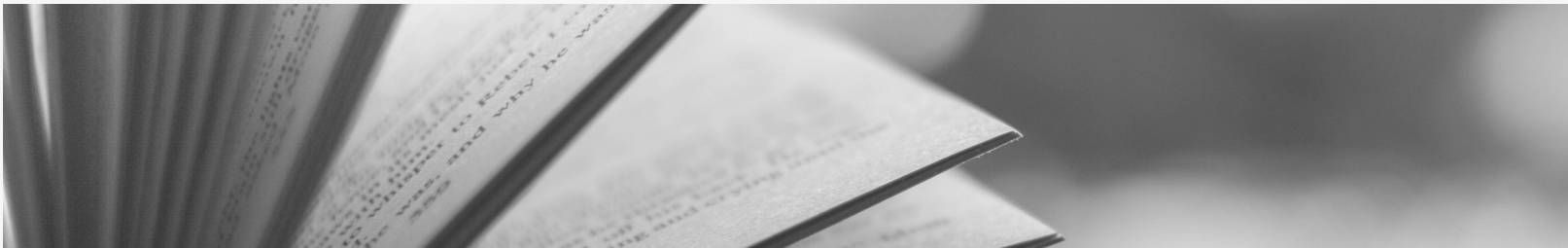
Director of Teaching  
and Learning



# READ WELL BY THIRD- GRADE LITERACY PLAN

East Grand Forks Public Schools is dedicated to the success of ALL our students. The Read Well by Third Grade Literacy Plan describes our current goals, practices, and supports for students in grades Preschool - 3 so that all students are reading at our above grade level no later than by the end of grade

This plan is in accordance with the requirements of  
WBWF: World's Best Workforce (Minn. Stat. § 120B.11)  
RWBTG: Reading Well by Third Grade (Minn. Stat. § 120B.12)  
ESSA/SRCL: Every Student Succeeds Act's Striving Readers Comprehensive Literacy grant (Public Law No. 114-95, § 1177)



## READING PROFICIENCY

At East Grand Forks Public Schools, we believe that literacy is a fundamental academic asset to enable our students to learn. The ability to read, write, speak, listen, view, visually represent, and think to communicate and contribute and succeed in a diverse and changing world directly impacts their career and college readiness success. We believe the best way to attain this is through a substantial core reading program and evidence-based interventions.



Reading Proficiency is defined as students who have the decoding skills that enable them to read a text and the meaning-making or comprehension skills that enable students to understand, engage, and get involved with a piece of text. By third grade, they should be independent readers with fluency and comprehension. This is measured by Minnesota Comprehensive Assessment grade 3 and on Fastbridge Screening Assessments given in grades K-5.

# Goals and Objectives

This plan intends to clarify, streamline, and incorporate the best tools and practices in literacy so that each student has the best chance of meeting their potential by the end of third grade in reading. Our plan includes the following:

- Using MTSS as a structure
- Inform parents about the student's progress in addition to information about reading-related services being offered.
- Provide intervention to students not reading at or above grade level at every grade level until the student reads at grade level.

This plan is in accordance with the requirements of  
 WBWF: World's Best Workforce (Minn. Stat. § 120B.11)  
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## NEEDS ASSESSMENT

The needs assessment looked at multiple sources of data, such as: Implementation of Houghton Mifflin Hartcourt (HMH) materials, data practices for universal screening, Title I practice, student learning outcomes, instructional practices, MTSS implementation.



## ACTIONABLE OUTCOMES OF NEEDS ASSESSMENT

- Tier 1 alignment of HMH materials to the 2020 Minnesota ELA standards Grades K-5.
- Identification of Essential Reading Standards K-12.
- Use universal screening data to identify struggling readers who comply with dyslexia legislation.
- Implementing the Science of Reading in Grades K-2 using Shifting the Balance, 6 ways to Bring the Science of Reading into the Balanced Literacy Classroom.
- Alignment of Title Services and materials. OG training and Implementation For TIER 2.
- Supplemental TIER 1 intervention using Haggerty Phonemic Awareness Curriculum in K-2.
- Implementation of Handwriting Without Tears in Place of the Handwriting in (HMH).
- Implementation of MTSS and Tiered Interventions.

# How do we make sure all students receive the best opportunity to become strong readers? Through prevention.

## MUTLI-TIERED LEVELS OF SUPPORT (MTSS)

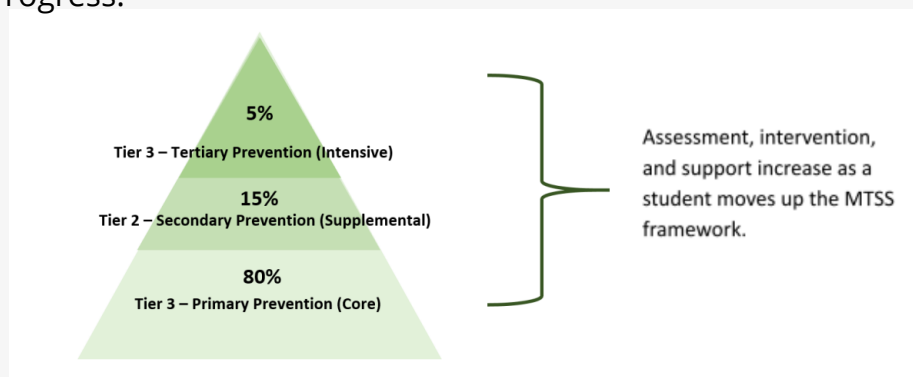
The MTSS framework is a multi-level prevention system including three levels of intensity or prevention. This framework is used in every grade level to identify students not reading at grade level and provides the system in which we provide reading intervention until a student is reading at grade level as defined by our building's Support Teams.

**TIER 1 - Primary Prevention (CORE INSTRUCTION)** includes high-level core instruction. All students are given screening or benchmark assessments to determine which students may be at risk or in need of additional instruction. Grade-level teams coordinate grade-level meetings centered on the data collected and instructional practices occurring in the core classrooms. They make data-driven decisions, use evidence-based instruction, and measure the effectiveness of instruction. Teachers are aligning their standards and teaching the essential pieces of HMH. The reading schedule is to be looked at aligning into two blocks. that align with the simple view of reading. In the Word Recognition block, students in grades K-2 receive functional phonics as their core curriculum. Students in Grades 3-5 receive Houghton Mifflin Into Reading skills.

Students are flexed across the grade level to receive explicit and systemic instruction in phonemic awareness, phonics, and sight word recognition during their reading block. The second reading block is for language comprehension and the focus is on developing background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. All students receive HMH as the core curriculum in their reading block. During the language comprehension block, all students are in the classroom, including all intervention and special education students.

Early childhood uses a comprehensive approach to language and literacy development that includes based learning. Language activities include those to develop listening and expression skills. Early childhood will have a block of phonemic awareness. This is aligned with the Minnesota Early childhood indicators of Progress.

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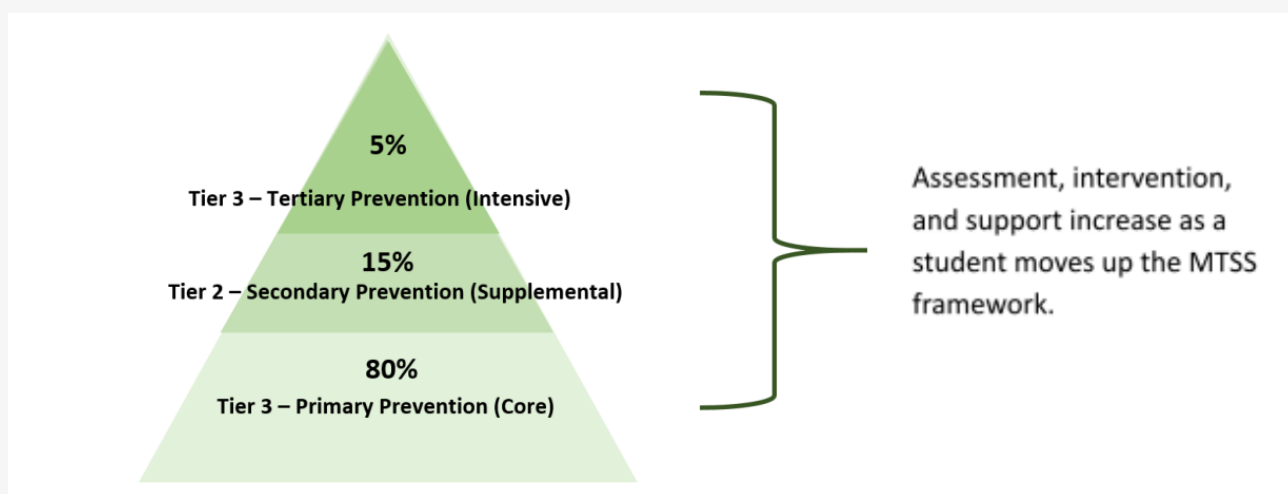


# HOW DO WE MAKE SURE ALL STUDENTS RECEIVE THE BEST OPPORTUNITY TO BECOME STRONG READERS?

## CONTINUED

**TIER 2 - Secondary Prevention (Supplementation Instruction)** includes evidence-based intervention(s) of moderate intensity. Assessments at this level are used to diagnose or target specific literacy needs in order to close learning gaps. Progress monitoring assessments are given to monitor the effectiveness of instruction and student learning. Each building monitors grade-level concerns and students in interventions using the decision tree (APPENDIX). They assist teachers and parents in targeting instruction to needs and aligning resources within the school and community. The team determines who is on grade level. Parents are informed of secondary intervention plans. Teams meet regularly in buildings to review progress. We revamped Title I programming.

**TIER 3 - Tertiary Prevention (Intensive Intervention)** includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. Assessments at this level are more intense and require greater validity and reliability to determine why a student may not be responding to intensive intervention. Students at this level are given weekly progress monitoring assessments. If a student has intensive learning needs and a low response to evidence-based practices in primary and secondary interventions, then the student may be referred to the SST for more formal assessments and potential special education services. Parents play a vital and active role in this process. At each level, attention is placed on the fidelity of implementation with consideration for cultural and linguistic responsiveness and recognition of student strengths.



# How do we know it is working? We check frequently

## Assessment Plan

Assessments are designed to collect evidence for one of the following purposes; to predict learning, evaluate outcomes, diagnose, or provide information useful to instruction.

For the purposes of the READ WELL BY THIRD GRADE PLAN, we use assessment to diagnose, provide good information to inform instruction, evaluate outcomes, and use the predictability of learning to know if an intervention is working or not.

We use four types of assessments: Universal Screening, Progress Monitoring, Diagnostic, and Outcome Evaluations.

### UNIVERSAL SCREENING

Universal Screening measures two things:

- All students' current skills as compared to grade-level learning goals.
- Individual students who might need additional instruction and, if so, what type.

It is done three times a year, fall, winter, and spring, to help teachers adjust instruction during the school year.

If we find a student whose screening score indicates a problem, we do more assessing called **Diagnostic Assessing** to know how to target help for the student.

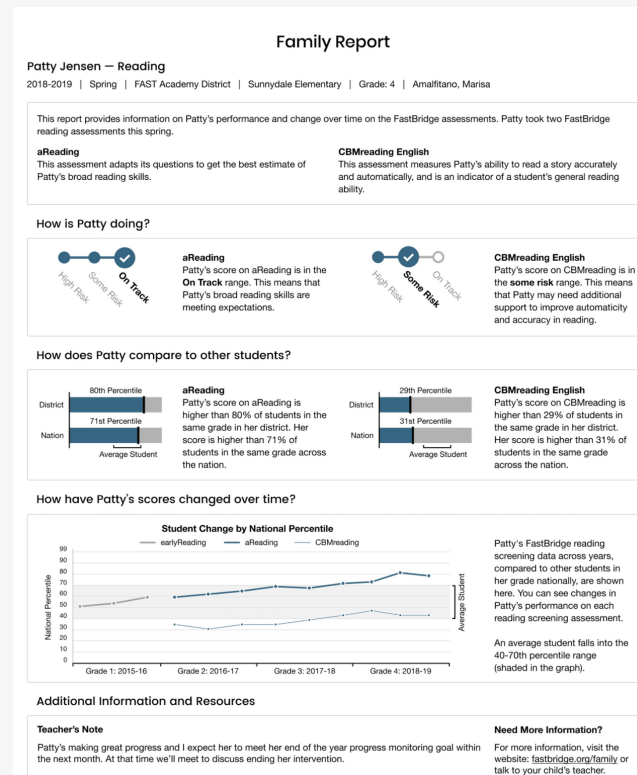
We use the following Fastbridge Assessments to Screen Students in the fall, winter, and spring.

**K-1 earlyReading Assessment:** earlyReading is an assessment of essential early reading skills such as concepts of print, phonemic awareness, phonics, and fluency.

**2-5 aReading Assessment:** aReading assess the broad reading ability and predicts overall reading achievement in concepts of print, phonological awareness, phonics, vocabulary, comprehension, orthography, and morphology.

**Curriculum-Based Measure (CBM):** CBM is a progress monitoring reading assessment and a screener in grades 1-5 to assess oral reading fluency.

Families are provided with these reports to see the growth their child is making throughout the year.



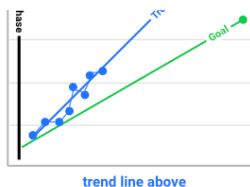
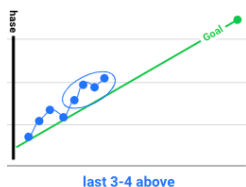
Early Childhood uses the Teaching Strategies GOLD



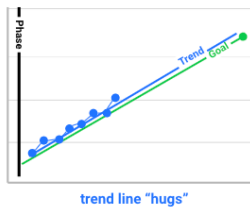
## Assessment Plan Continued

### PROGRESS MONITORING

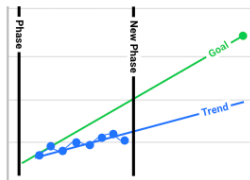
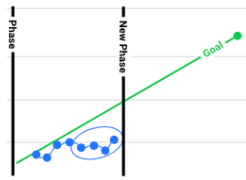
When a student receives a Tier 2 or Tier 3 intervention, progress monitoring assessments are brief 1 to 4 - minutes used to tell us if an intervention is working, if we should adjust the intervention, or if the student has met their goal and is finished with it. The data is illustrated in the chart below.



Consider  
increasing the  
goal or fading  
the intervention  
— continue until  
goal is met



Continue  
intervention



Make  
changes

See back →

Progress Monitoring Assessments may include:  
Curriculum Based Measures  
CMB oral reading fluency weekly  
Systematic Instruction in Phonological Awareness,  
Phonics, and Sight Words - mastery assessments  
every two weeks.  
Sight Word Monitoring Weekly  
early reading subtest

## Summative or Outcome Assessments

Summative assessments are used at the end of learning to determine if programming students grew to grade level. The summative assessment used for literacy includes:

The Minnesota Comprehensive Assessment is given in Grades 3,4,5,6,7,8,10

Reading common grade level assessments given in HMH

aReading Spring Assessment

earlyReading Spring Assessment

Oral Reading Fluency Assessment

Literacy Universal Screening/Benchmark Assessments			
	Fall	Winter	Spring
<b>Early Childhood</b>	TS GOLD	TS GOLD	TS GOLD
	Fall	Winter	Spring
<b>Kindergarten</b>	earlyReading <ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Onset of sounds</li> <li>• Letter names</li> <li>• Letter Sounds</li> </ul>	earlyReading <ul style="list-style-type: none"> <li>• Onset sounds</li> <li>• Letter sounds</li> <li>• Word segmenting</li> <li>• Decodable words</li> </ul>	earlyReading <ul style="list-style-type: none"> <li>• Letter sounds</li> <li>• Word segmenting</li> <li>• Decodable words</li> <li>• Sight words</li> </ul>
	Fall	Winter	Spring
<b>Grade 1</b>	earlyReading <ul style="list-style-type: none"> <li>• Word segmenting</li> <li>• Decodable words</li> <li>• Sight Words</li> <li>• Sentence Reading</li> </ul>	earlyReading <ul style="list-style-type: none"> <li>• Word segmenting</li> <li>• Decodable words</li> <li>• Sight Words</li> <li>• Oral reading fluency</li> </ul>	earlyReading <ul style="list-style-type: none"> <li>• Word Segmenting</li> <li>• Decodable Words</li> <li>• Sight Words</li> <li>• Oral reading fluency</li> </ul>
	Fall	Winter	Spring
<b>Grades 2-5</b>	Fastbridge aReading Oral Reading Fluency HMH Growth	Fastbridge aReading Oral Reading Fluency HMH Growth	Fastbridge aReading Oral Reading Fluency HMH Growth
	Fall	Winter	Spring
<b>Grades 6-8</b>	STAR Literacy Testing	STAR Literacy Testing	STAR Literacy Testing





# UNIVERSAL SCREENING

## Fastbridge Early Literacy Grades K-1 Fastbridge aReading Grades 2-5

### KINDERGARTEN NORMS

	Performance Level	Fall	Winter	Spring
Kindergarten	Exceeding 76+ percentiles	39+	58+	75+
Early Reading	Benchmark 50 <sup>th</sup> – 75 <sup>th</sup> percentiles	34-38	52-57	66-74
Composite Scaled Scores	Approaching Benchmark 26 <sup>th</sup> -49 <sup>th</sup> percentiles	31-33	47-51	60-65
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	28-30	40-46	54-59
	Intensive 0-10 <sup>th</sup> Percentiles	0-27	0-39	0-53

	Performance Level	Fall	Winter	Spring
Kindergarten	Exceeding 76 <sup>th</sup> + percentiles	16	16	
Onset Sounds	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	13 - 15	16	
<i>Included in fall &amp; winter screening &amp; composite</i>	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	9 - 12	15	
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	5 - 8	12 - 14	
	Intensive 0-10 <sup>th</sup> percentiles	0 - 4	0 - 11	

	Performance Level	Fall	Winter	Spring
Kindergarten	Exceeding 76 <sup>th</sup> + percentiles	35 - 52+	56 - 67+	63 - 73+
Letter Names	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	20 - 34	44 - 55	53 - 62
<i>Included in fall screening &amp; composite</i>	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	7 - 19	35 - 43	43 - 52
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	2 - 6	26 - 34	34 - 42
	Intensive 0-10 <sup>th</sup> percentiles	0 - 1	0 - 25	0 - 33

	Performance Level	Fall	Winter	Spring
Kindergarten	Exceeding 76 <sup>th</sup> + percentiles	15 - 30+	42 - 58+	56 - 72+
Letter Sounds	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	5 - 14	29 - 41	45 - 55
<i>Included in fall, winter, &amp; spring screening &amp; composite</i>	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	2 - 4	21 - 28	34 - 44
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	1	10 - 20	23 - 33
	Intensive 0-10 <sup>th</sup> percentiles	0	0 - 9	0 - 22

# UNIVERSAL SCREENING

## Fastbridge Early Literacy Grades K-1 Fastbridge aReading Grades 2-5

	Performance Level	Fall	Winter	Spring
<b>Kindergarten</b>  <b>Word Segmenting</b>  <i>Included in winter &amp; spring screening &amp; composite</i>	Exceeding 76 <sup>th</sup> + percentiles	19 - 26+	31 - 34+	34+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	7 - 18	27 - 30	30 - 33
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	0 - 6	18 - 26	28 - 29
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	0	8 - 17	20 - 27
	Intensive 0-10 <sup>th</sup> percentiles	0	0 - 7	0 - 19

	Performance Level	Fall	Winter	Spring
<b>Kindergarten</b>  <b>Decodable Words</b>  <i>Included in winter &amp; spring screening &amp; composite</i>	Exceeding 76 <sup>th</sup> + percentiles		14-20+	20-32
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles		8-13	14-19
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles		5-7	10-13
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles		2-4	5-9
	Intensive 0-10 <sup>th</sup> percentiles		0-1	0-4

	Performance Level	Fall	Winter	Spring
<b>Kindergarten</b>  <b>Sight Words (50)</b>  <i>Included in spring screening &amp; composite</i>	Exceeding 76 <sup>th</sup> + percentiles		27 - 53+	43 - 79+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles		11 - 26	18 - 42
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles		7 - 10	8 - 17
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles		4 - 6	3 - 7
	Intensive 0-10 <sup>th</sup> percentiles		0 - 3	0 - 2

### GRADE 1 NORMS

	Performance Level	Fall	Winter	Spring
<b>Grade 1</b>  <b>Early Reading</b>  <b>Composite Scaled Score</b>	Exceeding 76 <sup>th</sup> + percentiles	54 - 82+	78 - 106+	93 - 120+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	37 - 53	58 - 77	72 - 92
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	29 - 36	44 - 57	55 - 71
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	25 - 28	32 - 43	38 - 54
	Intensive 0-10 <sup>th</sup> percentiles	0 - 24	0 - 31	0 - 37



# UNIVERSAL SCREENING

## Fastbridge Early Literacy Grades K-1 Fastbridge aReading Grades 2-5

	Performance Level	Fall	Winter	Spring
<b>Grade 1</b>  <b>Sentence Reading</b>  <i>Included in fall screening &amp; composite</i>	Exceeding 76 <sup>th</sup> + percentiles	41 - 87		
	Benchmark 50 <sup>th</sup> - 75 <sup>th</sup> percentiles	15 - 40		
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	9 - 14		
	Strategic 11 <sup>th</sup> - 25 <sup>th</sup> percentiles	4 - 8		
	Intensive 0 - 10 <sup>th</sup> percentiles	0 - 3		

	Performance Level	Fall	Winter	Spring
<b>Grade 1</b>  <b>Word Segmenting</b>  <i>Included in fall, winter, spring screening &amp; composite</i>	Exceeding 76 <sup>th</sup> + percentiles	33 - 34	34	34
	Benchmark 50 <sup>th</sup> - 75 <sup>th</sup> percentiles	30 - 32	32 - 33	33
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	27 - 29	30 - 31	31 - 32
	Strategic 11 <sup>th</sup> - 25 <sup>th</sup> percentiles	20 - 26	27 - 29	28 - 30
	Intensive 0 - 10 <sup>th</sup> percentiles	0 - 19	0 - 26	0 - 27

	Performance Level	Fall	Winter	Spring
<b>Grade 1</b>  <b>Sight Words (150)</b>  <i>Included in fall, winter, &amp; spring screening &amp; composite</i>	Exceeding 76 <sup>th</sup> + percentiles	51 - 78+	74 - 99+	88 - 108+
	Benchmark 50 <sup>th</sup> - 75 <sup>th</sup> percentiles	25 - 50	55 - 73	71 - 87
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	9 - 24	35 - 54	54 - 70
	Strategic 11 <sup>th</sup> - 25 <sup>th</sup> percentiles	4 - 8	13 - 34	31 - 53
	Intensive 0 - 10 <sup>th</sup> percentiles	0 - 3	0 - 12	0 - 30

	Performance Level	Fall	Winter	Spring
<b>Grade</b>  <b>Decodable Words</b>  <i>Included in fall, winter, spring screening &amp; composite</i>	Exceeding 76 <sup>th</sup> + percentiles	16 - 36+	35 - 55+	39 - 67+
	Benchmark 50 <sup>th</sup> - 75 <sup>th</sup> percentiles	8 - 15	20 - 34	33 - 48
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	5 - 7	14 - 19	21 - 32
	Strategic 11 <sup>th</sup> - 25 <sup>th</sup> percentiles	2 - 4	9 - 13	14 - 20
	Intensive 0 - 10 <sup>th</sup> percentiles	0 - 1	0 - 8	0 - 13

# UNIVERSAL SCREENING

## Fastbridge Early Literacy Grades K-1 Fastbridge aReading Grades 2-5

### CBM- READING GRADES 1 -5

	Performance Level	Fall	Winter	Spring
<b>Grade 1</b>  <b>CBM-Reading</b>	Exceeding 76 <sup>th</sup> + percentiles	54+	82+	105+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	20 - 53	48 - 81	76 - 104
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	10 - 19	25 - 47	46 - 75
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	5 - 9	13 - 24	23 - 45
	Intensive 0-10 <sup>th</sup> percentiles	0 - 4	0 - 12	0 - 22

	Performance Level	Fall	Winter	Spring
<b>Grade 2</b>  <b>CBM-Reading</b>	Exceeding 76 <sup>th</sup> + percentiles	95+	122+	137+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	66 - 94	93 - 121	112 - 136
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	37 - 65	67 - 92	84 - 111
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	16 - 36	34 - 66	54 - 83
	Intensive 0-10 <sup>th</sup> percentiles	0 - 15	0 - 33	0 - 53

	Performance Level	Fall	Winter	Spring
<b>Grade 3</b>  <b>CBM-Reading</b>	Exceeding 76 <sup>th</sup> + percentiles	125+	144+	158+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	97 - 124	120 - 143	134 - 157
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	69 - 96	94 - 119	107 - 133
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	38 - 68	60 - 93	76 - 106
	Intensive 0-10 <sup>th</sup> percentiles	0 - 37	0 - 59	0 - 75

# UNIVERSAL SCREENING

## Fastbridge Early Literacy Grades K-1 Fastbridge aReading Grades 2-5

### CBM- READING GRADES 1 -5

	Performance Level	Fall	Winter	Spring
<b>Grade 4</b>  <b>CBM-Reading</b>	Exceeding 76 <sup>th</sup> + percentiles	152+	167+	181+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	125 - 151	142 - 166	156 - 180
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	99 - 124	117 - 141	131 - 155
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	74 - 98	91 - 116	103 - 130
	Intensive 0-10 <sup>th</sup> percentiles	0 - 73	0 - 90	0 - 102

	Performance Level	Fall	Winter	Spring
<b>Grade 5</b>  <b>CBM-Reading</b>	Exceeding 76 <sup>th</sup> + percentiles	169+	186+	199+
	Benchmark 50 <sup>th</sup> -75 <sup>th</sup> percentiles	142 - 168	158 - 185	172 - 198
	Approaching Benchmark 26 <sup>th</sup> – 49 <sup>th</sup> percentiles	116 - 141	131 - 157	145 - 171
	Strategic 11 <sup>th</sup> -25 <sup>th</sup> percentiles	90 -115	105 -130	116 - 144
	Intensive 0-10 <sup>th</sup> percentiles	0 - 89	0 - 104	0 -115



# That's great you check frequently, but what are you doing in those Tiers?

## Using Evidence Based Practices

At Tier 2, which is Title I services. The Title I team worked hard to put a plan together that was a systematic approach so students transitioning between New Heights and South Point did not experience something different.

Suppose your child receives a Tier 2 intervention through Title. In that case, they are given additional diagnostic assessments such as the Phonological Awareness Skills Test (PAST) and the Institute of Multi-Sensory Education Assessments to know what intervention the student needs.

We have purchased and are using several Tier 2 Intervention programs to meet students where they are at. They include Institute for Multi-Sensory Education Scope and Sequence Teaching Materials. Students who need this intervention are taught in explicit, systematic, sequential instruction and have cumulative practice and ongoing review. A High Level of student-teacher interaction is given, and a multi-sensory approach, meaning more than sense, is used, such as students may be issued a handful of sand and write a letter or word using their fingers. As they write, the sound each letter makes. They blend the sounds together and then read the whole word.

Systematic Instruction in Phonological Awareness, Phonic and Sight Words (SIPPS). We have the Beginning Level, Extension Level, Challenge Level, and SIPPS Plus for our 3-5 students as needed. This program is also systematic, with explicit routines focused on phonological awareness, spelling sounds, and sight words. The continuum is specific to each stage of reading development. Simple Alphabetic, Spelling Pattern, Polysyllabic/Morphemic stage for decoding. After diagnostic testing, students take a placement assessment to see which part of the program they start. They learn how to segment sounds in speech and how they link to letters. They learn to decode words, analyze word parts and write and recognize words. They have short texts where they connect their skills to work on reading accuracy, fluency, and comprehension.

Read Naturally combines three powerful, research-proven reading intervention strategies to create an effective tool that individualizes instruction and improves reading proficiency. The teacher models the student's correct reading. The student reads the story multiple times. This helps the student master difficult words, increase accuracy, and improve expression. It also helps build comprehension and confidence. Then students graph their performance, which motivates them to keep growing and increasing their reading achievement.

Read Naturally GATE: Teachers present scripted phonics tutoring lessons and lessons for other foundational skills. Students respond as they interact with letters, keywords, and stories in the teacher's guide/display book. As the group worked through the steps, the students mastered letter sounds, decodable words, high-frequency words, and a nonfiction story. Students track progress on their graphs.

## Reading Proficiency Assessment Results



The Minnesota Comprehensive Assessments are Summative Assessments that measure how we progress toward Minnesota's academic standards as a system. This test begins in third grade. Our goal is to be above the state average. There was no testing due to COVID in 2020.

### EGF 21-22 MCA Proficiency Results

Grade	Subject	Exceeds	Meets Standards	Partially Meets Standards	Does Not Meet Standards	2022 Proficiency Results (Prelim)	2022 State Ave	2021 Results	2021 State Ave	2019 Results	2019 State Ave	2018 Results	2018 State Ave	2017 Results	2017 State Ave.	2016 Results	2016 State Ave.	2015 Results	2015 State Ave.	2014 Results
3	Math	8	55	33	30	50.40	59.80	43.28	57.20	62.00	65.6	50.6	66.4	55.1	68.1	56.6	69.6	68	70.9	69
	Reading	3	43	25	53	37.10	48.80	35.29	48.50	48.60	54.6	41.7	55.7	43.9	56.5	46.3	57.5	55.3	58.9	55.1
4	Math	9	49	41	43	44.90	57.10	52.38	53.80	43.40	63.9	49	64.9	51.2	66.7	63.7	68.8	64.8	70	62.6
	Reading	20	41	38	44	41.80	50.30	43.41	49.30	32.90	55.4	41.4	55.5	46.6	56.8	49.2	58.4	40.6	57.9	45.8
5	Math	15	47	30	43	45.90	43.70	52.31	51.50	45.90	52	44.9	54	51.1	67.1	59.2	58.8	45.3	59.7	63
	Reading	10	79	26	18	65.90	59.90	61.36	59.40	58.90	65.8	55.8	67	65.4	67.5	63.1	67.7	53.9	66.7	65.2
	Science	2	64	31	38	48.90	50.00	54.26	47.90	47.80	54.9	50.4	58.1	56.3	59.8	52.7	61.5	35.9	59.3	53.6
6	Math	17	50	36	34	50.00	39.90	30.57	37.20	53.00	50.5	62.9	53.6	60.7	55.2	48.6	56.1	62	57.9	45.3
	Reading	24	53	40	19	56.60	55.10	45.63	55.00	61.90	62.8	64.5	64.5	62.2	63.4	54.8	62.3	69.5	63.9	54.8
7	Math	18	47	54	43	40.60	38.10	38.93	37.40	60.60	52.1	51.4	54.9	46.1	54.9	60.3	56.2	43.5	55	43.4
	Reading	22	60	38	42	50.90	46.00	51.68	48.30	60.60	57.5	58.7	58.1	48.4	57.5	55.9	56.7	51.1	55.7	45.2
8	Math	25	47	41	40	47.70	40.70	50.44	39.80	61.90	55.2	69	57	61.2	58	59.4	58.2	64.5	58.2	67.8
	Reading	26	59	36	32	55.60	46.90	53.04	49.70	67.20	57.7	61.8	58.4	72.4	58.7	65.7	57.3	62.7	56.2	55.6
	Science	11	47	54	43	40.40	29.20	35.09	33.80	43.60	43	36.9	44.8	33.2	45.7	41.6	47.5	33.1	45.9	36.7
10	Reading	19	54	26	30	57.00	55.20	53.78	58.30	52.20	60.4	49.6	59	44.6	60.3	48.1	59.1	52.9	57.2	43.1
	Science	13	43	34	37	44.10	45.60	32.17	48.30	54.70	54.4	41.2	52	43.5	53.9	47.3	55.8	58.3	54.9	32.2
11	Math	5	34	31	51	32.50	37.00	26.60	41.40	38.00	45	40	47.1	34.7	48.3	39.1	47.2	34.5	48.7	44.3
District	Reading	124	389	229	238	52.20	51.70	48.94	52.50	53.79	59.2	52.8	59.8	54.5	60.2	54.7	59.9	55.4	59.5	52
	Math	97	329	266	284	44.60	45.50	42.08	44.20	51.56	58.7	52.3	57	51.8	58.6	55.5	55.6	55.6	60.2	56.5
	Science	26	154	119	118	44.30	41.30	41.06	43.10	48.70	50.7	42.8	51.7	44	54.2	47.1	55	41.9	53.4	40.9
						12/20		9/20		7/20		5/20		3/20		4/20		5/20		3/20



### FASTBRIDGE PROFICIENCY RESULTS

We are in a transition year due to the change in our plan we are collecting new data in this area. We will start reporting next year.

## WHY DO WE DISCUSS DYSLEXIA IN THIS PLAN?

### Because good early intervention and effective instruction can prevent dyslexia

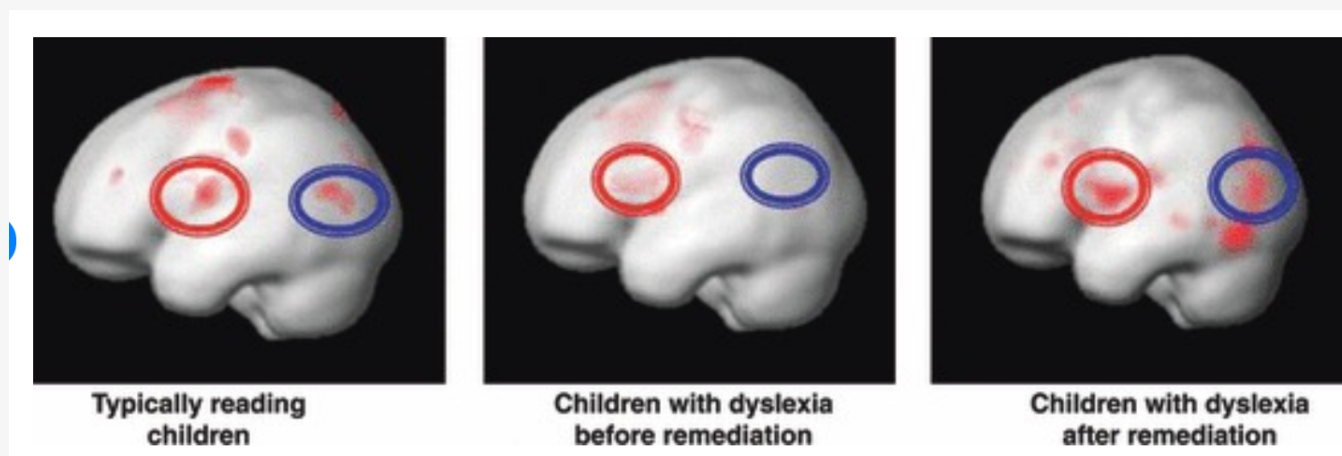
The definition of dyslexia is included in Minnesota Statutes, section 125A.01. As stated in the statute, "dyslexia" means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. Students who have a dyslexia diagnosis must meet the state and federal eligibility criteria to qualify for special education services.

There also is confusion about terms used to label or describe a reading problem. For example, medical professionals, psychologists, and other practitioners outside of the school use the words "dyslexia," "reading disorder," and "specific learning disorder." Schools and educators use "reading difficulty" and "specific learning disability in reading." A diagnosis of Dyslexia comes from clinicians.

At the school level, when we screen everyone universally, we screen for traits of Dyslexia also. The data helps teachers know the type of instruction, supports the student's needs, and guides what we must monitor for progress. If progress is not made in TIERED interventions, students are brought to the MTSS team for further problem-solving and diagnostic testing to ensure the correct interventions are in place and tried. If the student does not progress even with the most intensive intervention time, Tier 3 intervention, Dyslexia, may need to be considered.

**THIS PICTURE ILLUSTRATES HOW THE BRAIN CHANGES FOR CHILDREN WITH DYSLEXIA WHEN GIVEN INTERVENTION FOR READING.**





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## **WHAT DOES PROFESSIONAL DEVELOPMENT LOOK LIKE FOR IMPROVING OUTCOMES IN LITERACY DEVELOPMENT?**

- Professional development in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Professional development is provided on all intervention methods or programs selected for use with students.
- Professional development in improving literacy instruction is job-embedded and ongoing for licensed teachers.
- Professional development that supports the social and emotional needs of both staff and students
- Professional development supports teachers' skills in recognizing students' diverse needs in cross-cultural settings and enables them to serve the linguistic needs of English Language learners.
- Specific training on IMSE Orton Gillingham will be done yearly.
- Future training on Morphology.

# Parent and School Communication and Family Engagement

Parents are the experts on their children. We are working on elevating parents as true partners because students benefit significantly from strong family and school partnerships. Also, decades of research show us that when families are engaged, children succeed. One such way to engage parents is to have our teachers share the data gathered with parents. Then weekly, give parents activities to reinforce what is taught at school that week.

Potential barriers to family engagement include childcare needs, lack of time, and perceptions about school. There is no one-size-fits-all approach to family engagement. However, ensuring that families have a voice in their child's educational experience is crucial.

One such way to find the needs of our families is to conduct a needs assessment to evaluate the effectiveness of programs. We will be conducting a needs assessment as well. A variety of ways to conduct this needs assessment will include surveys being sent out and small groups with input sessions.

We are creating more ways for parents to have input into educational programs through Parent Advisory Committees.

We look forward to learning from our needs assessments and how to create strong parent engagement.

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